

CAMBRIDGE

# EVOLVE

## STUDENT'S BOOK

Ben Goldstein and Ceri Jones

# 6

C1  
CEFR

Experience  
Better  
Learning

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Key: REV = Review, U = Unit.

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# EVOLVE

## SPEAKING MATTERS

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching.

Joy in learning.

### Better Learning WITH EVOLVE

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. Language evolves, and so does the way we learn. This course takes a flexible, student-centered approach to English language teaching.



## Meet our expert speakers

Our expert speakers are highly proficient non-native speakers of English living and working in the New York City area.

Videos and ideas from our expert speakers feature throughout the Student's Book for you to respond and react to.

Scan the QR codes below to listen to their stories.



**Andrea Mendoza**  
from Colombia  
Financial analyst



**Eric Rodriguez**  
from Ecuador  
Graphic designer



**Ryoko Mathes**  
from Japan  
Academic advisor



**Audrey Decker**  
from France  
Co-founder of a non-profit organization



**João Glauber Barbosa**  
from Brazil  
Works in finance for an insurance company.



**Susanne Gutermuth**  
from Germany  
Real estate agent



### INSIGHT

Research shows that achievable speaking role models can be a powerful motivator.

### CONTENT

Bite-sized videos feature expert speakers talking about topics in the Student's Book.

### RESULT

Students are motivated to speak and share their ideas.

## Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to more than 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently. Their ideas are included throughout the Student's Book.

# "It's important to provide learners with interesting or stimulating topics."

Teacher, Mexico (Global Teacher Survey, 2017)

## 10.1 BUGS NOT BEEF

**LESSON OBJECTIVE**  
• talk about future food options and how likely they are

### 1 LANGUAGE IN CONTEXT

**1.1** Look at the picture. What type of insect is this? Where can you find them? Have you ever eaten one? If not, would you consider it? Listen to the news story. Were your answers correct?



**1.2** Audio script  
We all love food, but our consumption of it will soon overwhelm both supply and production. Take meat, for example. Animal agriculture will increase at least 70 percent by 2050. Already, one-third of the world's grains and cereals are used to feed livestock, and cattle farming alone occupies 24 percent of land globally. It takes 15,000 liters of water to produce one kilogram of beef, so greater production means more water shortages worldwide. Imagine if we could reduce our appetite for this inefficient protein source. Though some people would rather we gave up meat altogether, most agree that it's time we started exploring alternatives. This idea is what led two University students, Gabe Lewis and Greg Senzky to buy 2,000 live crickets in 2013. Insects are common foodstuffs in many parts of the world, but not in the U.S. and Canada. So they wondered, What if we created a cool new food product to introduce insect protein to people here? With only a basic recipe for cricket flour, Lewis and Senzky created a company – Eco. Today, Eco offers many healthy food products, including their popular protein bars made with cricket flour. Crickets are wholesome and nutritious, with essential proteins, fiber, and twice as much iron as spinach. They're super green, too – making food from crickets uses just one-liter of water per kilogram. Crickets might just be the new superfood.

**1.3** **Task** **What are the environmental advantages of using insects such as crickets as food? What protein alternatives to beef and other livestock meats can you think of? What environmental advantages might they have?**

### 2 VOCABULARY: Discussing global food issues

**2.1** Look at the bold words in the article. Write them in the correct category below. Then listen and check.

- related to food quantity: \_\_\_\_\_
- non-meat foods: \_\_\_\_\_ and \_\_\_\_\_, which both contain \_\_\_\_\_
- describing the healthfulness of food: \_\_\_\_\_
- collective words for animals we eat: \_\_\_\_\_
- other ways to categorize things we eat: \_\_\_\_\_
- related to eating: \_\_\_\_\_

**2.2** Now go to page 158. Do the vocabulary exercises for 10.1.

**EXPERT SPEAKER**  
How is a superfood different from regular foodstuffs? Use your phone to help you. What other superfoods are there? For ideas, watch Ryoko's video.



### 3 GRAMMAR: Simple past for unreal situations

Look at the sentences in the grammar box. In each sentence, what is the use of the underlined simple past verb? Match the sentences to the uses below.

**Simple past for unreal situations**

- Imagine if we could reduce our appetite for beef?
- Some people would rather we gave up meat altogether.
- It's high time we started exploring alternatives.
- What if we created a cool new food product?

**Use the simple past for unreal situations ...**

- to express present wishes and preferences. Sentence(s) \_\_\_\_\_
- to speculate about or describe an imaginary situation. Sentence(s) \_\_\_\_\_
- to express the need to do something. Sentence(s) \_\_\_\_\_

**Now go to page 157. Look at the grammar chart and do the grammar exercise for 10.1.**

**Task** **Think critically** How would you like to see the world change? Write sentences using the expressions for simple past for unreal situations. Use the categories in the box to help you. Share your sentences in small groups. How likely are all your desired changes? Why?

food   social media   transportation

**Imagine if our school council government would not honestly list whether it offers more vegan options.**

### 4 SPEAKING

**4.1** Look at the pictures of protein sources from around the world. Which ones are you familiar with? Do you like them? Would you like to try the others? Does their nutritional value influence your decision?



Find it



## INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

## CONTENT

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

## RESULT

Students engage in the lesson because it is meaningful to them.

# Designed for success

## 10.3 A LIFE WITHOUT PLASTIC

**LESSON OBJECTIVE**  
■ discuss the advantages of rethinking daily habits

**1 LISTENING**  
A Look at the pictures. What are these things? What are they made of? What are they usually made of?  
B **40: 2.30** **DISTINGUISH MAIN IDEAS FROM DETAILS**  
Look at the points in the chart. Which do you think are main ideas, and which are details? Listen to Grace and Jake's conversation about adopting a plastic-free lifestyle and check your answers. Circle the ones you predicted correctly.

Main idea	Detail
1 be mindful of your daily routine	
2 buy a reusable coffee cup	
3 avoid plastic straws	
4 how to live plastic-free	
5 recycle	
6 avoid over-packaging	
7 demand alternative containers	

**C PAIR WORK THINK CRITICALLY** Can you think of other everyday things that could be made of something besides plastic? Would they work as well? Why or why not?

**2 PRONUNCIATION: Listening for sound changes in connected speech**  
A **41: 2.30** Listen to the sentences and match the underlined letters to the sound changes you hear.  
1 But that talk really made me want to try it. a /j/ → /dʒ/  
2 How did you start? b /d/ → /t/  
3 There are lots of products out there that come in plastic containers. c /d/ → /tʃ/  
B **42: 3.00** Circle the word that would cause a sound change when connected to the sound underlined. Listen and check.  
1 Please don't use that plastic / horrible cup.  
2 A recycling project needs very good leadership / management.  
3 Was the presentation planned / organized in advance?  
4 Could we / you try a little harder?  
C Circle the correct words to complete the sentences.  
In connected speech, words that end and start with /p/, /b/ or /m/ Additionally, words that start / end with /j/, these sounds often

**INSIDER ENGLISH**  
It's doable = It will take some effort, but it's possible.

## Pronunciation

### INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

### CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

### RESULT

Students understand more when listening and can be clearly understood when they speak.

## Insider English

### INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

### CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

### RESULT

Students are confident in the real world.

## 10.4 WHAT'S YOURS IS MINE

LESSON OBJECTIVE  
write a summary of a discussion about the new economy

### 1 READING

A Look at the picture of people using a ride-share service. Is this an example of the gig economy or the sharing economy? What's the difference? You can use your phone to help you. What's your opinion of these new economic models? Why?

B **PREPARE TO DISCUSS** Look at the key words related to the discussion thread below. Which do you think will be used to defend new economic models and which to criticize them? Read the thread and check your answers.

unfair competition human-scale commerce minimum wage



## THE NEW ECONOMY: HAVE YOUR SAY!

Who are the real winners and losers in the gig economy? Is a sharing economy model any better? What do you think?

**1** When you read about the gig economy, it seems great for everybody, but let me tell you, there are losers in this story. Like taxi drivers. In some countries, it's very expensive to obtain a license - it's an investment. And once you get one, that's your job for life. Then ride share companies come along, and because of the increased competition, they take away the taxi drivers' livelihood. It's unfair competition because it doesn't cost the other drivers much at all.

**2** The "gig economy" business model revolves around tech companies that use legal regulations as a shield or a crutch. They don't want to follow the rules, so they come up with a way to get around them. They still make money, but the people actually doing the work are left out. In fact, the workers are all independent contractors rather than employees, so they don't get vacation or a minimum wage or sick pay or help saving for retirement. And what's worse, they can be fired without warning or explanation, so they can't even complain.

**3** At first glance, I really liked the idea of opening up the economy. It's great for us customers, but I think a lot of people actually lose out. I mean, look at streaming music services. We save by not having to download music, but how much money do the musicians make once all the middlemen take their cut? And the food delivery app? They take such a large cut that many restaurants can't afford to use them, so they lose customers they used to have. People need to understand that these cool new companies could be destroying small neighborhood businesses.

**4** Not so fast! In many places the gig economy has really benefited people, like places where there are no taxis, for example. How people can use a ride service. How is that a bad thing? People can make extra money and learn new skills. I read that Uber offers English courses to their drivers because they know that it'll help them in their work.

**5** It's time that an economy based on everyone having regular, long-term jobs was challenged. The gig economy is all about on-demand services. Conditions might be more precarious for the worker - job security, insurance, benefits, etc., but we have to get used to that. It's the way the world is going.

**6** What I like about the sharing economy is that it's a human-scale version of commerce, where you often meet the person who you're doing business with. Take Airbnb. That's a whole lot better than staying in an anonymous hotel somewhere. It's much more personal, and you get better service because of it.

**7** The sharing economy is nothing new. Just look at libraries. We're just extending that model into the high-tech world. It's inevitable, like economic evolution. There's nothing we can do to stop it, so we might as well go with it.

C **PAIR WORK** **EVALUATE INFORMATION** Put a check (✓) for the contributors in favor of the new economic models and an X (✗) for those against them. Highlight the main idea in each comment.

D **GROUP WORK** **THINK CRITICALLY** Which of the opinions in the discussion thread do you agree with? Why? What could be the long-term effects of these new economic models?

### 2 WRITING

A Read the summary of the discussion thread. Does it focus on arguments for or against new economic models?

The gig economy and sharing economy raise many different issues and opinions. The topic is not at all a single one, but two clear arguments in favor of new economic models emerge from the discussion thread: freedom of choice and flexibility.

Gig and sharing economy practices liberate people from the rigidity of a traditional working model, so it is beneficial to society. In terms of customers, they can have whatever they want when they want it - music, a place to stay, food delivery, a ride to the airport. And for workers, they are their own bosses, free to set their own hours and determine their income by working as much as they want. In a nutshell, the freedom and flexibility offered by these new ways of working make it beneficial to everyone. Though probably true that the gig/sharing economy is here to stay, even if we don't like it, the freedom and flexibility it offers has won it many champions.

B **USE APPROPRIATE REGISTER** Look at the bold expressions in the summary and their synonyms in the box below. Which set is more formal? Which expressions from the box could substitute for each expression in the summary?

by no means  
it would seem  
with respect to

in brief  
regarding

in this respect  
regardless of whether

#### REGISTER CHECK

When writing a summary, establish up front that the opinions you're writing about are not your own and then write from that perspective. This avoids the constant repetition of phrases like *According to ...* and *As stated by ...*

### WRITE IT

C **PLAN** You're going to write a formal summary of the negative viewpoints expressed in the discussion thread. With a partner, look at the main ideas you identified in exercise 1C. What themes could you focus on in your summary?

D **PAIR WORK** Examine the structure of the summary of positive viewpoints in exercise 1A and discuss the questions.

■ What is the role of each paragraph?  
■ How many points are presented in the body (middle) paragraph?

E **PAIR WORK** Work together to write your summary in 100-200 words. Use formal expressions like those in exercise 2B.

