

 CAMBRIDGE

EMPOWER

SECOND EDITION

STUDENT'S BOOK
WITH EBOOK



B2

UPPER INTERMEDIATE

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Better
Learning

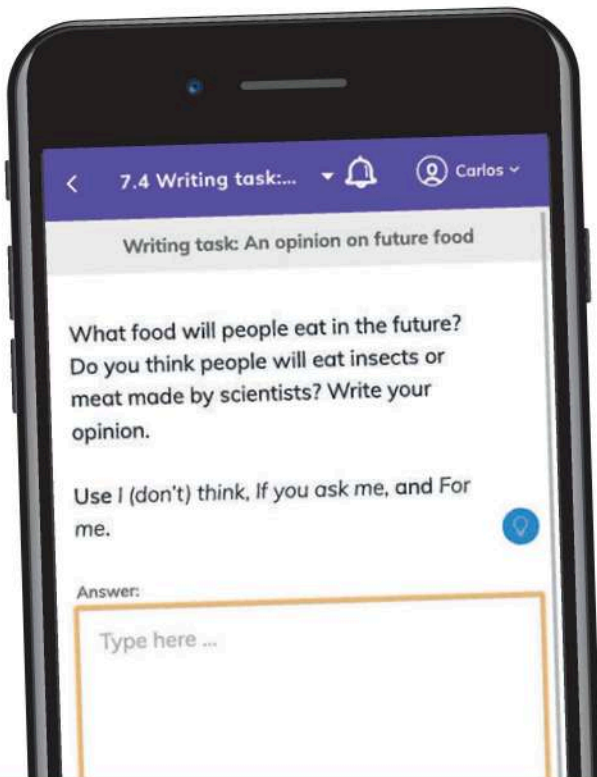
EMPOWER SECOND EDITION is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you love.

Assessment you

can trust.



CAN DO OBJECTIVES

- Discuss possible future events
- Prepare for a job interview
- Discuss advantages and disadvantages
- Write an argument for and against an idea

CHANCE

UNIT 5

GETTING STARTED

a 🗣️ Look at the picture and answer the questions.

- 1 What is the woman doing?
- 2 Would you like to try something like that? Why / Why not?
- 3 What could the woman be thinking?
- 4 Imagine you're on the beach in the picture. What would you be thinking?

b 🗣️ Discuss the questions.

- 1 Why do you think some people like doing extreme and dangerous things?
- 2 Do you think they do these things in spite of the risk or because of the risk?

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Better Learning with *Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

5A YOU COULD LIVE TO BE A HUNDRED

Learn to discuss possible future events

- Future probability
- Adjectives describing attitude

Are you an OPTIMIST or a PESSIMIST?

- If you take a test at the end of this course, how well will you do?

I'll get a perfect score. ← → I'll probably fail.
- Do you expect the coming week to be ... ?

exciting/great ← → boring/terrible
- Imagine you left your bag on the bus. Do you expect to get it back?

Yes. ← → No.
- You start a new workout routine and you're really tired the next day. Do you expect it to be easier the next time?

Yes. ← → No.

1 SPEAKING

Are you an optimist or a pessimist? Mark your place on this scale, then compare with others in your group.

Optimist ← → Pessimist

Decide what you think about the questions in the quiz above, then compare your answers.

Communication 5A Now go to p. 129.

Based on your answers in 1b, decide who in your group ... ?

- is the most optimistic
- is the most pessimistic
- is the most realistic

Write a question to find out if other students are optimistic or pessimistic. Add a) and b) answer choices.

Example:
You want to buy a shirt you like, but the shop has sold out. What do you think?
a. I'm sure I can find it somewhere else.
b. Why am I always so unlucky?

WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

... we carry on polluting the planet because we're sure that we'll find a way to clean it up some day ...

WE'RE ALL ABOVE AVERAGE!

Try asking a 20-year-old these questions:

- What kind of career will you have?
- How long do you think you'll live?

Most people think they'll be able to earn above-average salaries, but only some of the population can make that much. Most young men in Europe will say they expect to live well into their 80s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.

Most people are also optimistic about their own strengths and abilities. Ask people, 'How well do you get on with other people?' or 'How intelligent are the people in your family?' and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE

There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom.

Many people who fall exams, for example, are convinced they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive because it made them appreciate life more. We really are very good at 'looking on the bright side'.

THE OPTIMISM BIAS

This certainty that our future is bound to be better than our past and present is known as the 'Optimism Bias' and researchers have found that it is common to people all over the world and of all ages. Of course, the Optimism Bias can lead us to make some very bad decisions. Often, people don't take out travel insurance because they're sure everything will be all right, they don't worry about saving up for old age because the future looks fine, or they smoke cigarettes in spite of the health warnings on the pack because they believe 'it won't happen to me'. Or on a global scale, we carry on polluting the planet because we're sure that we'll find a way to clean it up some day in the future.

OPTIMISM IS GOOD FOR YOU

But researchers believe that the Optimism Bias is actually good for us. People who expect the best are generally likely to be ambitious and adventurous, whereas people who expect the worst are likely to be more cautious, so optimism actually helps to make us successful. Optimists are also healthier because they feel less stress – they can relax because they think that everything is going to be just fine. Not only that, but the Optimism Bias may also have played an important part in our evolution as human beings. Because we hoped for the best, we were prepared to take risks such as hunting down dangerous animals and travelling overseas to find new places to live, and this is why we became so successful as a species. Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

2 READING

Read the article *Why we think we're going to have a long and happy life* quickly. Choose the correct words to complete the summary.

Most people are naturally *optimistic* / *pessimistic*, and this is generally an *advantage* / *disadvantage* for the human race because it helps us to be *realistic* about the future / *more successful*.

Read the article again. Tick (✓) the five points made in the article.

- Pessimists usually have fewer friends than optimists.
- Humans are naturally positive about their future.
- Reality is often worse than we imagine it to be.
- People who live in warmer countries are usually more optimistic.
- We often act (or don't act) because we're confident everything will work out.
- If we imagine a better future, we will take more risks.
- Optimists spend a lot of time daydreaming.
- Optimism about the future makes us feel better in the present.

Discuss the questions:

- Look again at your answers in 1b. Do you think you have the 'Optimism Bias'?
- Do you agree that it's better to be optimistic than realistic? Why / Why not?
- How do you see yourself 20 years from now?

3 VOCABULARY

Adjectives describing attitude

Find adjectives in *Why we think we're going to have a long and happy life* that mean:

- expecting the future to be good
- seeing things as they are
- not seeing things as they are
- prepared to take risks
- not prepared to take risks
- wanting to be successful

Which of these adjectives best describe you?

Now go to Vocabulary Focus 5A on p. 158.

2 Personalised and relevant

Insights

Language learners benefit from frequent opportunities to personalise their responses.

Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

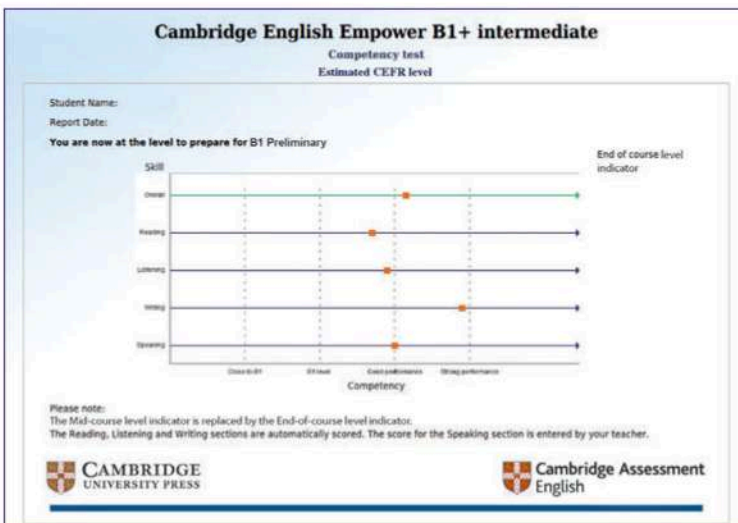
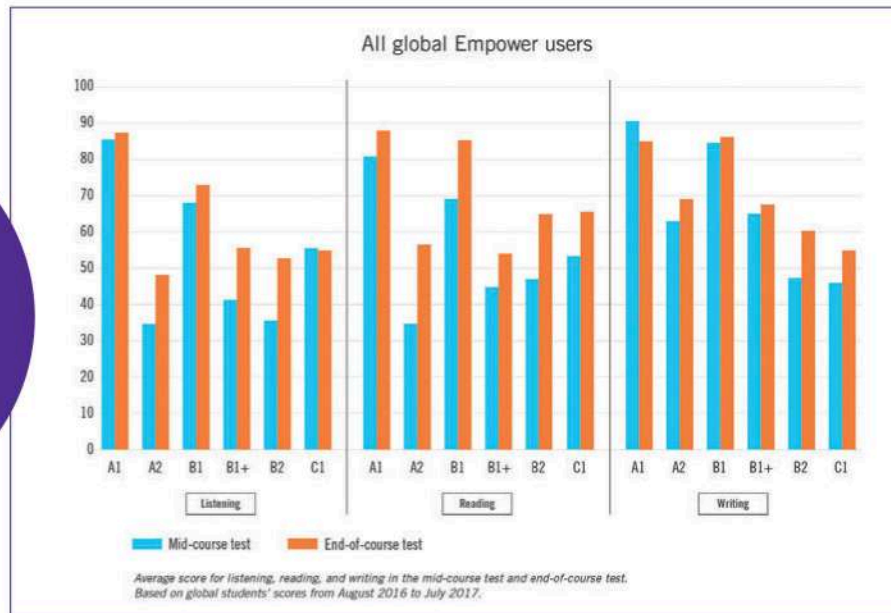
Content