F **GROUP WORK** Share your summary with another pair of students and offer feedback. Is the register definitely more formal than the comments in the thread? Did they present all the main points? Did you organize your summaries around the same or different themes?

## REGISTER CHECK

When writing a summary, establish up front that the opinions you're writing about are not your own and then write from that perspective. This avoids the constant repetition of phrases like *According to ...* and *As stated by ...*

## Register check

### INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

### CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

### RESULT

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately.

# "The presentation is very clear, and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher, Notre Dame Seishin University, Japan

## 10.2 ACCIDENTAL STARTUPS

LESSON OBJECTIVE  
discuss new ways to use natural energy sources

### 1 LANGUAGE IN CONTEXT

**1** **TEXT WORK** Look at the article title and headings and the pictures. What will the article be about? What other ideas might be presented in the article? Read and check your answers.

#### A LIGHTER CARBON FOOTPRINT

The need for carbon-neutral sources of energy is a fact of life these days. The resistance to these efforts, primarily from multinational energy companies based on fossil fuels, is a fact of business. Stepping in to fill the gap are "accidental startups." It would appear that these community-minded initiatives, motivated by need rather than profit, are leading the way in our search for innovative, renewable, low-carbon solutions and becoming thriving businesses almost by accident. Here are a few of our favorites.

#### Rechargebook

This startup has developed a book with built-in solar panels that generate enough energy to charge batteries for everything from cell phones to appliances. The panels make it self-sustaining. Rechargebook was designed as an energy resource for remote, off-grid locations. Though currently only in Ethiopia, Kenya, and Botswana, it is believed that this technology could be adapted for use almost anywhere.

#### Joe Bean

Coffee already energizes us to start the day, but Joe Bean has found a way to make it power those that are morning machines. The U.K.-based green energy company recycles coffee grounds into advanced biofuels and biochemicals that are more efficient than traditional ones. It would seem this company has found an affordable, low-emission energy source suitable for industrial-scale heating, among other uses.

#### Wakom

This startup has come up with a renewable energy solution for island countries that have limited land. Their "winged kite" is a wind-propelled flying generator that flies in circles, gathering wind energy and turning it into electricity. It is reported that this kite requires 90 percent less construction material than conventional wind farms.

### 2 VOCABULARY: Discussing global energy issues

**1** **TEXT WORK** Look at the words and phrases related to energy from the article. Write if (noun), if (verb), or if (adjective) according to how they are used in the article. Listen and check. Which words have a positive or negative connotation?

1. biofuel	5. fossil fuel	9. power
2. carbon footprint	6. low-carbon	10. renewable
3. carbon-neutral	7. low-emission	11. self-sustainable
4. energize	8. off-grid	12. solar panels

**2** **Now go to page 150. Do the vocabulary exercises for 10.2.**

**3** **TEXT WORK** **GRAMMAR** Which forms of energy are the most common where you live? Why do you think that is? Use your phone to find out more if you can.

We live in a very sunny place, but there aren't any solar panels anywhere! We still depend on fossil fuels.

### 3 GRAMMAR: It constructions

**1** Look at the sentences in the grammar box. Then complete the rules below with the words in the box. Which sentences in the grammar box apply to each rule?

**It constructions**

A. It would appear that these initiatives are leading the way.  
B. It is believed that this technology could be adaptable for use almost anywhere.  
C. It would seem this company has found an affordable energy source.  
D. It is reported that kites like these require 90 percent less construction material.

**appear**   **report**

1. It constructions in the passive are often used to \_\_\_\_\_ what people say or believe, especially in writing. Sentences \_\_\_\_\_

2. To speculate about something or indicate that you aren't sure of the truth of the information, use the verbs \_\_\_\_\_ and seem. Sentences \_\_\_\_\_

**3** **Now go to page 150. Look at the grammar chart and do the grammar exercise for 10.2.**

**4** **TEXT WORK** Work together to report the information in the sentences using the verb in parentheses ( ). Then comment or speculate on the information. Check your accuracy.

- Most people think that wind power is the cleanest energy source. (believe)
- A lot of people like the idea that primary energy sources like coal will soon disappear. (hope)
- Estimates indicate that many countries will have only renewable energy sources by 2050. (report)
- Scientists believe that "waste products" like coffee grounds can continue to be useful. (think)

Many social enterprises focus on providing solar panels or windmills because it is believed that these are the most self-sustainable options.

Yes, it would seem wind energy is especially useful in coastal communities.

**ACCURACY CHECK**

Use linking verbs such as seem and appear after *It + would*. Don't use reporting verbs (believe, claim, report, say, tell, think, etc.).

*It would think that solar power is a good option there. X*

*It would seem that solar power is a good option there. ✓*

## Accuracy check

### INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

### CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for self-editing.

### RESULT

Students avoid common errors in their written and spoken English.

## You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities that engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

## Time to speak

### INSIGHT

Speaking ability is how students most commonly measure their own progress but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

### CONTENT

*Time to speak* is a unique lesson dedicated to developing speaking skills and is based around immersive tasks that involve information sharing and decision making.

### RESULT

*Time to speak* lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.



## 5.5 TIME TO SPEAK

### Rent-a-Pet

**LESSON OBJECTIVE**  
■ present and evaluate an idea for reinventing pet ownership



**A DISCUSS** With a partner, look at the pictures of people and their pets. How do people usually get their pets? What's the best way?

**B PLAN** Form groups of three or four students. Half the groups are Group A, and the others are Group B. Read the instructions.

**Group A:** You want to start a business called Rent-a-Pet, a service that allows busy people to have a pet part-time. You must get town council approval. Come up with points in favor of the idea and take notes.

- 1 Our business provides a home for rescue dogs and cats.
- 2 Busy people want pets but not all the responsibility of one.
- 3 ...

**Group B:** You are the town council. You approve or reject new business ideas like Rent-a-Pet, a service that allows busy people to have a pet part-time. Come up with points to explore and challenge this idea and take notes.

- 1 Some pet renters might abuse or neglect the animal.
- 2 What if an animal bit or scratched the renter? Who would be responsible?
- 3 ...

**C PREPARE** Meet with one person from the other group to test your main points. Return to your group and share what you learned. Then prepare your presentation (Group A) or prepare a formal list of issues that must be addressed in order for Rent-a-Pet to get approval (Group B).

**D PRESENT** Carry out town council meetings with one Group A and one Group B. Each town council makes its own decision for or against Rent-a-Pet.

**E DECIDE** As a class, share the decisions of all the town councils. Did they all come to the same conclusion? What were some of the strongest arguments for Rent-a-Pet? What were the best arguments against it? In what way does this business idea fit the sharing economy model?

➔ To check your progress, go to page 156. ➔

### USEFUL PHRASES

<b>PREPARE</b> It's a kind and clever way to ... It's not as straightforward as that ... The supply of animals in shelters ... but the supply of pet owners ... ... That's all I'm saying.	<b>PRESENT</b> We want to rethink the assumptions about pet ownership. First, ... Most people would rather ... than ... But just think: What if we could ... ? From our perspective, it all comes down to ...
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

## EVOLVE unit structure

### Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

### Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

### Lesson 3

This lesson is built around an off-the-page dialogue that practices listening skills. It also models and contextualizes useful speaking skills. The final speaking task draws on the language and strategies from the lesson.

### Lesson 4

This is a skills lesson based around an engaging reading. Each lesson asks students to think critically and ends with a practical writing task.

### Lesson 5

*Time to speak* is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks, which involve information sharing and decision making.

# CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Robot Revolution	<ul style="list-style-type: none"> <li>Discuss the potential uses of robots in everyday life</li> <li>Talk about developments in artificial intelligence</li> <li>Acknowledge arguments and propose counterarguments</li> <li>Write an essay about AI in our homes</li> <li>Present a proposal for a robot helper</li> </ul>	<ul style="list-style-type: none"> <li>Commenting adverbs with future forms</li> <li>Future perfect and future continuous</li> </ul>	<ul style="list-style-type: none"> <li>Using adverbs to add detail</li> <li>Talking about developments in technology</li> </ul>	<ul style="list-style-type: none"> <li>Listening for contrastive stress</li> <li>Saying expressions to show a counterargument</li> </ul>
Unit 2 The Labels We Live By	<ul style="list-style-type: none"> <li>Discuss assumptions about behavior</li> <li>Talk about assumptions related to age</li> <li>Compare and discuss similar experiences</li> <li>Write a report based on graphs</li> <li>Conduct a survey about consumerism and labels</li> </ul>	<ul style="list-style-type: none"> <li>Uses of <i>will</i></li> <li>Uses of <i>would</i></li> </ul>	<ul style="list-style-type: none"> <li>Describing personality</li> <li>Using three-word phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Listening for the intonation on interactional phrases</li> <li>Saying stressed syllables beginning with /p/, /k/, /t/</li> </ul>
Unit 3 In Hindsight	<ul style="list-style-type: none"> <li>Discuss past actions and their present results</li> <li>React to past situations</li> <li>Describe a negative experience; offer sympathy and reassurance</li> <li>Write a short story based on a set of facts</li> <li>Discuss and present an alternate history</li> </ul>	<ul style="list-style-type: none"> <li>Variations on past unreal conditionals</li> <li>Commenting on the past</li> </ul>	<ul style="list-style-type: none"> <li>Thought processes</li> <li>Describing emotional reactions</li> </ul>	<ul style="list-style-type: none"> <li>Listening for weak forms in complex verb phrases</li> <li>Using intonation to show emphasis</li> </ul>
Review 1 (Review of Units 1–3)				
Unit 4 Close Up	<ul style="list-style-type: none"> <li>Discuss the value of changing perspective</li> <li>Talk about how eyes function in humans and animals</li> <li>Discuss problems caused by staring at screens</li> <li>Write a personal profile statement for a résumé</li> <li>Create and present an action plan for a project</li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers and prepositions in relative clauses</li> <li>Noun clauses with question words</li> </ul>	<ul style="list-style-type: none"> <li>Describing things</li> <li>Eye idioms and metaphors</li> </ul>	<ul style="list-style-type: none"> <li>Listening for /t/ between vowels</li> <li>Saying the stressed syllable in related words</li> </ul>
Unit 5 Remote	<ul style="list-style-type: none"> <li>Discuss traveling to remote places</li> <li>Comment on loneliness and working in remote places</li> <li>Discuss cause and effect</li> <li>Write a company profile</li> <li>Prepare and present a case for working remotely</li> </ul>	<ul style="list-style-type: none"> <li>Participle phrases in initial position</li> <li>Reduced relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Describing remote places</li> <li>Talking about influences</li> </ul>	<ul style="list-style-type: none"> <li>Listening for linking between words</li> <li>Saying tense and lax vowels</li> </ul>
Unit 6 Surprise, Surprise	<ul style="list-style-type: none"> <li>Discuss shocks and surprises</li> <li>Talk about great upsets in sports and other contexts</li> <li>Discuss the differences between local and global brands</li> <li>Write a paragraph drawing from multiple sources</li> <li>Prepare a surprise for somebody</li> </ul>	<ul style="list-style-type: none"> <li>Clefts</li> <li>Question words with <i>-ever</i></li> </ul>	<ul style="list-style-type: none"> <li>Using adverbs to add attitude</li> <li>Using the prefixes <i>under-</i> and <i>over-</i></li> </ul>	<ul style="list-style-type: none"> <li>Listening for the pronunciation of foreign words and phrases</li> <li>Saying clefts</li> </ul>
Review 2 (Review of Units 4–6)				

**Listening****I get what you're saying ...**

- A conversation about the innovations found in a new app

**Speaking skills**

- Acknowledge arguments and propose counterarguments

**Reading****Robotics to the rescue**

- An article about robots and humans working together

**Writing****An essay**

- Introduce examples
- Organize ideas

**Speaking**

- Talk about the tasks best suited to robots
- Discuss what things you would like AI to do in the future
- Offer and support your opinion
- Discuss interesting examples of AI

**Time to speak**

- Present a proposal for a robot helper to address the needs of a particular job

**Same here!**

- A conversation about how speaking another language changes the way you interact with the world

- Discuss similar experiences

**Read the label**

- An article about product labeling on healthy food products

**A report based on statistics and graphs**

- Refer to data in graphs
- Use language for presenting statistical information

- Talk about common types of social media users
- Talk about the right age to do different activities
- Discuss your experience with language learning
- Draw conclusions about consumer trends based on statistics

**Time to speak**

- Do a survey about the importance of labels on shopping behavior; present your results

**A complete disaster!**

- Two conversations about the same story

- Describe bad experiences
- Offer sympathy and reassurance

**Too good to be true**

- News stories about unlikely events

**An anecdote about a strange coincidence**

- Create cohesion with *both*, *each*, *neither*, etc.