End-of-unit tests, mid- and end-of-course competency tests, and personalised CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and universities need to show that they are evaluating the effectiveness of their language programmes.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.

Manageable learning

1 Mobile friendly

Insights

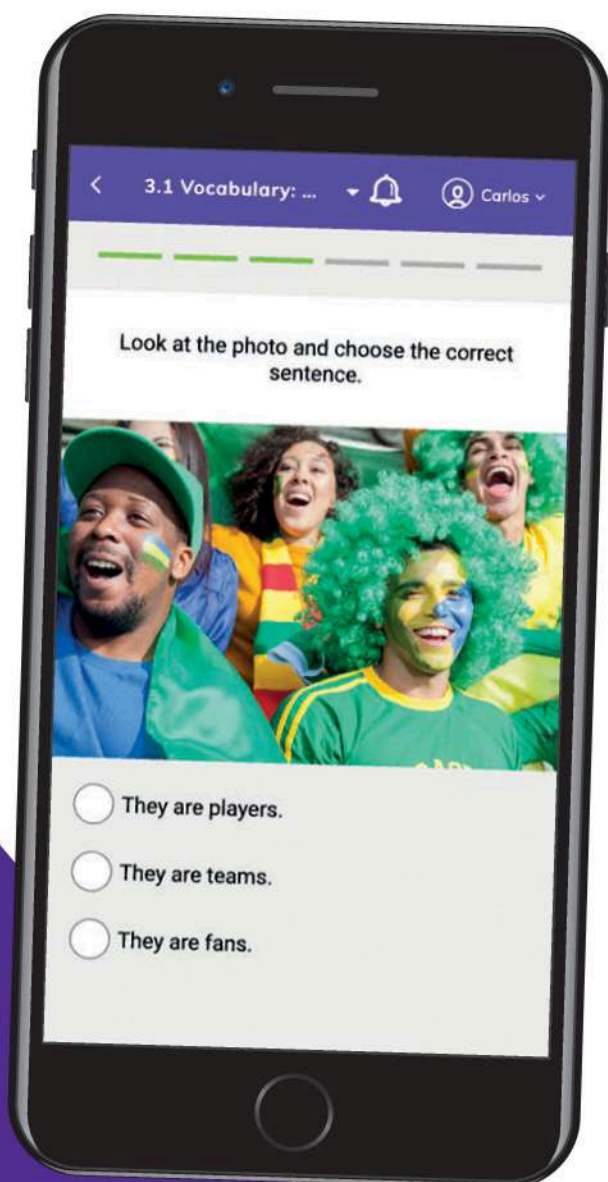
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



“I had been studying English for ten years before university, and I didn't succeed. But now with Empower I know my level of English has changed.”

**Nikita, Empower Student,
ITMO University, Saint
Petersburg, Russia**

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

Content

Throughout the *Empower* Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

5D SKILLS FOR WRITING
Learn to write an argument for and against an idea
Arguing for and against an idea

1 SPEAKING AND LISTENING

a Discuss the questions.

1. What environmental problems are suggested by photos a-c?
2. What environmental problems exist in your country or region? Which do you think are the most serious?
3. What action can people take to help solve them?

b Listen to the news reports and match them with photos a-d. What key words helped you decide?

c What did the news reports say about these topics?

1. **landscapers** – bees – pesticides – farmers – fruit trees
2. air pollution – smog – measles – coal – exhaust fumes
3. plastic – birds, sea animals and fish – the sea – 2050
4. trees – rainforest – wildfires – clearing forest for land – football pitches

Retail the reports. Listen again if necessary.

d Discuss the questions.

1. Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
2. Which of these statements do you agree with the most and why?
 - We are responsible as individuals for protecting the environment. We can solve most environmental problems by behaving in a more responsible way.
 - The main responsibility for protecting the environment should lie with governments and large companies. These last much that individuals can do to change things.
3. What actions do you think (a) governments, (b) large companies and (c) individuals can take to protect the environment?

2 READING

Leon wrote an essay discussing the topic of protecting the environment. Read the essay and answer the questions.

1. Which of these sentences best summarises the essay?
 - a. Leon considers whether individuals or governments can do the most to protect the environment.
 - b. Leon describes different ways in which we are damaging the environment.
 - c. It's not clear how we can best protect the environment.
 - d. Both individuals and governments should act to protect the environment.
2. What is Leon's conclusion?

3 WRITING SKILLS
Arguing for and against an idea

a Match four of the descriptions below to paragraphs 1-4 in the essay.

- Introduction – stating the problem
- Introduction – giving Leon's point of view
- How individuals can help protect the environment
- How large companies damage the environment
- How large companies can help the environment
- Conclusion – restating the problem
- Conclusion – Leon's point of view

b Answer the questions.

1. Why does Leon ask a question in the first paragraph? (i.e., not just his own opinion?)

c Notice how Leon uses expressions like these to report people's opinions.

It is well known that...
Scientists agree that...

Find more expressions in the essay that:

1. report what other people say (if think (b))
2. report how people feel
3. report what scientists say
4. report what Leon thinks himself.

d Write sentences in response to these questions, using expressions from 3c.

- Does recycling plastic really make much difference to the environment?
- Would eating less meat help protect the environment?
- Are pesticides causing bees to die out?

4 WRITING

a Work in pairs. Choose one of the essay topics. Ask someone whether events a sign of a climate crisis? Is building nuclear power stations the best way to provide 'clean' energy? Should airlines be increased to discourage people from travelling by plane?

b Discuss the topic you chose and make notes on possible arguments for and against. Then decide on your conclusion.

c Work on your own. Plan your essay using the structure in 3a.

d Compare your notes with your partner and explain roughly what you plan to write.

e Write the essay in about 150-200 words, using expressions in 3c.

f Swap essays with another student. Does the essay ... ?

1. have a clear structure
2. set out the arguments in a clear way
3. use suitable expressions for reporting opinions

Do you agree with the conclusion? Why / Why not?

How can we help protect the environment?

Modern technology has many benefits – we can produce food more cheaply and in greater quantities, we can manufacture things we need more efficiently and we can travel and communicate more easily. On the other hand, our activities often have negative impacts on the environment. It is well known that we are polluting our oceans with plastic and chemicals, many species are dying out and natural areas are disappearing as cities spread. Scientists agree that we need to take urgent action to protect the world we live in before it's too late. But how can we do this?

Most people accept that in order to protect the environment, we need to change the way we live. As individuals, we can help the environment by living simpler: we can buy fewer things and keep things we buy longer. We can also use public transport and only use cars and planes when necessary. We can eat locally produced food to cut down on transport costs, and we can recycle more. People with their own houses and gardens can compost their food, grow organic vegetables and invest in solar panels to provide energy.

However, not everyone agrees that the responsibility for protecting the environment lies with individuals. They point out that most environmental destruction is caused by companies, not individual people. For example, many people are worried that widespread use of herbicides and pesticides threatens wildlife and pollutes soil and water, and that cutting down forests destroys the habitats of birds and animals. Also, pollution of the sea is often caused by waste from factories or by spills from oil tankers, and scientists warn that overfishing by large commercial fishing fleets could lead to fish disappearing from our oceans. Some people believe these things can only be changed by introducing new laws, not by asking individuals to change their lifestyle.