- Talk about different possibilities for events in the past
- Discuss how you might handle different problems
- Create and share the backstory leading up to a bad experience
- Discuss and question whether a story is believable

**Time to speak**

- Talk about how changing one past event could affect the world today

**Look away!**

- A presentation about the effects of screen time on our eyes

- Clarify a problem

**Attention to detail**

- A quiz that reveals if you're a big-picture thinker or tend to focus on details

**A personal profile**

- Use initial descriptive prepositional phrases for concise writing

- Talk about the esthetics of close-up imagery
- React to images of animals' eyes
- Discuss what problems can occur because of excessive screen time
- Discuss a personal profile statement; offer suggestions for others

**Time to speak**

- Create and present an action plan that involves both big-picture and detail-oriented tasks

**Working from home**

- A presentation about current trends in working from home

- Signal causes and effects

**Remote success story**

- A news feature story about a business whose employees work virtually

**A profile**

- Use participle phrases to connect ideas

- Discuss where and how you seek solitude
- Discuss the degree of solitude of different jobs
- Present and discuss ideas about the pros and cons of current topics
- Discuss the chances of success for different companies to operate virtually

**Time to speak**

- Make a case for working remotely

**A surprising comeback**

- A news feature and interview about business revivals

- Add emphasis

**Jump scare**

- Different perspectives on being scared

**Summary of a text**

- Paraphrase without repetition

- Talk about reactions to surprises
- Describe famous upsets
- Compare local and global industries where you live
- Write short summaries on articles about fear

**Time to speak**

- Plan a surprise for people based on interviews about their interests

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Roots	<ul style="list-style-type: none"> <li>■ Discuss the growing interest in DNA testing and genealogy</li> <li>■ Talk about celebrations in your family and community</li> <li>■ Share a story about visiting a place with special significance</li> <li>■ Summarize information about a topic</li> <li>■ Present a plan to promote a cultural celebration</li> </ul>	<ul style="list-style-type: none"> <li>■ Negative and limiting adverbials</li> <li>■ Fronting adverbials</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about ancestry</li> <li>■ Talking about customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for missing /t/ and /d/ sounds</li> <li>■ Saying diphthongs</li> </ul>
Unit 8 Short	<ul style="list-style-type: none"> <li>■ Discuss distractions and attention spans</li> <li>■ Talk about instincts and gut reactions</li> <li>■ Describe the best features and selling points of apps</li> <li>■ Write presentation slides</li> <li>■ Pitch a company, an idea, or a product to investors</li> </ul>	<ul style="list-style-type: none"> <li>■ Phrases with <i>get</i></li> <li>■ Phrases with <i>as</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about attention and distraction</li> <li>■ Expressions with <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for long word groups</li> <li>■ Saying primary and secondary word stress</li> </ul>
Unit 9 Health vs. Modern Life	<ul style="list-style-type: none"> <li>■ Discuss the effects of a sedentary lifestyle</li> <li>■ Suggest ways to establish good sleep habits</li> <li>■ Ask and deflect probing questions</li> <li>■ Write about a clean-water initiative and how it works</li> <li>■ Present and explain choices that you have made for other people</li> </ul>	<ul style="list-style-type: none"> <li>■ Referencing</li> <li>■ Continuous infinitives</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing health issues</li> <li>■ Discussing (lack of) sleep</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for stressed and unstressed grammar words</li> <li>■ Saying consonant clusters</li> </ul>
Review 3 (Review of Units 7–9)				
Unit 10 Reinvention	<ul style="list-style-type: none"> <li>■ Talk about future food options and how likely they are</li> <li>■ Discuss new ways to use natural energy sources</li> <li>■ Discuss the advantages of rethinking daily habits</li> <li>■ Write a summary of a discussion about the new economy</li> <li>■ Present and evaluate an idea for reinventing pet ownership</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple past for unreal situations</li> <li>■ <i>It</i> constructions</li> </ul>	<ul style="list-style-type: none"> <li>■ Discussing global food issues</li> <li>■ Discussing global energy issues</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for sound changes in connected speech</li> <li>■ Saying the /ɪ/ sound</li> </ul>
Unit 11 True Colors	<ul style="list-style-type: none"> <li>■ Discuss the importance of color for businesses</li> <li>■ Talk about color expressions and their meaning</li> <li>■ Respond to questions in different ways</li> <li>■ Write a short opinion essay</li> <li>■ Create a flag for a specific group</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject–verb agreement</li> <li>■ Articles</li> </ul>	<ul style="list-style-type: none"> <li>■ Describing color associations</li> <li>■ Color expressions</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for uncertainty</li> <li>■ Saying vowels before consonants</li> </ul>
Unit 12 Things Change	<ul style="list-style-type: none"> <li>■ Answer job interview questions about change</li> <li>■ Talk about places that have changed drastically</li> <li>■ Tell a story that you heard from someone else</li> <li>■ Write a review of a movie or book</li> <li>■ Create a structured story from pictures</li> </ul>	<ul style="list-style-type: none"> <li>■ The present subjunctive</li> <li>■ Perfect infinitive</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about change</li> <li>■ Describing change</li> </ul>	<ul style="list-style-type: none"> <li>■ Listening for sound changes in colloquial speech</li> <li>■ Reading aloud</li> </ul>
Review 4 (Review of Units 10–12)				
Grammar charts and practice pages 129–140    Vocabulary exercises pages 141–152				

**Listening****The story of a returnee**

- An interview with someone who has just returned from her ancestral home

**Speaking skills**

- Comment on your own story
- Express an opinion
- Respond to someone else's story

**Reading****When a language dies**

- A graph and text about languages in danger of extinction

**Writing****Summary of a story**

- Parallel structures

**Speaking**

- Discuss the pros and cons of DNA tests
- Talk about the occasions that bring your family together
- Tell stories about visiting new places
- Synthesize the main points in a story

**Time to speak**

- Discuss a local festivity and decide the best way to promote it

**It's the app you need**

- A conversation between an app designer and a friend

- Speak persuasively about a product

**The perfect pitch**

- An article about developing a pitch for investors

**Presentation slides**

- Presentation formats

- Talk about the distractions in your life
- Talk about how important instinct is in daily life
- Discuss the apps that make your life easier
- Compare presentation slides

**Time to speak**

- Present a pitch to investors for an idea or product

**Clearing the air**

- An interview with a politician about clean air issues

- Ask probing questions
- Buy time to think / deflect questions

**A thirsty world**

- Three short articles about water crises around the world and water charities that address them

**A short article**

- Phrases to highlight viewpoint

- Talk about ways to discourage a sedentary lifestyle
- Discuss a sleep plan for different people
- Discuss important local issues in a role-play activity
- Consider strengths and weaknesses of an initiative

**Time to speak**

- Present choices for other people based on their priorities

**A life without plastic**

- A conversation about the challenges and value of going plastic-free

- Defend an opinion
- Conclude a turn

**What's yours is mine**

- Short texts from a forum about new economic models

**A summary of a discussion**

- Avoiding opinion in a summary
- Marking opinion in a summary

- Discuss alternative food options
- Discuss renewable energy
- Debate alternative lifestyle choices that benefit the environment
- Consider the conclusions from a discussion

**Time to speak**

- Debate the pros and cons of a local initiative

**It tastes like green!**

- A Q&A session with two experts on the psychology of color

- Respond to questions for different purposes

**A sense of identity**

- An article on the significance of colors in sports marketing

**An opinion essay**

- Express and support opinions with examples

- Discuss the best color scheme for different products and companies
- Discuss color expressions
- Consider what effect color has on taste expectations
- Discuss the arguments presented by others and offer feedback for improvement

**Time to speak**

- Discuss and present the characteristics that define a group's identity

**"And that's when it all changed!"**

- A story about a celebrity impersonator

- Retell a story
- Refer to the original story
- Skip details

**"The next thing you know, ..."**

- An article about the structure of a successful movie script

**Movie review**

- Write concise descriptions (multi-clause sentences)

- Practice giving job interview answers
- Talk about how things have changed dramatically
- Retell a story
- Describe plots and turning points

**Time to speak**

- Develop a creative story based on pictures



#### UNIT OBJECTIVES

- discuss the potential uses of robots in everyday life
- talk about developments in artificial intelligence
- acknowledge arguments and propose counterarguments
- write an essay about AI in our homes
- present a proposal for a robot helper

# ROBOT REVOLUTION

# 1



## START SPEAKING

- A** Look at the picture. What does it suggest about the future? Do you think it's a realistic vision of the future? Why or why not?
- B** In what ways do you think technology will change our lives in the future? What kinds of things (wearable technology, personal robots, AI, etc.) do you imagine we'll have in the next 20 years? The next 40 years? In 100 years?
- C** What kinds of robots do we already use? Do you think robots are a positive invention in general? Why or why not? For ideas, watch Eric's video.



**EXPERT  
SPEAKER**

*What examples can you think of to support Eric's argument and to counter it?*




## 1.1

## THE ROBOT TOUCH

## LESSON OBJECTIVE

- discuss the potential uses of robots in everyday life

## 1 LANGUAGE IN CONTEXT

- A  1.02 **PAIR WORK** **THINK CRITICALLY** What does the robot in the ad look like? What, and who, do you think it's for? What can it do? What can it probably not do? Listen to the infomercial and check your answers.

 1.02 Audio script

The MiRo robot may look like a toy, but it is far from it. MiRo is a sophisticated piece of robotic engineering, and it is about to **radically** change the field of home health care.

Though still under development, MiRo will **ultimately** be part of a complex system of sensors and communication networks that will **demonstrably** improve the quality of life for elderly people. MiRo robots will live with their owners 24/7, learn their routines, and monitor their movements, which should **drastically** reduce accidents in the home. They will be able to talk to their owners, as well – reminding them to take their medicine and helping them manage appointments and remember visitors' names. And if there's a medical emergency, MiRo will be able to call for help immediately.

Home health care alternatives are **inevitably** going to become a necessity for countries like Japan and the United States, which are facing the challenge of caring for a **progressively** aging population. Social services will certainly not be able to offer human care and companionship for everyone. Although robot companions are bound to be met with resistance initially, robots like MiRo will **undoubtedly** ease the burden on overstretched social services. The greater benefit, however, will be to the elderly people they serve, who often suffer from loneliness and isolation.

MiRo could **feasibly** revolutionize elder care, making the lives of our senior citizens easier, safer, and far more enjoyable.




INTRODUCING  
**MiRo!**



[CLICK HERE](#)  
TO ORDER YOURS TODAY!

Courtesy of Consequential Robotics

## 2 VOCABULARY: Using adverbs to add detail

- A  1.03 Look at the **bold** adverbs in the script. Which refer to the way something is done (manner)? Which ones are a comment on the action by the speaker (commenting)? Make a chart like the one below and put them in the correct category. Add the other adverbs from the box below. Then listen and check.

comprehensively  
markedly

dramatically  
potentially

gradually  
unquestionably

increasingly

## Adverbs of manner

radically

## Commenting adverbs

ultimately

- B  Now go to page 141. Do the vocabulary exercises for 1.1.

- C **PAIR WORK** **THINK CRITICALLY** Apart from the elderly, who might benefit from having a robot companion? Why? What problems could it solve? What problems might it create?

### 3 GRAMMAR: Commenting adverbs with future forms

- A Read the sentences in the grammar box. Circle the correct options to complete the rules.

#### Commenting adverbs with future forms

MiRo **will undoubtedly** ease the burden on overstretched social services.

Home health care alternatives **are inevitably going to** become a necessity.

Social services **will certainly not be able to** offer human companionship for everyone.

- 1 Adverbs of manner can be placed in different positions depending on what they modify. Commenting adverbs, when used with future forms, are usually placed ...
- <sup>1</sup>before / after the modal verb *will*.
  - <sup>2</sup>before / after negative words such as *not* and *never*, or negative contractions such as *won't* and *aren't*.
  - <sup>3</sup>before / after the verb *be* in the phrases *be going to*, *be about to*, and *be bound to*.

- B Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.

- C **PAIR WORK** Look at the commenting adverbs in the box below. Use a dictionary or your phone to look up ones you don't know. Then add commenting adverbs to the sentences so that they reflect your opinion. Compare with your partner.

certainly	clearly	eventually	evidently
inevitably	surely	undoubtedly	unfortunately

- 1 This century will become the age of the robot.
- 2 Robots are going to change the way we live over the next few decades.
- 3 Robots will never be able to replace the human touch.
- 4 Robots are bound to take over for humans in a lot of different areas.
- 5 The robotics industry is about to make life a lot easier for all of us.

### 4 SPEAKING

- A **GROUP WORK** **THINK CRITICALLY** Imagine a robot assistant for the following jobs. What tasks do you think it could feasibly take on? Would it do those tasks better, worse, or as well as a human? What tasks would the human still have to do? Use commenting adverbs to make your attitudes clearer.

- a clerk in a hotel
- a nurse in a hospital
- a teacher in a kindergarten

As a hotel clerk, a robot will undoubtedly be more accurate than a human. It might even be friendlier!

- B As a class, share the most interesting uses for a robot assistant that your group came up with. Then discuss whether robot assistants are inevitable. Give reasons to support your opinion.




# 1.2

## THE WONDERFUL WORLD OF AI

### LESSON OBJECTIVE

- talk about developments in artificial intelligence

### 1 LANGUAGE IN CONTEXT

- A How would you define *artificial intelligence*? Does the idea scare you, worry you, or excite you? Why or why not?
- B  1.04 Listen to part of a podcast interview in which a tech industry reporter talks about developments in AI. How will AI be used in the near future? How does the host feel about these uses?




#### 1.04 Audio script

- Reporter** Industry experts predict that, by the end of the next decade, **chatbots** will have replaced humans in all customer service call centers, but you won't even know you're talking to one. **Computer-generated speech** will have improved so much that chatbots will sound just like humans.
- Host** We'll be having conversations with computers and not even know it? Impressive.
- Reporter** Plus, researchers are developing an app to help blind people "see." It will use the camera on their smartphone to capture the area around them. Then, using a combination of **image-recognition** software and **speech to text**, the app will convert the images into speech. Developers are integrating **facial recognition**, too, so the app can announce when a friend is approaching. They have a **working prototype** now, and they're pretty confident they will have developed a **beta version** for testing by the end of next year!
- Host** What a great use of technology! What other developments can we expect to see soon?
- Reporter** Facial-recognition glasses – they'll be linked to police databases to help pick out suspects in a crowd.
- Host** Really? I'm not sure how I feel about that one.


- C **PAIR WORK** **THINK CRITICALLY** Why does the host feel nervous about the police using facial-recognition glasses? What are some other possible uses for that technology? What pros and cons can you think of?

### 2 VOCABULARY: Talking about developments in technology

- A  1.05 **PAIR WORK** Look at the technology terms in the box. Write them in the chart for all the things they are associated with. Use a dictionary or your phone to help you. Listen and check.

artificial intelligence (AI)	beta version	chatbot	facial recognition
computer-generated speech	computer translation	image recognition	operating system (OS)
virtual assistant	voice activation	voice recognition	working prototype
text to speech / speech to text			

Home computers	Smartphones	Airport security	App development	Social media
OS	chatbot	facial recognition		

- B **PAIR WORK** Which item from the box above is not yet commonly used? How long do you think it will be until it is part of daily life?
- C  Now go to page 141. Do the vocabulary exercises for 1.2.



### 3 GRAMMAR: Future perfect and future continuous

- A Read the sentences in the grammar box. Circle the correct options to complete the rules.

#### Future perfect and future continuous

By the end of the next decade, chatbots **will have replaced** humans in call centers.  
We'll **be having** conversations with computers and not even know it?

- 1 Use the future perfect and the future continuous to ...
  - a describe situations in the future.
  - b make suggestions for things to do in the future.
- 2 Use *will + have + past participle* (future perfect) to talk about ...
  - a actions that will be in progress at a given time in the future.
  - b actions that will be completed before a given time in the future.
- 3 Use *will + be + verb + -ing* (future continuous) to talk about ...
  - a actions that will be in progress at a given time in the future.
  - b actions that will be completed before a given time in the future.

- B Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.2.

- C **PAIR WORK** You are going away this weekend to an unfamiliar location. A friend asks you a lot of questions about your trip. Use the prompts to write the questions in either the future perfect or the future continuous, and check your accuracy. Compare with a partner.

- 1 a How / travel / there ?  
*How will you be traveling there?*
- b Who / meet / there ?
- c What activities / do ?
- 2 a By the time the weekend is over, who / speak to ?
- b What / see ?
- c What / do ?



#### ACCURACY CHECK

Remember not to change the form of **be** in future continuous.

*It'll is raining by the time we get there. X*

*It'll be raining by the time we get there. ✓*

- D **PAIR WORK** Answer the questions in exercise 3C and create a story about your weekend trip to tell your partner. Share your stories with another pair of students.

### 4 SPEAKING

- A **GROUP WORK** Make a list of ten machines and gadgets you have in your home right now. How does each one help you or make life easier? Which of them do you think you'll still be using ten years from now? Will you be operating them, or will they depend on AI? For ideas, watch Eric's video.



**EXPERT  
SPEAKER**

*How similar are your  
predictions to Eric's?*



- B What ordinary tasks or common devices today will have been replaced by AI by the year 2050?

*I think facial-recognition technology will have replaced house and car keys long before 2050!*



# 1.3

## I GET WHAT YOU'RE SAYING ...

### LESSON OBJECTIVE

- acknowledge arguments and propose counterarguments

### 1 LISTENING

A Read the text message exchange. What is the relationship between the two texters? Why do you think that?

B 1.06 **LISTEN FOR ATTITUDE** Listen to a conversation between two friends, Jeff and Dani. What does Jeff think of Dani's new app?

C 1.06 **LISTEN FOR MAIN POINTS** Listen again and take notes on the positive and negative points they make about chatbots. Compare answers with a partner.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

D **PAIR WORK** **THINK CRITICALLY** Look back at exercise 1A. Are you surprised that this is actually a chatbot conversation? Do you think computers will ever be able to understand and develop emotions? Why or why not?

### 2 PRONUNCIATION: Listening for contrastive stress

A 1.07 **PAIR WORK** Listen. Pay attention to the underlined words. Why are they stressed?

Jeff But it looks like a conversation with a friend.

Dani Well, yeah, that's the point. It's a virtual friend.

Jeff You mean a virtual assistant?

B 1.08 **Underline** the words that have contrastive stress. Listen and check. Practice saying the sentences with your partner. Focus on word stress.

1 You have your own, personal talking machine – a learning machine!

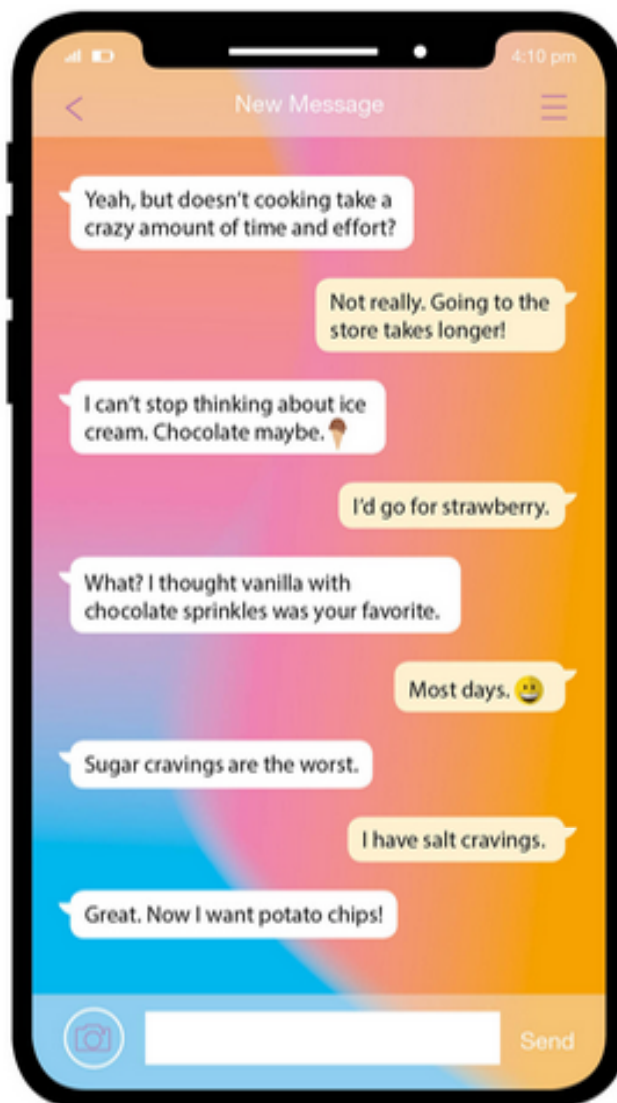
2 I mean, why did they design it? Who did they design it for?

3 You can't always be there for me, but my bot can.

4 You're starting to talk about this bot as if it were a real person.

C **Circle** the correct words to complete the sentence.

When we want to clarify or correct what has been said, we often emphasize the word with the <sup>1</sup>new / old information and use a <sup>2</sup>lower / higher pitch.



### 3 SPEAKING SKILLS

- A  **1.06** Listen to Jeff and Dani's conversation again. Check (✓) the expressions in the chart that they use.

#### Acknowledging arguments and proposing counterarguments

- ☐ 1 I can see how that might be interesting, but ...
- ☐ 2 I understand what you're saying, but I still don't get it.
- ☐ 3 It's a valid point, ... but consider the other side.
- ☐ 4 You have a good point there.
- ☐ 5 I get where you're coming from, but ...
- ☐ 6 I hadn't really thought of it like that. I guess you're right.
- ☐ 7 I guess so, but I'm still not convinced.
- ☐ 8 You could look at it that way, but that doesn't mean ...

- B Look at the expressions in the chart. Why does the speaker say the **bold** words? What purpose do they serve? What word is used to introduce a counterargument?
- C **GROUP WORK** One student reads the statement. The person to their left acknowledges it and offers a counterargument. The next person to the left responds, etc. Change roles and start again. Use different phrases.

**Statement:** I don't think machines will ever be more intelligent than human beings.

I hear what you're saying, but I think they can be better than us in some specific tasks.

I get where you're coming from, but ...


### 4 PRONUNCIATION: Saying expressions to show a counterargument

- A  **1.09** Listen to the expressions and pay attention to the intonation. Then circle the correct words to complete the sentence below.

I understand what you're saying, but I still don't get it.

I know, I know, and it's a valid point.

Use a <sup>1</sup>fall-rise / falling intonation to show you question the other speaker's argument and a <sup>2</sup>fall-rise / falling intonation to say what you think is true.

- B  **1.10** Listen to the expressions. Check (✓) the ones where intonation suggests that the speaker is going to introduce a counterargument.