My own view is that both of these positions are correct. We can do a lot as individuals to help the environment by behaving in a more responsible way, but that is not enough. We also need governments to take action to reduce pollution and improve the environment, and rich countries should lead the way in doing that.

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2 Beyond the classroom

There are plenty of opportunities for personalisation.

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

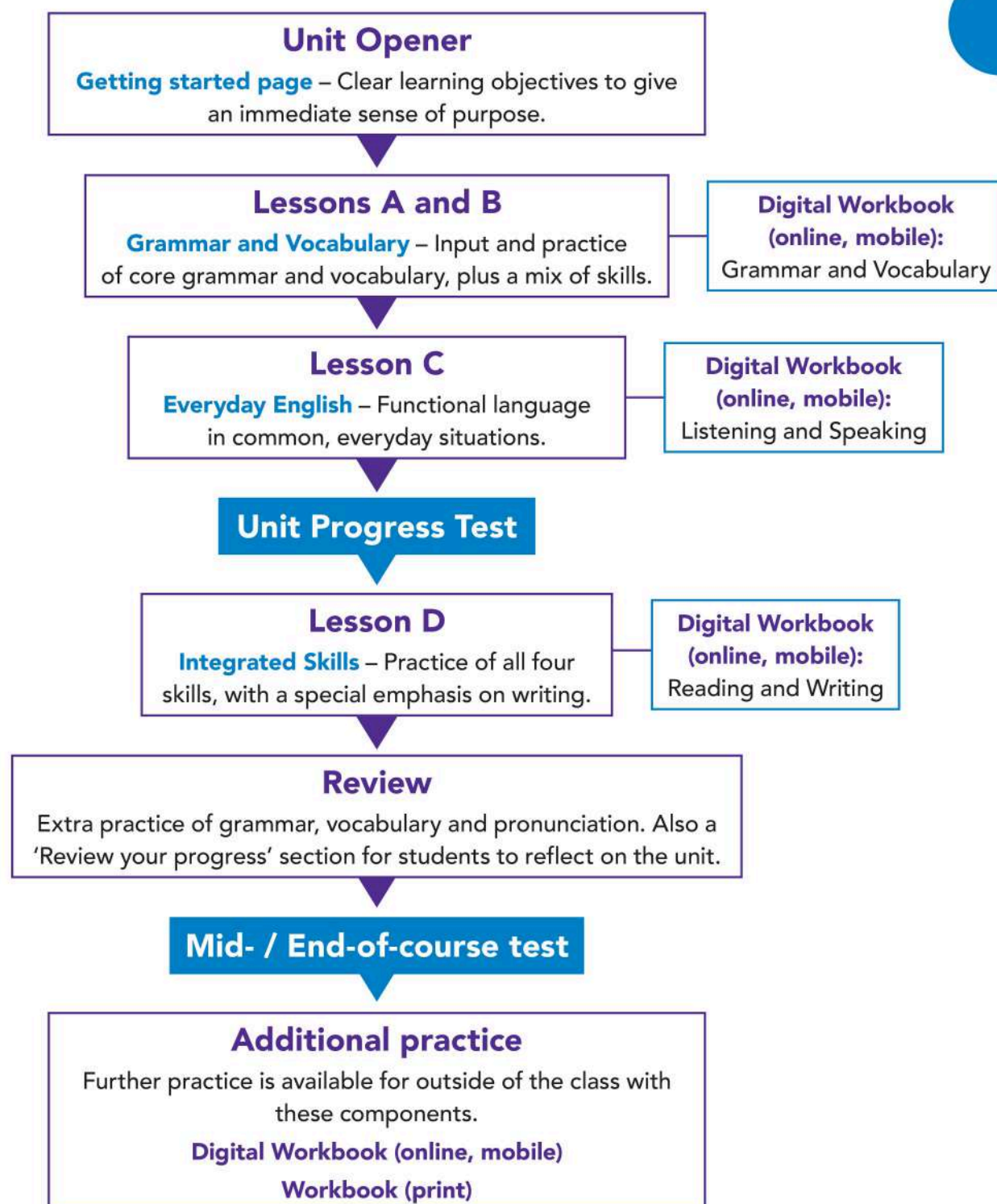
Content

Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

Unit overview



Components

Resources – Available on [cambridgeone.org](https://www.cambridge.org)


- Audio
- Video
- Unit Progress Tests (print)
- Unit Progress Tests (online)
- Mid- and end-of-course assessment (print)
- Mid- and end-of-course assessment (online)
- Digital Workbook (online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets

CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Outstanding people				
Getting started Discuss meeting famous people				
1A Discuss people you admire	Review of tenses	Character adjectives	The letter e; Word stress	
1B Discuss a challenge	Questions	Trying and succeeding		
1C Explain what to do and check understanding			Rapid speech	Breaking off a conversation; Explaining and checking understanding
1D Write an article				
Review and extension More practice		WORDPOWER <i>make</i>		
Unit 2 Survival				
Getting started Discuss coping with natural disasters				
2A Discuss dangerous situations	Narrative tenses	Expressions with <i>get</i>	Sound and spelling: <i>g</i>	
2B Give advice on avoiding danger	Future time clauses and conditionals	Animals and the environment		
2C Give and respond to compliments			Intonation in question tags	Agreeing using question tags; Giving compliments and responding
2D Write guidelines in a leaflet				
Review and extension More practice		WORDPOWER <i>face</i>		
Unit 3 Talent				
Getting started Discuss what makes something a work of art				
3A Discuss ability and achievement	Multi-word verbs	Ability and achievement		
3B Discuss sports activities and issues	Present perfect and present perfect continuous	Words connected with sport	Word stress	
3C Make careful suggestions			Sound and spelling: Consonant sounds	Keeping to the topic of the conversation; Making careful suggestions
3D Write a description of data				
Review and extension More practice		WORDPOWER <i>up</i>		
Unit 4 Life lessons				
Getting started Discuss childhood experiences				
4A Discuss events that changed your life	<i>used to and would</i>	Cause and result		
4B Discuss and describe rules	Obligation and permission	Talking about difficulty	Sound and spelling: <i>u</i>	
4C Describe photos			Contrastive stress	Describing photos; Expressing careful disagreement
4D Write an email to apply for work				
Review and extension More practice		WORDPOWER <i>as</i>		
Unit 5 Chance				
Getting started Discuss attitudes to risk				
5A Discuss possible future events	Future probability	Adjectives describing attitude	Sound and spelling: <i>th</i>	
5B Prepare for a job interview	Future perfect and future continuous	The natural world		
5C Discuss advantages and disadvantages			Intonation groups	Responding to an idea; Discussing advantages and disadvantages
5D Write an argument for and against an idea				
Review and extension More practice		WORDPOWER <i>side</i>		

Listening	Reading	Speaking	Writing
Conversation about Jocelyn Bell-Burnell	Articles: <i>Protector of the sea</i> and <i>The woman who reinvented children's TV</i>	Discussing inspiring people	
Podcast: <i>The 30-day challenge</i>	Interviews: <i>30-day challenge</i>	Asking and answering questions about challenges	
Starting a new job		Explaining a process; Checking understanding	Unit Progress Test
Conversation about technology	Article: <i>Tech free!</i>	Discussing technology	Article Organising an article
Conversation about a survival situation	Article: <i>Lost at sea</i>	Telling a survival story	
Interview: <i>The Tiger</i>	Leaflet: <i>How to survive ... an animal attack</i>	Giving advice; Asking questions	
Cooking for a friend		Giving compliments and responding	Unit Progress Test
Talking about getting lost	Leaflet: <i>Be wise and survive</i>	Discussing the natural environment	Guidelines Organising guidelines in a leaflet
Conversation: learning experiences	Text about learning: <i>Learning to learn</i>	Talking about something you have put a lot of effort into	
Radio programme: <i>The sports gene</i>	Article: <i>Born to be the best</i> ; Three articles about athletes	Discussing sport and ways to improve performance	
Making wedding plans		Planning a party	Unit Progress Test
Interviews about sport	Article: <i>Fitness: Seattle snapshot</i>	Talking about popular sports	Article describing data Describing data
Interview: Psychology of money; Two monologues: Life-changing events	Two texts about life-changing events that helped people become rich	Talking about how your life has changed	
Two monologues: training for a job	Article: <i>Training for the emergency frontline</i>	Discuss experiences of training and rules	
Presenting photos		Describing photos; Expressing careful disagreement	Unit Progress Test
Three monologues: living in different places	Advert for being an international student 'buddy'	Discussing living in a different country	Job application Giving a positive impression
Monologue: What are your chances?	Quiz: <i>Are you an optimist or a pessimist?</i> ; Article: <i>Why we think we're going to have a long and happy life</i>	Discussing possible future events	
Conversation: talking about work	Quiz: <i>The unknown continent</i> ; Article: <i>Cooking in Antarctica</i>	Role play: a job interview	
Money problems		Explaining and responding to an idea for a café	Unit Progress Test
News reports: environmental problems	Essay about protecting the environment	Giving opinions on environmental problems	For and against essay Arguing for and against an idea