☐ 1 I guess so

☐ 4 That may be true

☐ 2 I get where you're coming from

☐ 5 I can see how that might work

☐ 3 You could look at it that way

- C **GROUP WORK** Does technology always make life easier? Why or why not? Use the phrases in exercise 4B to introduce counterarguments with appropriate intonation in your discussion.

### 5 SPEAKING

- A **PAIR WORK** **THINK CRITICALLY** Choose one of the statements and argue both sides of it. Acknowledge your partner's arguments and propose counterarguments.

- A good friend is always there for you.
- We spend far too much time in front of screens.
- Travel broadens the mind.

- B Report back on your discussion. Summarize the arguments you were able to put forward in the time you had.



## 1.4

## ROBOTICS TO THE RESCUE

## LESSON OBJECTIVE

- write an essay about AI in our homes

## 1 READING



- A **PREDICT CONTENT FROM PICTURES** Look at the pictures. Discuss how robots or robotics are being used in each situation to help humans. Read the article. Match the pictures to the correct sections.

## ROBOTS AND HUMANS WORKING TOGETHER

When we think of robots, we often think of movies where humans have lost control and robots have taken over. But in reality, it isn't "us against them." Robots are helpmates in the workplace – more R2D2 than replicant!

**Long-distance operations**

For centuries, the mining industry has been dangerous work. More lives are lost and more workers are injured than in any other private industry. That's why engineers are working with robots to make mining safer. They're bringing the miners up to the surface and sending machines underground. The hope is that the death toll will have been reduced to zero in 20 years.

A great example of this effort is in the searing heat and dust of the red desert of western Australia. Here, robotics, AI, and satellite technology combine to allow engineers to control mining operations from the comfort of an office in Perth – 750 miles away. Driverless

trucks, automated drilling machines, and complex logistical programs can all be run from a distance with minimal human intervention on the ground and no risk of injury or death.

**They've got our backs**

In the United States, tens of thousands of manufacturing workers are injured every year. They often perform the same physical tasks over and over, which causes strain to back, neck, and knee muscles and can lead to permanent disabilities. Millions of days of work are lost every year because of injuries. But robots – or more precisely, robotics – are helping reduce these figures.

Exosuits, or robotic vests, are being adopted for jobs that include heavy, repetitive work. In car manufacturing plants, for example, exosuits gently support the necks, backs, and shoulders of workers as they reach up into the engines of cars on the production line overhead. Watching the suit in action is truly amazing. It moves with the wearer

and takes all the weight and strain of the manual work. Exosuits allow people to work more comfortably, which means they take fewer breaks and make fewer mistakes. One company estimates that the suits have increased productivity by 85%.

**A helping hand**

The service industry is introducing robots to provide, ironically, more personalized service. In some hotels in Japan, a robot helps out at reception. It greets guests and can translate requests in a number of different languages. It guides guests to their room and delivers messages, leaving human clerks free to deal with more complex transactions.

In the next 10 to 20 years, automation in dangerous jobs will have become the norm. Exosuits will have become common on the factory floor, no one will be left waiting at a hotel reception desk, and manufacturing workers will never again complain of a bad back!

- B **READ FOR DETAIL** Read the article again. What are the three main ways that robots are used? What kind of technology does each one require?

- C **READ FOR ATTITUDE** The editor of this article wants a new title that introduces the main topic, draws in readers, and also indicates the writer's attitude (skeptical, optimistic, neutral). Share your ideas with the class. Choose the best title.

- D **GROUP WORK** **THINK CRITICALLY** Can you think what the disadvantages might be for each use? How do you think the article might present the topic differently if it were written by a member of a labor union?

## INSIDER ENGLISH

*I've got your back.* = I'm ready and willing to help or defend you.

## 2 WRITING

### A Read the essay. Which statement is it responding to? How do you know?

Robots are stealing our jobs.      Robots will make workplaces safer.      Robots will eventually do creative work.

Automation is inevitably going to be a feature of most workplaces. Machines are increasingly taking over dangerous jobs in industries **such as** mining and logging. They're already making jobs easier in industries that require a lot of manual labor, **namely** manufacturing and farming. They are also starting to appear in the service industry, helping employees deal with customers in, **for instance**, hotels and airports.

Right now, automation feels good, helpful. But machines are moving from assisting humans to replacing them. **Take, for example**, jobs that consist of repetitive, heavy tasks – loading trucks, stocking shelves in stores, waiting tables in restaurants, **just to name a few**. What will human workers do when machines take over all those jobs?

Optimists say that new jobs will replace these old jobs, that machines will never be as creative and innovative as people, and that the human touch cannot be replaced. I'm not convinced. I see the growth of automation as a direct threat to employment. We should prepare ourselves to face a world without work.

### B EXEMPLIFY ARGUMENTS Look at how the bold expressions in the essay are used to refer to examples. Then write sentences using the prompts below. Use a different expression each time.

- robots / dangerous tasks / working underground  
*Robots will be able to take over dangerous tasks such as working underground.*
- exosuits / different settings / car manufacturing and hardware stores
- robots / tasks / offering simultaneous translation and greeting guests
- job loss / in key industries / construction and transportation

#### REGISTER CHECK

In informal writing and speaking, *like* can also introduce examples.

*I use my virtual assistant for stuff like reminders, shopping lists, looking something up online, playing music.*

## WRITE IT

### C PLAN Read the statement below. Do you agree or disagree with it? What examples can you think of to support your opinion? What counterarguments can you imagine? Take notes.

Artificial intelligence is going to take over our homes.

### D PAIR WORK Look again at the essay in exercise 2A and match each paragraph with its function.

- Paragraph 1: \_\_\_\_\_ a Present argument(s)  
 Paragraph 2: \_\_\_\_\_ b State a personal opinion  
 Paragraph 3: \_\_\_\_\_ c Describe the current situation

Organize the ideas from your notes in the same way. Then work together to write a three-paragraph essay in about 200 words.

### E GROUP WORK In small groups, read each other's essays. What are some of the most interesting examples people used? Which examples do you think are the most effective in supporting their argument? Why?



## TIME TO SPEAK

### Professor Robot?

#### LESSON OBJECTIVE

- present a proposal for a robot helper



**A DISCUSS** With one or two partners, look at the pictures. What is happening in each one? How might a robot helper improve the situation? Could a robot replace the human in any of them?

**B PREPARE** Choose one of the scenarios in the pictures (or a similar situation that you know about). Work together to create a proposal for a robot helper. Follow the steps below.

**Step 1** Identify the main problem(s). Outline the tasks your robot will perform to address them and the technology required.

**Step 2** Consider the social and psychological effects of a robot helper. What external appearance should the robot have to blend in with the environment?

**Step 3** Prepare your proposal. Decide which features to emphasize, the order in which to present them, and who talks about what.

**C PRESENT** Share your proposal with the class. As you listen to the others, take notes and write at least one question to ask about each proposal.

**D AGREE** Discuss the proposals you have heard with students from other groups. Answer the questions.

- Which robot design do you think is the most practical?
- Which one(s) might be possible to make today?
- Which idea would you be most likely to invest your own money in? Why?

**E** Share your ideas as a class. Do you all agree? If you had to choose one of the robot helpers to invest in as a class, which one would it be?

» To check your progress, go to page 153. »

## USEFUL PHRASES

#### DISCUSS

A robot could certainly ... as well as a person, but maybe not ...  
Once ... , people won't ... anymore.

#### PREPARE

It's going to need to be able to ...  
In order to ... , it'll need ...

#### PRESENT

We believe people will gradually ...  
With better AI, our robot could feasibly ...

### UNIT OBJECTIVES

- discuss assumptions about behavior
- talk about assumptions related to age
- compare and discuss similar experiences
- write a report based on graphs
- conduct a survey about consumerism and labels

# THE LABELS WE LIVE BY

## 2



### START SPEAKING



- A** Describe the people in the pictures in your own words. What can you tell about them from their appearance? Which of the labels in the box would you apply to each of them? Why? Look up any terms you don't know.

baby boomer	blue collar	conventional	hippie	middle class
millennial	nerd	realist	rebel	upper class

- B** Why do we label people? Are labels generally harmless or hurtful? What are labels usually based on? Can you think of a situation where labels might serve a positive purpose? For ideas, watch Ryoko's video.

**EXPERT  
SPEAKER**



*What do you think  
of Ryoko's ideas?*



## 2.1

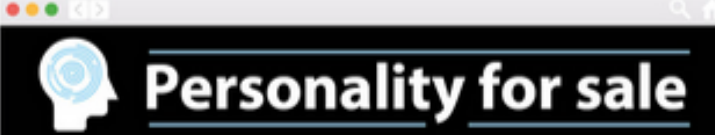
## IS THAT REALLY ME?

## LESSON OBJECTIVE

- discuss assumptions about behavior

## 1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Look at the quiz results. Do you ever do quizzes like these? Do you share your results? Why or why not?
- B What do people get out of online personality quizzes? Read the magazine article and check your answers.



### Personality for sale

Personality quizzes are all over social media. By now, most people will have taken quite a few of them and probably shared some of their results. Some people will share quiz results every single day! But will we really learn more about ourselves from *What historical figure are you?* than from *What animal would you be?* Probably not. In fact, personality quizzes won't ever provide any real insights because their real purpose is data mining.

It's easy to imagine the original idea: As a user eagerly takes quiz after quiz and shares the hilarious results across social media, quiz software will be quietly building a detailed profile of their style, tastes, likes, and dislikes. Algorithms will suggest other quizzes in order to fill in gaps. Software companies will then sell the profile to marketing companies.

Personality quizzes are the perfect vehicle because they play on our natural desire to be liked. They will nearly always return positive results. You'll be called **sincere** instead of humorless, fun and **chatty** instead of childish. Labels like **narrow-minded**, **aloof**, and **self-centered** don't exist in quiz world. Choose red as your favorite color, and you'll be labeled "the life of the party." You'll also soon see ads for red clothing, red sports equipment, and red cars!

Maybe a better test of personality is whether any of this matters to you. Now that you've read this article, will you continue to enjoy online quizzes (**open-minded**, **playful**), or will you never take another one (**cautious**, **strong-willed**, **independent**)?



Leo Bradshaw  
April 27 · 🌐

Hmm, I think this just means I'm boring! 😊

### WHAT KIND OF PASTA ARE YOU?



**SPAGHETTI – YOU ARE MR. RELIABLE!**

Personality Quiz: What kind of pasta are you?

🔍 5 ❤️ 14 🔄 2

Jessica Cooke  
I got whole wheat penne pasta. lol. 🍝

## 2 VOCABULARY: Describing personality

- A **1.11** Look at the **bold** adjectives in the article and match them to their synonyms below. Listen and check. Which two adjective pairs are opposites?

- 1 talkative \_\_\_\_\_
- 2 genuine \_\_\_\_\_
- 3 antisocial \_\_\_\_\_

- 4 rigid \_\_\_\_\_
- 5 insensitive \_\_\_\_\_
- 6 accepting \_\_\_\_\_

- B Now go to page 142. Do the vocabulary exercises for 2.1.

- C **PAIR WORK** **THINK CRITICALLY** Think of a fictional villain (from a book, TV show, movie, etc.). What are they like? Imagine the villain took a personality quiz on social media. How might the results put a positive spin on their negative qualities?

### 3 GRAMMAR: Uses of *will*

A Read the sentences in the grammar box. Match them with the uses below.

#### Uses of *will*

- A Some people **will share** quiz results every single day!
- B But **will** we really **learn** more about ourselves from a quiz?
- C They **will** nearly always **return** positive results.
- D Now that you've read this article, **will** you **continue** to enjoy online quizzes?

Use *will* ...

- 1 to make predictions, assumptions, or deductions about the future. Sentence B
- 2 to describe typical behavior or things that are true in general. Sentence
- 3 to express decisions about the future made at the point of speaking. Sentence
- 4 to criticize annoying habits or characteristics. Sentence

B Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.1.

C **PAIR WORK** Read the statements. Respond to them using *will* or *won't*. Check your accuracy. Compare your sentences with a partner.

- 1 Personality quizzes on social media aren't meant to provide serious psychological analysis, and most people know that.  
*Most people won't expect a serious psychological analysis from a social media personality quiz.*
- 2 Advertisers want to target their ads to likely customers. Social media behavior is a good source of information about people's interests.
- 3 Social media users know more about data mining now and are more careful with their personal information. Software developers are continually working to find new ways to mine user data.
- 4 People like to be judged positively. They are more likely to click things that seem flattering or positive. App developers know this and consider it in their designs.



#### ACCURACY CHECK

Use the past participle, **not to + verb**, when talking about something you assume has already happened.

*He hates to be late, so I'm sure he'll have to leave the office by now. X*

*He hates to be late, so I'm sure he'll have left the office by now. ✓*

### 4 SPEAKING

A **PAIR WORK** **THINK CRITICALLY** Look at the six types of social media users. What do you think the labels mean? What can you assume, deduce, or predict about the people they're applied to?

Collectors    Creators    Critics    Inactives    Joiners    Spectators

Critics will **rate** every restaurant or store they go to, and they'll be sincere in their evaluations.

Spectators won't comment themselves, but they'll be looking at everything you post!




## 2.2

## ACT YOUR AGE

## LESSON OBJECTIVE

- talk about assumptions related to age

## 1 LANGUAGE IN CONTEXT


- A  **1.12** Look at the picture. Who do you think the people are, and how are they connected? Listen to the first part of a news interview with one of the men and check your answers.

 1.12 Audio script


- Host** So, Manuel, would you mind telling us that story you told me earlier?
- Manuel** Sure. One day, I was talking with a mature student after class when a new supervisor came in and asked if I would leave the room so she could speak to my teacher.
- Host** What did you say?
- Manuel** Well, I just told her that, actually, I was the teacher here. She was really shocked. I mean, the student was older than me, so it's natural that she would think he was the teacher, but I could tell that she was **looking down on** me, you know?
- Host** Does that happen a lot?
- Manuel** It used to. I started teaching when I was 22. So in the early days, I would **run up against** attitudes like that a lot. There's this impression that millennials are irresponsible, so my colleagues thought a millennial wouldn't make a good teacher, that I just wouldn't **fit in with** the team. That's just ageism. I wouldn't accept it. I had to **stand up for** myself. I'd just tell them, hey, I was **recruited** for this job because I'm really good. Qualifications don't just **come down to** age.
- Host** But surely your coworkers know that.
- Manuel** You'd think so. Fortunately, that's all in the past. Now, things are fine.



## 2 VOCABULARY: Using three-word phrasal verbs

- A  **1.12** Listen to the first part of the interview again and read along. Write the **bold** phrasal verbs next to their definitions below.

- 1 feel that you belong \_\_\_\_\_
- 2 defend \_\_\_\_\_
- 3 experience difficulties \_\_\_\_\_
- 4 think you are better than someone \_\_\_\_\_
- 5 be the most important part of \_\_\_\_\_

- B  **1.13** Read the definitions below. Then listen to the second part of the interview and complete the three-word phrasal verbs that match the definitions.

- |               |                   |                                  |            |
|---------------|-------------------|----------------------------------|------------|
| 1 deal with   | face <u>up to</u> | 4 communicate successfully       | get _____  |
| 2 tolerate    | put _____         | 5 use something easy or familiar | fall _____ |
| 3 make fun of | mess _____        |                                  |            |

- C  **1.14** Listen and check your answers to exercises 2A and 2B.

- D  Now go to page 142. Do the vocabulary exercises for 2.2.

- E **PAIR WORK** **THINK CRITICALLY** Think about the interview. What advice does Manuel give to other people who have to fight against a negative label? What example does he give? What qualities do different people associate with millennials? Is that fair? Why or why not?

### 3 GRAMMAR: Uses of *would*

A Read the sentences in the grammar box. Match them with the rules below.

#### Uses of *would*

- A Would you mind telling us that story you told me earlier?
- B I **wouldn't** accept it. I had to stand up for myself.
- C You'd think so.
- D She asked if I **would** leave the room.
- E In the early days, I **would** run up against attitudes like that a lot.

Use *would* ...

- 1 to refer to past habits or typical, expected behavior. Sentence \_\_\_\_\_
- 2 to make a polite request. Sentence \_\_\_\_\_
- 3 to express an opinion in a polite way. Sentence \_\_\_\_\_
- 4 to report a statement or a question with *will*. Sentence \_\_\_\_\_
- 5 to talk about what someone is willing or unwilling to do. Sentence \_\_\_\_\_

B **PAIR WORK** What other ways can you express the ideas in the sentences with *would* from the interview? Restate them without using *would*.

What's another way to say, "Would you mind telling us that story again?"

"Please tell us that story again." Does that work?

C **Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.2.**

D **PAIR WORK** Rewrite the prompts to create questions using *would*. Ask a partner your questions. Answer the questions your partner asks you.

- 1 what / do / weekends / childhood ?
- 2 feel comfortable / tell / something / personal ?
- 3 what / expectation / strangers / have / you ?
- 4 what / do / if / stranger / insult / you ?

### 4 SPEAKING

A **GROUP WORK** **THINK CRITICALLY** Look at the actions in the box. At what age do you think a person is too old or too young to do them? For ideas, watch Ryoko's video.

- |                                    |              |       |
|------------------------------------|--------------|-------|
| take/post a selfie                 | own a pet    | drive |
| go to music festivals              | get a tattoo | vote  |
| start a business                   | wear jewelry |       |
| ride a skateboard to and from work |              |       |

**EXPERT  
SPEAKER**



What do you think Ryoko would say about the other actions?



B Think about your scenarios from exercise 4A. What attitudes might a young or old person run up against? How would you advise them to respond?

I would tell them to stand up for themselves!



# 2.3

## SAME HERE!

### LESSON OBJECTIVE

- compare and discuss similar experiences

### 1 LISTENING

A **PAIR WORK** Look at the picture. What do you think is happening? Who isn't participating? Why not?

B **1.15** Listen to a conversation between Adam and Bella. Check (✓) the things they feel the same about.

- ☐ a Kids aren't affected much by labels.
- ☐ b Learning a language can change the way you see yourself.
- ☐ c People treat you differently when you can speak their language.



C **1.15** **LISTEN FOR AGREEMENT** Look at the expressions from the conversation. Write *E* for those that refer to exactly the same experiences and *D* for different experiences that produce the same feelings. Then listen again to check your answers.

- |                                        |                                 |
|----------------------------------------|---------------------------------|
| 1 I can relate to that. <u>D</u>       | 4 That's just like the time ... |
| 2 I know exactly what you mean!        | 5 I know how you feel.          |
| 3 That reminds me of the time when ... | 6 What a coincidence!           |

D **PAIR WORK** **THINK CRITICALLY** Does learning a foreign language change the way others see you? How might it have an impact on the way you see yourself? What experiences have you had to support your opinion?

### 2 PRONUNCIATION: Listening for the intonation on interactional phrases

A **1.16** Listen. Does the intonation of the underlined phrases rise or fall?

- You know, it's weird how you gain more confidence when you start speaking another language.
- If they label you an introvert, that's how you behave, right?

B **1.17** Listen. Underline the phrases you hear that have rising intonation.

- I was always the quiet kid at school, you know, the one who never had much to say.
- It's amazing! I'm a more confident person, you know?
- The best thing is that people respect you more when you can speak their language, don't you think?

C **Circle** the correct word to complete the sentence.

Interactional phrases, which have little real meaning but keep the listener interested and involved, usually have a *rising / falling* intonation.

### 3 SPEAKING SKILLS

A **1.18** Complete the expressions that Adam and Bella used in their conversation. Listen and check.

#### Discussing similar experiences

- |                                        |                                         |
|----------------------------------------|-----------------------------------------|
| 1 I hear _____.                        | 6 That's _____ like the time (when) ... |
| 2 I can _____ to that.                 | 7 I know how you _____.                 |
| 3 I know exactly _____ you mean.       | 8 _____ here, ...                       |
| 4 Has that been the _____ for you?     | 9 _____ me about it!                    |
| 5 That _____ me of the time (when) ... | 10 What a _____!                        |

- B **GROUP WORK** One student reads the statement below. The others say whether they share the experience and add their own statements to keep the conversation going.

**Statement:** At school, I was the "teacher's pet." All the other kids hated me.

Tell me about it! My aunt was our teacher, so I was definitely the teacher's pet. It can be hard to shake off a label like that.

I know what you mean. I was always the troublemaker. Even when I was good, teachers saw me as "the bad kid."

#### 4 PRONUNCIATION: Saying stressed syllables beginning with /p/, /k/, /t/

- A **1.19** Listen to the /p/, /k/, and /t/ sounds in the sentences. Are the underlined ones different from the circled ones?

- 1 My opinion is that most people in this country speak a bit of English.
- 2 Kids can find it hard to shake off a label like that.
- 3 Tell me about it! My aunt was my teacher...

- B **1.20** **PAIR WORK** Underline the /p/, /k/, and /t/ sounds in stressed syllables. Listen and check. Practice the conversation with a partner.

- A What do you think? Could you teach English to kids?  
B Tough question! I like children, and I'm quite patient, but the parents can be too demanding at times.  
A Tell me about it! You've got to have a really strong character to put up with some of them.

- C **PAIR WORK** With your partner, add two lines to the conversation above using as many /p/, /k/, and /t/ sounds in stressed syllables as you can. Join another pair of students and read your conversations.

#### 5 SPEAKING

- A **PAIR WORK** Read the statements about language learning and explain whether you can relate.  
I have a hard time with humor when I speak another language. I'm funnier in my own language.  
I learn a lot by watching TV shows and reading the subtitles.
- B **GROUP WORK** **THINK CRITICALLY** Join another pair of students and share your ideas. Create your own statements about language learning based on your discussion.
- C Share your statements with the class. Is there an experience that you all have in common?



## 2.4

## READ THE LABEL

## LESSON OBJECTIVE

- write a report based on graphs

## 1 READING

- A **PREDICT CONTENT** Look at the product labels in the article. What do they have in common? Read the headline of the article. What do you think the article will be about? Read it to check your answer.

## IT'S NOT NATURAL

You're in your local grocery store to buy a can of soup. You're looking for a healthy option, so you dutifully read the product labels. But now the choice gets even more confusing. One says that the ingredients are "locally sourced," another says "organic," and another claims it is "100% natural." All that sounds great, but are "free-range" eggs really better for you? Is "grass-fed beef" also "hormone-free"? What is an "artificial color" anyway? In other words, which labels actually represent real nutritional value, and which are just the latest food fad?

In general, the vaguer the term, the more difficult it is to prove. For example, the United States Department of Agriculture (USDA) was recently forced to develop a definition and guidelines regarding the label "organic." To use "organic" on the packaging, a product must have 70% organic ingredients. And to be "100% organic," products should have no added chemicals, synthetics, pesticides, or genetically engineered substances.

The label "natural," however, is a lot trickier, as there is no legal definition, meaning that even obviously unhealthy foods can be marketed as "natural" and nobody can say it isn't true. This has led to many lawsuits, which focus not only on food, but on other products that also carry the "natural" label.

What makes the "natural" label particularly complicated is that it is associated in our minds with the idea of "healthy." It brings to mind simple, unprocessed foods cooked at home and put on the family dinner table



by mom. Consumers will pay a lot for that fantasy, so companies want "natural" on their product labels – and they would rather not have it legally defined.

The "natural" debate has been with us for a long time, but the latest food fad seems to be "free-from" products. The strange thing is that you now see these labels on products that would never contain the target substance in the first place. You can even buy "sugar-free" water!