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 6 Around the globe				
Getting started Discuss travelling				
6A	Discuss choices	Infinitives and <i>-ing</i> forms	Travel and tourism	Consonant clusters
6B	Discuss changes	The passive	Describing changes	
6C	Introduce requests and say you are grateful		Consonant sounds	Introducing requests; Showing you are grateful
6D	Write a travel blog			
Review and extension More practice		WORDPOWER out		
Unit 7 City living				
Getting started Discuss the design of new buildings				
7A	Discuss living in cities	<i>too / enough; so / such</i>	Describing life in cities	
7B	Discuss changes to a home	Causative <i>have / get</i>	Film and TV; Houses	Sound and spelling: <i>o</i>
7C	Imagine how things could be		Stress in compound nouns	Imagining how things could be; Using vague language
7D	Write an email to complain			
Review and extension More practice		WORDPOWER down		
Unit 8 Dilemmas				
Getting started Discuss attitudes to money				
8A	Discuss personal finance	First and second conditionals	Money and finance	
8B	Discuss moral dilemmas and crime	Third conditional; <i>should have + past participle</i>	Crime	Stressed and unstressed words; Sound and spelling: <i>/</i>
8C	Be encouraging		Word groups	Being encouraging; Showing you have things in common
8D	Write a review			
Review and extension More practice		WORDPOWER take		
Unit 9 Discoveries				
Getting started Discuss the impact of new inventions				
9A	Discuss new inventions	Relative clauses	Health	Sound and spelling: <i>ui</i>
9B	Discuss people's lives and achievements	Reported speech; Reporting verbs	Verbs describing thought and knowledge	
9C	Express uncertainty		Linking and intrusion	Expressing uncertainty; Clarifying a misunderstanding
9D	Write an essay expressing a point of view			
Review and extension More practice		WORDPOWER come		
Unit 10 Possibilities				
Getting started Discuss ambitions and expectations				
10A	Speculate about the past	Past modals of deduction	Adjectives with prefixes	Word stress
10B	Discuss life achievements	Wishes and regrets	Verbs of effort	Linking
10C	Describe how you felt		Consonant clusters	Describing how you felt; Interrupting and announcing news
10D	Write a narrative			
Review and extension More practice		WORDPOWER way		
Communication Plus p.127		Grammar Focus p.134		Vocabulary Focus p.154

Listening	Reading	Speaking	Writing
Two monologues about sightseeing tours	Website about four tourist destinations; Website: <i>Where to go?</i>	Comparing different tourist destinations	
Interview: disappearing languages	Article: <i>Danger! Dying languages</i>	Agreeing and disagreeing	
Asking for a favour		Asking for a favour	 Unit Progress Test
Conversation: a trip to the Grand Canyon	Travel blog: <i>Around the Grand Canyon</i>	Discussing local tourist destinations	Travel blog Using descriptive language
Interview: 'Smart' cities; Two monologues talking about 'smart' cities	Article: <i>Quick – slow down!</i>	Discussing good and bad points about a city	
Two monologues: house renovations	Article: <i>Who puts the 'real' in reality TV?</i>	Planning a home renovation	
Flat hunting		Designing and describing a new room	 Unit Progress Test
Interviews about a new shopping centre	Email: complaining about an important issue		Email of complaint Using formal language
Radio programme: personal finance	Article: <i>Is it time to give up on cash?</i>	Giving opinions on financial matters	
Three monologues about honesty	Newspaper article: <i>The honesty experiment</i>	Discussing moral dilemmas	
Going to the bank		Talking about hopes and worries	 Unit Progress Test
Conversation about a TV programme	Review: <i>Crime with a smile</i>	Discussing programmes about crime	Review Organising a review
Conversation about inventions	Article: <i>Too good to be true?</i>	Talking about inventions	
Conversation about an email hoax	Article: <i>The rise and fall of Barry Minkow</i>	Describing a hoax or a scam or a case of fraud	
Finding the perfect flat		Giving and receiving surprises	 Unit Progress Test
Four monologues about alternative medicine	Essay: <i>The value of alternative medicine</i>		Opinion essay Presenting a series of arguments
Interview about Dan Cooper	Story: <i>The man who disappeared</i> ; Blog: <i>The Wreck of the Titan</i>	Telling stories about coincidences	
Two monologues: pursuing a dream	Article: <i>Dream to help</i>	Describing and comparing brave or amazing people	
Celebrating good news		Telling an important piece of news	 Unit Progress Test
Conversation about goals	Story: <i>Rosa's diary: The ultimate goal</i>	Talking about performing	Story Making a story interesting

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CAN DO OBJECTIVES


- Discuss people you admire
- Discuss a challenge
- Explain what to do and check understanding
- Write an article




UNIT 1

OUTSTANDING PEOPLE

GETTING STARTED




a  Look at the picture and answer the questions.

- 1 Who do you think the people taking a selfie are? Where are they?
- 2 What are the people around them doing?
- 3 What do you think they have just said to each other? What's going to happen next?

b  Discuss the questions.

- 1 On what occasions do you normally take photos?
- 2 If you could take a selfie with a famous person, who would you choose and why?
- 3 What role do you think famous people play in society? Should they be good role models? Should they inspire other people?

1 READING

- a  What kinds of people do you admire most? Why?
- b  Look at photos a and b. What do you think these people have done to make others admire them?
- c Read *Protector of the sea* and *The woman who reinvented children's TV* quickly and check your answers.
- d Read the texts again and answer the questions. Write Swietenia Lestari (SL), Joan Ganz Cooney (JC) or both (B).
- Who ... ?
- had training in their area of work
 - carried out some research
 - set up her own company/organisation
 - was one of the first people in their role
 - was encouraged by a family member
 - was interested in other people's learning
 - trained the public to be more aware of an issue
 - helped to raise money
- e  Who do you think is more inspiring, Swietenia Lestari or Joan Ganz Cooney? Why?

Protector
of the sea

Like most people these days, I'm really concerned about the state of our planet – but it sometimes seems really difficult to know what to do about it. I really admire people who just do something and make a difference. That's why I think diver and environmentalist Swietenia Puspa Lestari is an inspiration to us all.



In the time you're reading this article, about one lorryload of plastic will go into the sea. And ¹it's getting worse. By the year 2050 some scientists predict there will be more plastic than fish in our oceans.

Since primary school, Swietenia Puspa Lestari (known by the name Swietenia) ²has been a keen diver. She was born and brought up on Pramuka Island, which is part of the Thousand Islands chain north of Jakarta in Indonesia.

When she was 13 years old, she realised just how much the sea ³had changed since she was a little girl. She could no longer see beautiful marine life and the seabed was covered with rubbish. She continued to worry about the state of the marine environment and this motivated her to study environmental engineering.

While she ⁴was studying at university, Swietenia ⁵tried to find an organisation that was doing something to protect the marine environment around Thousand Islands. But there was nothing. So, with two friends, she set up a community of about 100 divers who began cleaning up the rubbish they found in the sea. Two years later, the community became a foundation known as Divers Clean Action (DCA).

They collected data on marine waste and began to run workshops and training sessions to raise public awareness of marine rubbish. They have also worked with people living in coastal communities and showed them how they can recycle a lot of marine waste.

From being just a group of people who collected rubbish, DCA now employs 12 full-time staff and has a network of 1,500 volunteers. Swietenia's work in marine conservation has been recognised internationally.

Swietenia ⁶believes in the ability of young people to get out and do things in order to make a change. So, if I want to save the world, it's up to me.





I've always felt passionate about television's ability to entertain and educate. I grew up watching what I consider to be a masterclass in how you can combine these two aspects of television: *Sesame Street*. This is the programme that brought us Big Bird, Elmo, Cookie Monster and more. These characters were brought to TV thanks to a woman I consider a genius: Joan Ganz Cooney.

In the mid-1960s, Ganz Cooney was working as a producer of television documentary programmes in America. She realised television could play an important role in the education of preschool children. She researched this idea and in 1967, she wrote an outline for *Sesame Street*.