Customers are choosing "free-from" products because they assume the product is healthier for them, but actually, the opposite might be true. For example, research shows that following a gluten-free diet when you have no medical need for it can lead to weight gain. Why? Because gluten-free substitutes are often higher in fat and lower in protein. Also, if a food is perceived as healthy, people are likely to eat more of it!

The irony is that in the past we measured the healthfulness of food by the nutrients it contained. Now we measure by what a product claims not to have. If all the labels on the supermarket shelves make you dizzy, the best advice is not to go for "fat-free," but "fad-free." You can never go wrong with fresh fruits and vegetables from your local farmers market.

## INSIDER ENGLISH

*makes me dizzy* = is too much to think about clearly

- B **PAIR WORK** **READ FOR MAIN IDEAS** Answer the questions.

- 1 What is the difference between the labels "organic" and "natural"?
- 2 What assumption do people make about "free-from" products?
- 3 What is the writer's general advice about choosing products?

- C **PAIR WORK** **IDENTIFYING PURPOSE** What do you think is the writer's main intention in this article? Who do you think is the target audience? Why?

- D **GROUP WORK** **THINK CRITICALLY** How often do you read product labels on food packaging or health and beauty products? Do you think the labels are misleading and dangerous or helpful and informative? Why? What advice would you give consumers about understanding labels?

## 2 WRITING

A Look at the graphs. Match each graph to the information it displays. Read the report and check your answers.

- 1 most popular "free-from" products
- 2 popularity of "free-from" products in the U.K.
- 3 reasons why people buy "free-from" products
- 4 reasons why people don't buy "free-from" products

### THE "FREE-FROM" PHENOMENON

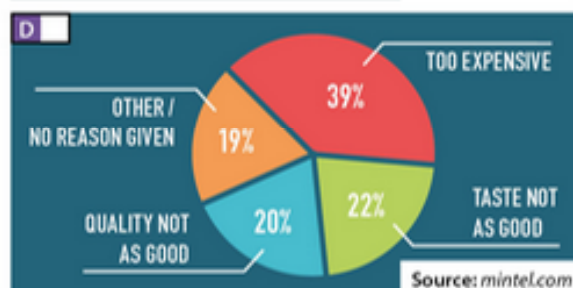
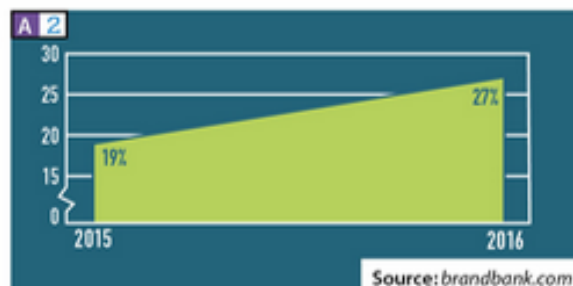
In the U.K., "free-from" products now represent the fastest-growing food and drink category and are currently worth £122.9 million.

As can be seen from graph A, 27% of U.K. residents regularly shop in the "free-from" aisle. This figure increased by 8% in one year. This would indicate that there is a strong consumer trend towards buying foods that are perceived as healthy.

Graph B presents the reasons for this trend. It indicates that most "free-from" consumers (39%) choose these products in order to feel healthier, while only 19% cite an actual allergy or intolerance. This would seem to be a valuable insight for food product marketers.

.....

The data in these graphs leads us to conclude that "free-from" products are here to stay on our supermarket shelves, and their popularity will continue to rise.



B **EXPLAIN DATA** Look at the expressions for referring to data. Read the report again and complete them.

- 1 As can be inferred / observed / \_\_\_\_\_ from X, ...
- 2 X shows / points out / highlights / depicts / \_\_\_\_\_ the reasons for / causes of ...
- 3 X implies / reveals / suggests / \_\_\_\_\_ that ...
- 4 The data would suggest / confirms / indicates / \_\_\_\_\_ that ...



### WRITE IT

C **PLAN** You're going to complete the report in exercise 2A by writing the two missing paragraphs. With a partner, analyze the paragraphs on graphs A and B.

- What information comes first?
  - How does each paragraph end?
- Discuss how this style can be used to present the information in graph C and graph D.

D Write the two missing paragraphs on your own.

E **PAIR WORK** **THINK CRITICALLY** Exchange papers with your partner. Did you both reference all the data from the graphs? Did you draw similar conclusions?

## TIME TO SPEAK

### Labeled out

#### LESSON OBJECTIVE

- conduct a survey about consumerism and labels



- A RESEARCH** With a partner, look at the pictures and think about some popular designer labels for each product. What information do shoppers usually assume based on the label (quality, stylishness, fit, etc.)? Are labels an important factor in your own shopping decisions? What else influences you?

- B** Look at the responses on a shopping blog. What questions do you think were asked? Which answer do you most relate to? Why?



I shop for brand-name clothes online or at outlet stores. It's much cheaper than buying the same thing at the mall.

Q 2 ♥ 12



I wouldn't buy something just because of the label. I only care about how it looks on me.

Q 1 ♥ 11 P 3



If you buy a recognized label, you know that the product is well made and in style. It's worth paying extra for that.

Q 9 ♥ 48



The people in my office all dress very nicely. If I wore an off-brand suit, they wouldn't say anything, but they would be thinking that I don't look professional enough.

Q 5 ♥ 20 P 9

- C PREPARE** Work with another pair to write ten survey questions on brands and labels. Decide on five to use for your survey. Use your work from exercise B for ideas and consider the topics below.

labels and social status                      personal attitudes on famous labels  
social pressures around fashion              the importance of advertising

- D DISCUSS** Conduct your survey individually. Each person in your group should survey at least three people, for a total of at least 12 responses per question. Then collate your data and highlight the most interesting results. Responses won't be uniform, so draw conclusions and note patterns.

- E PRESENT** Form new groups of four. Take turns presenting the results from your surveys. Discuss the most interesting results from the four different surveys and create a statement that summarizes each of them.

- F** Share your statements with the class. Discuss them and agree on a few conclusions that can be drawn from the surveys.

» To check your progress, go to page 153. »

## USEFUL PHRASES

### DISCUSS

Of the people I surveyed, 75% said ...  
Only one in four respondents agreed that ...  
The majority of our responses seem to point to ...

### PRESENT

In general, the survey data indicates ...  
However, it would appear that ...  
It would be fair to conclude that labels ...

### UNIT OBJECTIVES

- discuss past actions and their present results
- react to past situations
- describe a negative experience; offer sympathy and reassurance
- write a short story based on a set of facts
- discuss and present an alternate history

# IN HINDSIGHT

## 3



### START SPEAKING



- A** People often say "Hindsight is 20/20." What does this mean? Use a dictionary or your phone to help you. Do you agree with the expression? Why or why not?
- B** Now look at the picture. What is happening? Why do you think the man chose to do this? In hindsight, do you think he would make the same choice again? Why or why not?
- C** Think of a time when you did something that didn't end well. What were the consequences? Do you regret it? For ideas, watch Andrea's video.

**EXPERT  
SPEAKER**



*Would you say hindsight has helped Andrea learn from this experience?*



# 3.1

## I TOLD YOU SO!

### LESSON OBJECTIVE

- discuss past actions and their present results

### 1 LANGUAGE IN CONTEXT

A **PAIR WORK** Look at the meme. Do you think it's funny? In what kinds of situations are you likely to hear "I told you so"? When was the last time someone said it to you?

B **1.21** Listen to part of a podcast about "hindsight bias." What is it? What are the dangers of it?



#### 1.21 Audio script

"I told you so."

"Well, if you'd mentioned all this road work, I would've gone a different way."

"Well, if you'd been listening, you'd have heard me say that the highway is always better, and we wouldn't be sitting in this traffic jam right now!"

"I told you so" – one of the most annoying phrases in the English language, especially when it isn't true! Did she really **foresee** what was going to happen? No, she just got lucky. This is a classic example of "hindsight bias."

Humans have the ability to **review** and **reconsider** past experiences and **analyze** the decisions we made. This is how we learn from our mistakes. Hindsight bias interferes with this process, making it difficult to accurately **evaluate** past situations. If you're convinced you knew how something would eventually turn out, then you **dismiss** any doubts you might have had beforehand, you **reject** alternative scenarios that might have led to the same outcome, and you **fixate** on a single explanation.

Hindsight bias also makes it easy to **presume** you know what's going to happen in the future. If you're convinced there was only one way to **interpret** a past situation, you're less likely to **envision** creative solutions for new problems. You just go with the first idea that comes to you and **disregard** the advice of others. And soon, you're the one hearing "I told you so."

#### GLOSSARY

**bleach** (n) a chemical whitener used for laundry

### 2 VOCABULARY: Thought processes

A **1.22** Look at the **bold** verbs in the script. How are they used in context? Match them to the categories. Listen and check.

- 1 thinking about the future: \_\_\_\_\_
- 2 examining something: \_\_\_\_\_
- 3 re-examining something: \_\_\_\_\_
- 4 not accepting something: \_\_\_\_\_
- 5 an unproductive way to think: \_\_\_\_\_

B **Now go to page 143. Do the vocabulary exercises for 3.1.**

C **PAIR WORK THINK CRITICALLY** Which thought processes would you use to write a summary of a long text? To choose a vacation destination? To examine a friend's unusually bad behavior?

First, you need to **analyze** the text for main ideas and then **evaluate** which points support them.

### 3 GRAMMAR: Variations on past unreal conditionals

A Read the sentences in the grammar box. Complete the rules.

#### Variations on past unreal conditionals


Well, if you'd mentioned all this road work, I would've gone a different way.

Well, if you'd been listening, you'd have heard me, ...

... and we wouldn't be sitting in this traffic jam right now.

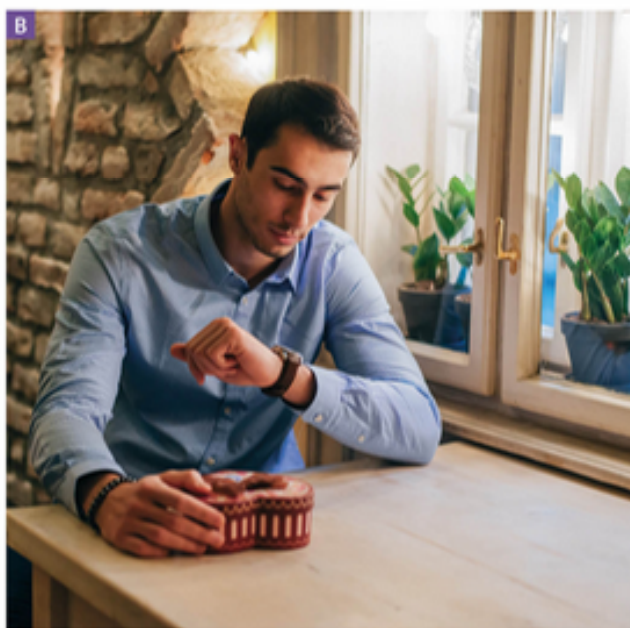
- 1 To refer to an unreal action in the past, use *if* + \_\_\_\_\_ + past participle. To describe an unreal action in progress in the past, use *if* + \_\_\_\_\_ + *been* + verb + *-ing*.
- 2 To describe the imagined reaction in the past, use \_\_\_\_\_ + *have* + past participle.
- 3 To describe the imagined reaction in the present, use \_\_\_\_\_ + verb OR + *be* + verb + *-ing*.
- 4 In these sentences, *'d* could be a contraction of *would* or \_\_\_\_\_.

B Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.

C  1.23 **PAIR WORK** Listen to the story of someone who suffered as a result of hindsight bias. How could he have acted differently to change the outcome? Write three sentences using *if* to talk about possible alternative scenarios.

### 4 SPEAKING

A **GROUP WORK** What do you think is happening in each situation? Choose one of them and imagine the back story (the events that led up to it). Write three or four sentences to tell the story. Then give your paper to another group.



B Read the story from the other group. Discuss how things could have turned out differently. Write five sentences with *if*. Share them with the class. How many different scenarios did your group come up with?