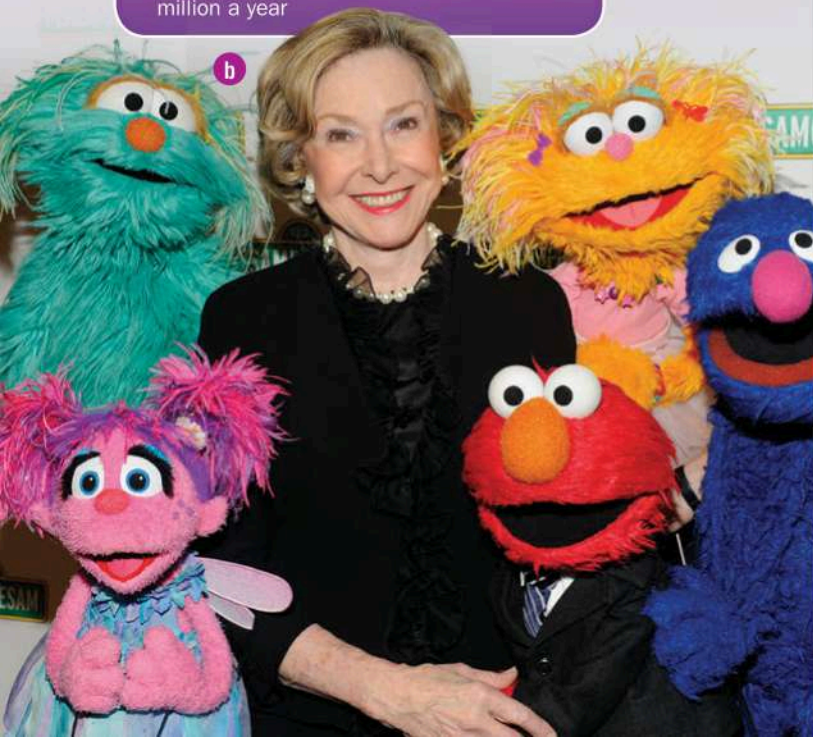
Ganz Cooney presented her ideas to the TV network she was working for at the time. However, the network rejected her proposal, saying that they thought she didn't have the right experience to produce a TV programme for children. As a result, she set up Children's Television Workshop with a colleague, and two years later they had managed to raise \$8 million to finance production. Even so, many people working in the television industry questioned her ability to manage such a project. This was during the 1960s, when the industry was largely controlled by men.

At first, Ganz Cooney didn't want to fight to keep her role as the director of the production company and the producer of the programme. However, her husband and a colleague encouraged her to do so because they knew the project would fail without her involvement. This meant she became one of the first female television executives in the United States.

In 1969, two years after her initial research, *Sesame Street* went on the air, and today it's still going strong. However, Joan Ganz Cooney didn't stop there. She continued to take an interest in early childhood education and in 2007, the Joan Ganz Cooney Center was founded to help improve children's digital literacy. I really admire the way she continued helping young children. She's not a household name like Big Bird, but she's won many awards for her work and had a huge impact on the education of millions of children around the world.

Sesame Street Facts

- more than 150 million viewers worldwide
- shown in more than 150 different countries
- now has a production budget of around \$17 million a year



2 GRAMMAR Review of tenses

a Match the verbs 1–6 in **bold** in *Protector of the sea* with the tenses below.

- present simple
- past simple
- present continuous
- past continuous
- present perfect
- past perfect

b Complete the sentences with the tenses in 2a.

We use the:

- _____ to refer to an event that takes place at a specific time in the past.
- _____ to refer to a temporary event in progress in the present.
- _____ to refer to a state or action that began in the past and has continued until now.
- _____ to refer to something that's generally true.
- _____ to refer to an action that was in progress in the past when something else happened.
- _____ to refer to a past action that occurred before another past action.

c Underline examples of the six tenses in the second text.

d **»»** Now go to Grammar Focus 1A on p. 134.

e Read the text about Susmita Mohanty and underline the correct answers.

f **▶ 01.02** Listen and check your answers.

SUSMITA MOHANTY

Not many people can answer the question 'What do you do?' with the answer 'spaceship designer'. But Indian-born Susmita Mohanty can. A space entrepreneur, she ¹was *setting up* / *has set up* three companies in three different continents. Since 2008, EARTH2ORBIT (E2O) ²*helped* / *has helped* companies outside India take part in launches of the Indian PSLV rocket. Before that, Susmita ³*had established* / *was establishing* LIQUIFER, an aerospace design firm in Vienna. And while she ⁴*was living* / *has lived* in San Francisco in 2001, she ⁵*set up* / *has set up* MOONFRONT, an aerospace consulting firm. Susmita has always loved space flight. She ⁶*has* / *is having* numerous degrees in engineering, design and space studies that allow her to make connections between the worlds of technology, business and architecture. Today she ⁷*made* / *is making* science fiction become reality. Susmita is also a climate activist who makes satellite data on our planet available so that we can fight climate change. In the past few years, she ⁸*receives* / *has received* recognition and awards from around the world. Susmita ⁹*believes* / *is believing* that in this century, space travel will be as important as air travel was last century.



3 LISTENING

a **01.03** Listen to two colleagues, Amelia and Chloe, talking about the scientist, Jocelyn Bell-Burnell. Tick (✓) the correct sentences.

- 1 She's always been famous.
- 2 She isn't very well known.
- 3 She made an amazing discovery.
- 4 She created a new mathematical theory.

b **01.03** Listen again. Are the sentences true or false?

- 1 Amelia's reading a nonfiction book about planets and stars.
- 2 Jocelyn Bell-Burnell discovered a kind of star.
- 3 Bell-Burnell won a Nobel Prize for her discovery.
- 4 Bell-Burnell did badly when studying science at high school.
- 5 Life wasn't easy for her when she made her discovery.
- 6 The press didn't treat Bell-Burnell seriously.
- 7 Amelia has been inspired by Jocelyn Bell-Burnell.

c **Discuss the questions.**

- 1 Could Jocelyn Bell-Burnell's story have happened in your country? Do you know any similar examples?
- 2 How popular is science in your country? Is it popular with both men and women?
- 3 Is it important what gender a scientist is? Why do you think it was important in the case of Jocelyn Bell-Burnell?



4 VOCABULARY

Character adjectives

a Underline the five adjectives that describe people's character in sentences 1–4. Which two adjectives have a similar meaning, and what's the difference between them?

- 1 She's a respected physicist.
- 2 She is an inspiring woman.
- 3 She was really determined, but in a quiet way.
- 4 Well, you've always been motivated, that's for sure. And stubborn.

b **01.04 Pronunciation** Listen to the pronunciation of the letter e in these words. Which two sounds are the same? What are the other two sounds?

respected determined

c **01.05** Look at the words in the box and decide how the underlined letter e is pronounced. Add the words to the table, then listen and check. Practise saying the words.

slept revise helpful serve desire
prefer identity university women

Sound 1 /ɪ/	Sound 2 /e/	Sound 3 /ɜ:/

d Complete the sentences with the character adjectives in 4a.

- 1 Once Dan gets an idea in his head, nothing will change his mind. He's the most _____ person I know, and it's really annoying.
- 2 I'm not the sort of person who gives up easily – I'm very _____ to achieve new goals.
- 3 He's worked hard and has done some very interesting research. He's a highly _____ chemist who's known around the world.
- 4 Doing a PhD is hard work, so you have to be really _____ if you want to complete one.
- 5 In my last year of high school, we had a really _____ biology teacher. Her lessons were so interesting that we all worked very hard for her.

e **Now go to Vocabulary Focus 1A on p. 154.**

5 SPEAKING

a Think of an inspiring person who has influenced you in some way. It can be someone you know or someone famous. Make notes about the person. Use the questions to help you.

- What is this person's background?
- What important things has this person done in their life?
- Why are they inspiring?
- How have they changed or influenced your life?

b **Tell other students about your person. Ask questions.**

My cousin Vera is an athlete. She trains really hard every day – she's very determined.

How does she stay motivated?

1B

ARE YOU FINDING IT DIFFICULT?

Learn to discuss a challenge

G Questions

V Trying and succeeding

1 SPEAKING AND LISTENING

a Look at photos a–c and read *The 30-day challenge*. Then discuss the questions.

- 1 What are the people in the photos doing? Have you ever taken up similar activities? If so, how successful were you?
- 2 Do you think doing something for 30 days gives you a better chance of succeeding? Why / Why not?

b **01.09** Listen to a podcast about the 30-day challenge. Tick (✓) the main point that Alison makes.

- 1 The 30-day challenge is the only way to give up bad habits.
- 2 It's too difficult for the brain to adapt to new habits.
- 3 If you try something new for 30 days, you're more likely to keep to it afterwards.

c **01.09** Alison made some notes at the seminar. Complete her notes with one or two words in each gap. Listen again and check.

Seminar notes

- It takes the brain 30 days to adapt to a new ¹ _____.
- 30 days isn't a ² _____ time, so it's fun to do something new.
- Also a chance to try something ³ _____ – not just giving up bad habits.
- Two ways to do it:
 - 1 do something that doesn't get in the way of your ⁴ _____
 - 2 take time out to do something you've always ⁵ _____ do
- You need to make an ⁶ _____!

The 30-day challenge

Have you ever started a new hobby but given up after only a couple of weeks? Or started a course and stopped after the first few lessons? Most of us have tried to learn something new, but very few of us ever really get any good at it – it's just too difficult to continue doing something new.

But now there's some good news: did you know that if you can keep up your new hobby for just 30 days, you have a much better chance of succeeding? And you may learn something new about yourself, too.

d What examples of 30-day challenges did you hear? Use words from both boxes for each challenge.

Cycle everywhere, even if it rains.

eyele drink climb get up eat paint write

rise poem coffee meal picture
mountain everywhere

e What do you think of the ideas Alison talks about? Make notes.

f Compare your ideas.



2 VOCABULARY

Trying and succeeding

a **01.10** Complete the sentences with the phrases in the box. Listen and check your answers.

give up have a go at keep it up keep to
make an effort manage to drop out
try out work out

- Often if we try something new, we _____ after about a week or two because our brain hasn't adapted.
- So if you _____ do something new for a month, you'll probably _____ it.
- Maybe you wouldn't want to _____ for your whole life, but it might be fun to do it just for 30 days.
- If you're successful it's great, but if it doesn't _____, it doesn't matter too much.
- It's not just about giving up bad habits. The idea is really that you _____ something new.
- You can be motivated and _____ something you've always wanted to do.
- You must _____ to complete your goal.
- Don't _____ of the challenge! Keep going and you will succeed.

b Match words and phrases from 2a with the meanings.

- succeed _____, _____
- stop trying _____, _____
- not stop trying _____, _____
- try hard _____
- try to see if it works _____, _____

c Complete the sentences below about 30-day challenges. Use the words and phrases in 2a and your own ideas. There is more than one possible answer.

- He tried giving up coffee for 30 days. It wasn't easy, but he ...
- You've woken up at 5:30 every morning for three weeks now. You only have one week to go, so ...
- 30-day challenges sound fun. I want to do something different, so I think I'll ...

d Work in small groups. Tell the group about a time when you:

- found something difficult but didn't give up
- made a real effort to succeed
- had a go at something unusual
- managed to do something that worked out successfully
- tried to do something that didn't work out.

3 READING

- Look at challenges 1–3. Who do you think will find it easy, and who will find it difficult? Why?
- Read the interviews and check your ideas.

30-DAY CHALLENGE



**Challenge 1:
Sofia decided to go vegan.**



What made you decide to become a vegan, Sofia?

Well, for quite a long time now I've been trying to eat less meat, partly for health reasons. I think a plant-based diet is better for you.

1 _____

Yes, but I always thought I'd miss meat too much. The idea of going vegan for 30 days was really good because I could give it a try and then see how I feel.

2 _____

No, I feel really good. Actually, I don't miss meat or dairy at all, so I think I'll easily manage the 30 days, and I might try to keep going longer.

**Challenge 2:
Carla decided to draw something every day.**



Carla, why did you decide to draw something every day?

Well, I've never been very good at drawing, but I've always thought I'd like to start drawing things around me. It's one of those things that you think about doing, but you never get round to.

3 _____

All kinds of things. At the beginning, I drew objects around me at home. Then I went out in my lunch break and started drawing things outdoors, like yesterday I drew a duck in the park – that was really difficult!

So do you feel like it's been worthwhile?

Oh yes, definitely. I'm still not very good at drawing, but it's been a lot of fun and it's very relaxing.

c Complete the interviews with the missing questions.

- And who do you practise with? Or are you just studying alone?
- Didn't you ever think of going vegan before?
- And how do you feel? Are you finding it difficult?
- And do you think you'll keep going after the 30 days?
- What have you drawn pictures of so far?

d  01:11 Listen and check your answers.



Challenge 3: Steve decided to learn Italian.

Steve, what language did you decide to learn?

Well, I thought I'd choose a language that isn't too different from English, so I decided to try Italian.

Isn't it difficult to keep it up?

Yes, it is. I've had to be very strict with myself. I'm using a book with online support, so I usually try to cover one lesson a night.

4

Well, there's an Italian restaurant nearby and I'm friends with the owner, so I go there and chat to him. That's another reason I chose Italian.

5

Maybe, or I might try a different language every month. I'm thinking of trying Japanese next.

4 GRAMMAR Questions

a Read the rules about questions. Find examples of each type of question in the interviews and 3c.

- In questions, we usually put the auxiliary verb before the subject. If there is no auxiliary verb, we add *do* or *did*.
Are you making dinner? Have you eaten?
What did you eat?
- If the question word (*who*, *what* or *which*) is the subject, we keep normal word order.
Who spoke to you? What happened next?
- If a question has a preposition, it usually comes at the end:
You were talking to someone. → **Who were you talking to?**
- To ask an opinion, we often ask questions starting with a phrase like *Do you think ... ?*
The second part of the sentence has normal word order.
Is it a good idea? → **Do you think it's a good idea?**
NOT *Do you think is it a good idea?*

b Compare examples a and b.

- a Did you see her at the party? b Didn't you see her at the party?

Which example ... ?

- is a neutral question (= maybe she was there, maybe not)
- expresses surprise (= I'm sure she was there)


c Compare examples c and d.

- c Which colour do you want? d What colour do you want?

Which example ... ?

- asks about an open choice (there may be a lot of colours to choose from)
- asks about a limited range (e.g., black, red or green)

d  Now go to Grammar Focus 1B on p. 134.

e  Work in pairs. You are going to role-play two of the interviews in 3b and continue with your own questions.

- Choose one of the interviews.
Student A: Interview Student B. Add your own questions.
Student B: Answer Student A's questions using your own ideas.
- Choose a second interview. This time Student B interviews Student A.

5 SPEAKING

a Work in pairs.

- Write down three challenges you might do in the next three months.
- Look at your partner's challenges. Write some questions to ask about each one. Ask about:
 - reasons for doing the challenge
 - details of what they plan to do
 - how they about it.

1 Write a short poem every day


2 Get up at dawn

3 Go running

Are you planning to ... ?

Do you think it will be ... ?

How are you going to ... ?

b  Interview your partner about his/her three challenges. Do you think they will be successful?



1 LISTENING

a Discuss the questions.

- In your country, how do students manage financially? Do they ... ?
 - rely on their parents
 - get a part-time job
 - use student loans
- What do you think is the best way? Why?
- If you had to do a part-time job to earn some money as a student, what job would you choose and why?

b Look at the photo of Tessa and Becky from Part 1. Who do you think they are?

- tourists visiting a famous building
- university students doing a course
- journalists who have just done an interview

c **01.14** Watch or listen to Part 1 and check your ideas.

d **01.14** Watch or listen again. Answer the questions.

- Are Becky and Tessa friends? How do you know?
- Why does Becky have to go?

e **01.15** Watch or listen to Part 2. Are these sentences true or false?

- Becky and Tom are married.
- Becky is free this evening.
- Becky is in a hurry.

2 CONVERSATION SKILLS

Breaking off a conversation

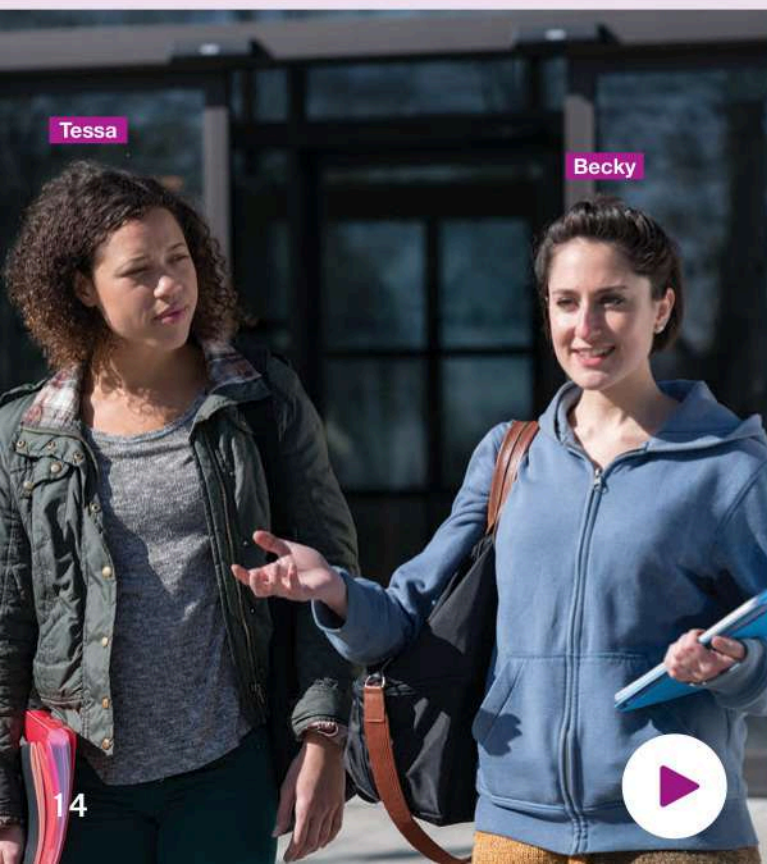
a **01.16** Look at these ways to break off a conversation and say goodbye.

- I really must go now.
- I must run.
- I've got no time to talk now.
- I'll see you tomorrow.

Listen to the speaker. Which words does she not use in 1–4?

b Look at some more ways to break off a conversation. Which words has the speaker not included?

- Must be off now.
- Talk to you later.
- Can't talk just now.
- Nice talking to you.



3 PRONUNCIATION

Rapid speech

a **01.17** In rapid speech we often leave out sounds. Listen to the phrases below. Which sound is left out? Is it a consonant sound or a vowel sound?

- | | |
|------------|--------------|
| 1 must go | 3 got to go |
| 2 must run | 4 can't talk |

b Read the conversation. Put B's replies in order. Is more than one order possible?

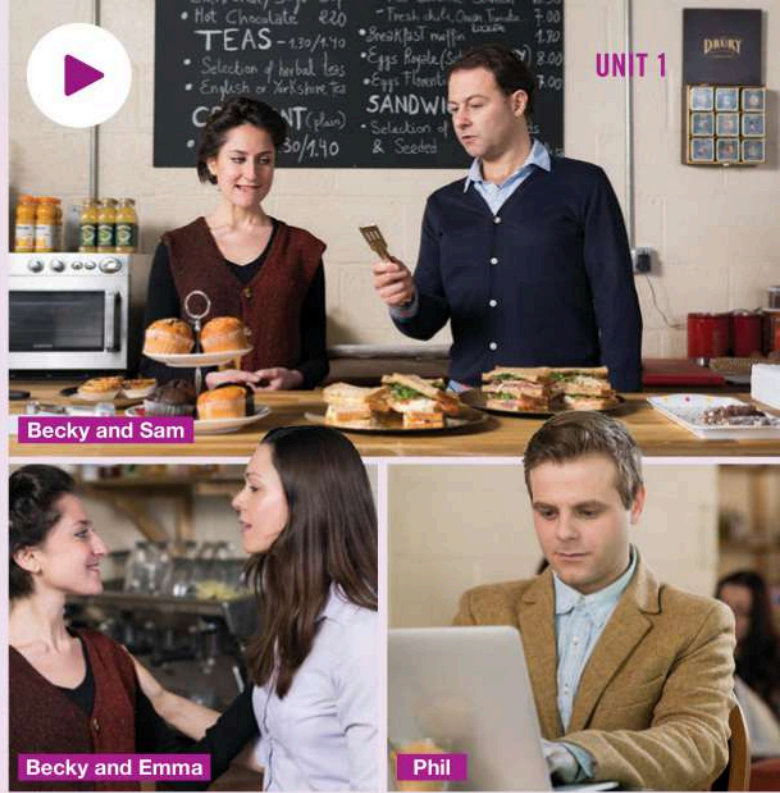
- A** So how was your holiday?
B Got to go. / Sorry. / Can't talk now. / It was great.
A OK, well, have a nice evening.
B Bye. / See you tomorrow. / Yeah, thanks. / Must be off now.

c Work in pairs. Have short conversations.

Student A: Tell Student B about what you did last weekend. Continue until he/she stops you.

Student B: You're in a hurry. Use expressions in 2b and 3b to break off the conversation.

Then swap roles.



Becky and Sam

Becky and Emma

Phil

4 LISTENING

- a** **01.18** Watch or listen to Part 3. What happens to Becky? Choose the correct answer.
- 1 Becky meets Sam and learns how to make coffee.
 - 2 Becky learns how to handle food and meets a café customer.
- b** **01.18** Watch or listen again. Answer the questions.
- 1 Sam explains three things to Becky. What are they?
 - 2 What does Phil do in the café?
 - 3 Why do they call him 'JK'?
 - 4 Who is Emma?
- c** Discuss the questions with other students. Give reasons for your answers.
- 1 Do you think the others like Phil coming to the café?
 - 2 Do you think Becky will be good at her new job?
- d** **01.19** Watch or listen to Part 4. Which of these topics do Tom and Becky mention?
- coffee food Becky's new job the reason Tom is here
Phil's book their wedding plans
- e** **01.19** Watch or listen again. What do Tom and Becky say about each topic?

5 USEFUL LANGUAGE

Explaining and checking understanding

- a** Look at the expressions Sam uses to explain what to do. Put the words in *italics* in the correct order.
- 1 *most / thing / is, / the / important* don't touch the food.
 - 2 *to / always / remember* use these tongs.
 - 3 *is, / remember / thing / to / another* the tables are all numbered.
- b** **01.20** Listen and check your answers.
- c** Why does Sam use these expressions?
- 1 because he needs time to think
 - 2 because he's not sure
 - 3 to emphasise important points
- d** Look at these ways to check that someone has understood an explanation. Complete the questions with the endings in the box.
- the idea? got that? clear? I mean?
- 1 Is that ...
 - 2 Do you understand what ...
 - 3 Have you ...
 - 4 Do you get ...
- e** **01.21** **Pronunciation** Listen to each question in 5d said in two ways. Which way sounds ... ?
- friendly and polite
 - unfriendly and not so polite
- To sound friendly, does the speaker's voice go up (↗) or down (↘) at the end?
- f** Practise asking the questions in 5d in a friendly and polite way.

- g** Here are some other things Sam could explain to Becky. Imagine what he could say using language in 5a and 5d. What could Becky say to show she has understood?
- 1 how to clear and arrange a table when a customer leaves
 - 2 what to do with the coffee machine at closing time
 - 3 what to do if customers leave something behind
- h** Practise the conversation in 5g. Swap roles.

6 SPEAKING



- a** Choose a process you are familiar with or something you know how to do. It could be:
- something connected with a sport or a hobby
 - how to use a machine or an electronic device
 - how to make or cook something.
- b** You are going to explain the process to your partner. Prepare what you will say. Think how to emphasise the important points and check that your partner understands. Use expressions from 5a and 5d.
- c** Work in pairs. Take turns to explain the process to your partner and ask each other questions to check understanding.

UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING AND LISTENING

- a**  Discuss the questions.
- 1 In your daily life, how much do you depend on technology?
 - 2 What aspects of technology make your daily life easier?
- b**  Look at the research results below and discuss the questions.
- 1 Do you think people you know would agree with these results?
 - 2 Do you agree with the results? Is there anything you would add to the list?


IT anxiety!

Recent research has revealed the things that make people the most anxious about information technology (IT). Here are the top five:

- 1 There is less face-to-face social contact.
- 2 IT companies know too much about us.
- 3 Artificial intelligence could mean job losses.
- 4 Too much time is wasted online.
- 5 Information online is often unreliable.

- c**  **01.22** Listen to Gina and Derek talking about technology. What aspect of technology do they talk about? Are they describing positive or negative experiences?
- d**  **01.22** Listen again. What's the speaker's relationship with the other person in the story? What made the experience positive or negative? Why?
- e**  Discuss the questions.
- 1 Do you agree with Gina's reaction to her boss? Why / Why not?
 - 2 Do you know people like Derek? Do you think they should try to change? Why / Why not?
- f** Work on your own. Think about the questions below and make notes.
- When has technology created a problem for you?
 - When has technology helped you solve a problem of some kind?
- g**  Discuss your experiences in 1f.

2 READING

- a** Read *Tech free!* Did Sam have a really difficult day or some nice surprises?
- b** Read the text again. Are the sentences true or false?
- 1 Before the experiment, Sam was a bit worried by the idea.
 - 2 Sam was annoyed that he had to chat to someone in the bank.
 - 3 The bank clerk was surprised that Sam wanted to withdraw money.
 - 4 Sam was able to work better when he wrote by hand.
 - 5 As the day progressed, Sam thought less about using his phone.
 - 6 The book he read made him fall asleep.
 - 7 Sam learned something about the way we depend on technology.
- c**  How would you feel if you had to live without using technology for one day? Discuss what you would and would not enjoy.

3 WRITING SKILLS

Organising an article

- a** How does Sam organise his article? Choose the correct summary.
- 1 He explains his attitude towards technology, describes his day, requests readers to do the same thing.
 - 2 He explains his level of dependency on technology, describes his day, finishes with an evaluation of the experience.
 - 3 He explains his feelings about technology, describes his day, finishes by promising to repeat the experience.
- b** How does Sam get the reader's attention at the beginning of the article?



TECH FREE!

by Sam Winton

[HOME](#) [BLOG](#) [FOLLOW ME](#)

¹Have you ever wondered what it would be like to give up technology? I'm a freelance marketing consultant and I spend a lot of my working life in front of a computer. I've been working on a marketing campaign for this nature resort where any kind of digital device is banned. I wanted to know what it's like, so I decided to conduct my own private experiment: Spend a day without technological devices – scary!

²**The first thing** I usually do every day is reach for my smartphone to check the time and read any messages, but I'd locked it in a drawer the night before. Already I was feeling very cut off from the world, and it was only ... actually, I had no idea what time it was!

³After breakfast, I needed to get some cash. Inevitably, this meant a trip to the bank because I couldn't use my card or a cash machine. I had to queue at the bank, but I had a very nice conversation with a woman while I was waiting. She told me how they're going to upgrade the local park with a new playground and a running track. Not surprisingly, the bank clerk thought I was a bit strange to be making a cash withdrawal in person. Most people use machines.

⁴Afterwards, I came home to try writing my marketing plan by hand. Interestingly, I found it easier to concentrate on my writing. But my hand got really sore from writing with a pen! And I have to confess – by this stage, I was having to make a real effort not to get my phone out and check my messages.

⁵Then, I wanted to relax and watch the next episode in a series that I'm streaming. Naturally, that was out – I had to read a book. It's a crime story a friend recommended to me and it's great. I couldn't put it down and I ended up going to bed late.

⁶All in all, I wouldn't say I could live without technology. Predictably, I really missed my phone all day. However, I kept to my promise of a tech-free day and had more face-to-face interaction by avoiding machines. Undoubtedly, it has made me realise just how addicted to technology we all are.



c Complete the tasks.

- In paragraphs 2–5, underline the linking word or phrase that sequences the events in Sam's day. The first one has been done for you.
- In paragraph 6, what linking phrase shows that Sam is going to summarise his experience?

d Look at the example sentence from the article.

Inevitably, this meant a trip to the bank because I couldn't use my card or a cash machine.

The adverb *Inevitably* shows the writer's attitude. Find five other comment adverbs in the article.

e Add the adverbs in the box to the sentences. There is more than one possible answer.

amazingly naturally inevitably
(not) surprisingly

- Why do some websites ask you to change passwords so often? _____, after changing the password for my bank, I was asked to change it again just a week later.
- I usually hate anything to do with technology. _____, I like using the self-service check-out at my local supermarket.
- I always expect digital devices to be expensive. _____, the tablet I bought last week cost very little.
- I find it very difficult to install new software. _____, I've downloaded the new version of a program, and now my computer is frozen.

f Which piece of advice is not correct for writing an article? Why?

- Begin the article with a question to get the reader's attention.
- Use direct questions to connect with the reader of your article.
- Think about how you can structure the main part of the article. You can use a sequence of events or you could compare and contrast ideas.
- Use linking words to guide the reader.
- Be as objective as possible.
- Use comment adverbs to show your opinions.
- Summarise your experience or ideas and evaluate them.

4 WRITING

a Imagine you had to live for a week without a technological device you use in your daily life. Choose a device from the article or use your own idea. Make notes about what the experience might be like.

b Discuss your notes.

c Write an article about your experience. Organise your article to follow the structure in 3a. Use the linking phrases and adverbs from 3c–e to help you.

d Swap articles with another student. Does the article follow the advice in 3f? Is the article interesting to read? Why / Why not? What could make it more interesting?

UNIT 1

Review and extension

1 GRAMMAR

a Write the correct tense of the verbs in brackets.

My wife Anna and I first ¹ _____ (meet) at a party while I ² _____ (live) in London in the 1970s. When I ³ _____, (arrive) most people ⁴ _____ (already/leave). I ⁵ _____ (notice) Anna immediately. She ⁶ _____ (wear) a blue dress, and she ⁷ _____ (chat) with a group of people on the balcony. I ⁸ _____ (go) up to her and we ⁹ _____ (start) talking. We both ¹⁰ _____ (feel) as if we ¹¹ _____ (know) each other all our lives. Now we ¹² _____ (be) both in our 70s. We ¹³ _____ (know) each other for 44 years.

b Read an interview with a famous actor about his life. Correct the mistakes in the questions.

- Where you grew up?
In San Diego, California. I left when I was 18.
- Did not you like living in San Diego?
Yes, but there were more opportunities in San Francisco.
- How long for did you stay there?
About eight years. Then I moved to New York.
- What did make you decide to move?
I got an offer to act at the Apollo Theater in New York.
- Do you think was it a good decision?
Oh, yes. It was a chance to work with some great people.
- Did you work with who?
Oh, a lot of good actors – Terence Newby, for example.

2 VOCABULARY

a Add an adjective to complete each gap.

- The students are all keen to learn English. They're very m_____.
- All Sophie's family and friends have warned her about marrying Fred, but she's going to anyway. She's so s_____.
- Everyone agrees the new president is a good leader. She's highly r_____.
- My brother used to be very shy, but he's become much more s_____ since he left home.
- I've always loved acting more than anything else. I'm p_____ about it.
- Five thousand people came to hear him talk. He's a very i_____ speaker.
- Try not to criticise his work. He can be very s_____ about it.
- Just because they're rich, they think they're better than everyone else. I hate a_____ people like that.

b Choose the correct answers.

- I ¹took / had a go at running a café, but it didn't work ²up / out. I didn't make enough money, so I had to ³give / stop up.
- He's really ⁴doing / making an effort to lose weight. He's on a diet, and he's ⁵kept / held it up for six weeks now. But I don't know if he'll ⁶make / keep to it for much longer.
- He saw a poster for a pottery class and decided to try it ⁷out / on. After two classes he managed ⁸to / for make a vase.

3 WORDPOWER make

a Match the statements with the pictures.



- 'I can't make up my mind.'
- 'It really makes a difference to the room.'
- 'I can't make out what it is.'
- 'We'll just have to make the best of it.'
- 'This is to make up for last night.'
- 'That doesn't make sense.'
- 'It wants to make friends with us.'

b 01.23 Listen to the conversations and check your answers.

c Add a word or phrase from a after make in these sentences.

- What was that? I can't make _____ what you're saying.
- Why don't you drive faster? We need to make _____ lost time, or we'll be late.
- So, do you want to come with us? You need to make _____.
- When the sun shines, it makes _____ to the way I feel.
- I didn't buy any more food. You'll just have to make _____ of it.
- He gave a long explanation, but it didn't make _____ to me. I still don't understand.
- Don't sit in front of the computer all day. You should go out and make _____ with people.

d What kind of person are you? Discuss these questions.

- If you upset a friend, how would you make up for it? Would you buy a present, buy flowers, apologise ...?
- When you buy clothes, do you make up your mind quickly or do you need a long time to decide?
- You have to spend the night at an airport. Would you stay there and make the best of it or would you pay money for a hotel?
- You see a dog in the street. Would you try to make friends with it or would you keep out of its way?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

- | | |
|--|--------------------------|
| discuss people I admire | <input type="checkbox"/> |
| discuss a challenge | <input type="checkbox"/> |
| explain what to do and check understanding | <input type="checkbox"/> |
| write an article. | <input type="checkbox"/> |