*If the woman hadn't left her purse in her car, ...*

C **THINK CRITICALLY** Why is it important to consider multiple possible back stories? What are some different ways that doing so can be helpful?

# 3.2

## GO WITH THE FLOW

### LESSON OBJECTIVE

- react to past situations

### 1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Would you describe yourself as a relaxed or a nervous person? How would your closest friends describe you? Do the quiz. Do your answers support your self-description?

## MELLOW OR MELODRAMATIC?

How good are you at handling awkward situations? When you've done something foolish, do you stay composed or do you get flustered? When someone offends you, are you gracious and forgiving, or are you spiteful and determined to get even? Take the quiz to find out your true temperament.

**QUESTION 1:** You arrive home and realize you left your house keys at work. What do you do?

- A You get **hysterical** and start to cry. You should have checked that you had your keys before you left! This is a complete disaster!
- B Ugh! You should have given an extra key to a neighbor. You call friends until one of them invites you to stay at their place.
- C You're **resourceful**; you can solve this problem. Ah-ha! You call a coworker who is working late and lives nearby. She drops off your keys an hour later. You feel **victorious**!

**QUESTION 2:** Over lunch, you tell some friends an embarrassing story about your new boss. As you're leaving, you see her sitting at the table right behind you.

- A You just want to crawl under a rock. You knew she could have been having lunch then, too! Why didn't you look around first?
- B You smile and say hello. It was just a **harmless** little story. She might not have been offended by it. She may have even liked that you were talking about her.
- C You walk away as if nothing happened. There's no reason to feel **defensive** or guilty. She may not have heard you.



- B Compare your answers as a class. Would you say that you generally go with the flow or blow things out of proportion? What are some other possible reactions to the situations in the quiz? For ideas, watch Andrea's video.

### EXPERT SPEAKER



How are Andrea's answers different from the options in the quiz?



### 2 VOCABULARY: Describing emotional reactions

- A **1:24 PAIR WORK** Look at the **bold** words in the quiz. Write them in the correct category in the chart below. Look up any words that you're not sure about. Then listen and check.

Positive reaction	Negative reaction	Context dependent
mellow	melodramatic	

- B Now go to page 143. Do the vocabulary exercises for 3.2.

- C **PAIR WORK** Read the situations in the box. Choose one and prepare a short conversation to act out for another pair. Can they guess what emotional reactions you're expressing?

an accident that is your fault  
a surprise party for you

an argument with your parent(s)  
winning a prize

### 3 GRAMMAR: Commenting on the past

- A Read the sentences in the grammar box. Complete the rules with words from the sentences.

#### Commenting on the past

You **should have checked** that you had your keys before you left.

You **should have given** an extra key to a neighbor.

You knew she **could have been having** lunch then, too.

She **might not have been offended** by it.

She **may not have heard** you.

- 1 You can use \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to discuss possible alternative scenarios in the past.
- 2 You can use \_\_\_\_\_ and \_\_\_\_\_ *not* to criticize a past action or lack of action.
- 3 To describe actions in progress, use *could/may/might/should* + \_\_\_\_\_ + \_\_\_\_\_ + verb + *-ing*.
- 4 You can also use the passive voice: *could/may/might/should* + \_\_\_\_\_ + \_\_\_\_\_ + past participle.

- B Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.2.

- C Read question 3 from the quiz on page 24. Write three answer choices using *could have*, *may have*, *might have*, or *should have*. Check your accuracy. Share your answer choices with the class. Who came up with the best ones?



#### ACCURACY CHECK

Remember to use the past participle *after have* when talking about the past.

*You should have tell her.* X

*You should have told her.* ✓

**QUESTION 3:** You are about to go into an important meeting where several people are waiting for you. Your office phone rings, and you answer it without thinking. It's your mother. She doesn't sound upset, but she says she wants to talk to you about something important.

### 4 SPEAKING

- A **PAIR WORK** Think of another situation with different possible reactions and create QUESTION 4 for the quiz along with three answer choices.

How about, you're walking your dog and it scares a little boy and makes him cry?

That's a good one. The mellow answer could be "You're not flustered by it. The little boy could have been crying about something else."

- B **GROUP WORK** Share your quiz question with two other pairs of students. Do they like your answer choices? What other reactions might they have had?



# 3.3

## A COMPLETE DISASTER!

### LESSON OBJECTIVE

- describe a negative experience;  
offer sympathy and reassurance

### 1 LISTENING

- A **PAIR WORK** Look at the picture at the bottom of the page. What has just happened? How do you think the person feels? What problems do you think this might cause?
- B **1.25 LISTEN FOR ATTITUDE** Listen to two conversations in which Ruben tells two different coworkers a story. Answer the questions.
- 1 What exactly happened with the coffee?
  - 2 What else went wrong?
  - 3 How does Ruben feel about the situation?
  - 4 Do you think he might be exaggerating?
- C **1.25 THINK CRITICALLY** Listen again. In what ways are the two versions of the story different? Why do you think that is? Who is more supportive, Claire or Amelia?
- D **PAIR WORK** Have you ever found yourself in a similar situation? Were your friends supportive? What did they say?

### 2 PRONUNCIATION: Listening for weak forms in complex verb phrases

**!** You can use *literally* to exaggerate a description.  
*I literally froze!*

- A **1.26** Listen and underline the complex verb phrases.
- 1 Don't you think you could be overreacting?
  - 2 I must have brought the wrong one.
  - 3 I'd emailed it to myself.
- B **1.27 PAIR WORK** Unscramble the sentences. Circle any words in the complex verb phrases that should be stressed. Listen and check.
- 1 day / been / it / had / a / terrible
  - 2 could / been / worse / have / things
  - 3 me / had / wish / listened / I / you / to
  - 4 have / hurt / could / someone / been
  - 5 sense / made / that / more / would / have
- C **Circle the correct words to complete the sentences.**
- In a complex verb phrase, auxiliaries are usually <sup>1</sup>stressed / unstressed. Modals can be stressed or unstressed, but if they are not being used for deduction, they are usually <sup>2</sup>stressed / unstressed.

### 3 SPEAKING SKILLS

- A Read the expressions in the chart from the conversations in exercise 1B. Match each heading from the box to the correct column and write them in.

Describing a bad experience	Offering sympathy and reassurance
<p>It can't have been that bad. I'm sure it just felt that way. I'll bet no one even noticed. We've all been there. Everybody (goes blank) now and then. I think you're blowing it out of proportion. Things are never as bad as you think they are. You'll see – everything'll be just fine.</p>	<p>It was a total/unmitigated disaster! I wish I'd just stayed in bed today. I just couldn't believe this was happening! It was the worst presentation ever! You haven't heard the worst part yet. Everything that could possibly go wrong did go wrong.</p>

- B **PAIR WORK** Imagine that Claire and Amelia just told you about Ruben's "disaster." You go and talk to him and reassure him. Act out the conversation two times, taking turns as Ruben.

### 4 PRONUNCIATION: Using intonation to show emphasis

- A **1.28** Listen to the sentences and notice intonation. Does it fall or rise at the end?

- I just couldn't believe this was happening!
- It was the worst presentation ever!

- B **1.29 PAIR WORK** Listen. Which reading has more emphasis? Check (✓) A or B. Practice the ones you checked with a partner.

- |                               |                                                       |                                |                                                       |
|-------------------------------|-------------------------------------------------------|--------------------------------|-------------------------------------------------------|
| 1 It was such a mess!         | <input type="checkbox"/> A <input type="checkbox"/> B | 5 We got there two hours late! | <input type="checkbox"/> A <input type="checkbox"/> B |
| 2 Nice try!                   | <input type="checkbox"/> A <input type="checkbox"/> B | 6 It was broken, I'm           |                                                       |
| 3 I can't believe it!         | <input type="checkbox"/> A <input type="checkbox"/> B | telling you, totally broken!   | <input type="checkbox"/> A <input type="checkbox"/> B |
| 4 I wish I'd never bought it! | <input type="checkbox"/> A <input type="checkbox"/> B |                                |                                                       |

- C **PAIR WORK** Take turns giving details of what went wrong in the situations below. Be creative and use intonation to show emphasis.

- You forgot your best friend's birthday.
- You stayed in a terrible hotel.
- You borrowed your roommate's sweater and got ink on it.

### 5 SPEAKING

- A **PAIR WORK** Read the situations. Choose one to act out. Take turns explaining what happened (add as many details as you want) and reassuring your partner. Then act out the other one.

- You just damaged your father's car. (Think about how and where it happened and the extent of the damage.)
- You just forwarded a personal email to the whole office by mistake. (Think about what was in the email.)

- B **GROUP WORK THINK CRITICALLY** Tell the class about the situations and your partner's response. Whose situation was the most awful? Who gave the best advice? In a situation like this, what's more important, sympathy or honesty? Why do you think so?



# 3.4

## TOO GOOD TO BE TRUE

### LESSON OBJECTIVE

- write a short story based on a set of facts

### 1 READING

- A **PREDICT CONTENT** Read the headlines of the two “clickbait” news stories. What do you think happened in each one? Read the stories to check your ideas.




One day in the 1930s, in Detroit, Michigan, Joseph Figlock was walking down the street when a baby fell from a window in the building he was passing. He caught the baby and saved his life. One year later, on the exact same street, the exact same baby again fell out of the exact same window. And yes, you guessed it – our hero, Joseph Figlock, just happened to be there! Figlock again caught the baby and saved his life for a second time.



Ten-year-old Laura Buxton released a balloon with her name and address on it. More than 220 kilometers away, another 10-year-old girl found the balloon in her backyard. Her name was Laura Buxton, too! When the girls met, they realized they didn't just share a name. They looked exactly alike – tall and thin with long brown hair – and were even dressed the same in blue jeans and pink sweaters. They even had the same pets: a gray rabbit, a black Labrador, and a guinea pig!

- B **EVALUATE CONTENT** Do you believe the stories are true? Why or why not? Read the report on the two stories from a fact-checking site. Did the stories happen exactly as they were reported?



**FACT CHECKER** What's new Top 50 Videos Archive November 8

We've had a lot of requests today to investigate two clickbait stories that just seem too good to be true. In both cases, the reports may not have been 100% faithful to the facts, but there's enough truth in them to make them incredible coincidences!

**Man saves baby – again!**

The story claims that the same man saved the life of the same baby twice in the same place. Let's look at the facts:

- Joseph Figlock was a street cleaner, so he was not on that street by chance. He worked there regularly.
- The baby did fall from a window, but it was not caught by the street cleaner. It landed on Figlock and then fell to the ground. It was injured but not killed.
- A little over a year later (not exactly one year), Figlock was cleaning another street when a different baby fell from a different window. Again, both were injured, but they survived.

So, in hindsight, not quite the incredible coincidence that was reported, but if Mr. Figlock hadn't been working on those two days on those two streets, those two babies probably would have died!

**Two girls, one balloon, double lives**

The second story is about one girl who released a balloon and found her “twin.” But let's take a closer look:

- “Laura” was a very common name for girls of that age. And “Buxton” is a fairly common family name where the girls lived.
- The balloon was found by a farmer who knew the second Laura's family, and he gave it to the second Laura.
- The second Laura was nine, almost ten, and it's not unusual for girls of the same age to have similar hairstyles and clothes.
- Black Labradors were one of the most common family dogs in the area, and lots of children have pet rabbits and guinea pigs.

Of course, these stories carefully leave out the non-coincidental details. For example, the two Lauras didn't have the same favorite color or the same number of brothers and sisters. But it's true that if the farmer hadn't found the balloon in the field and recognized Laura's name, the two girls wouldn't be friends today.

- C **THINK CRITICALLY** Do you think it's important to fact-check stories like these? Why or why not? In what other situations do you think it is or isn't important to fact-check details and sources? How can you do that?

## 2 WRITING

- A Read the story about another strange coincidence. Compare it with the notes on the right. Which pieces of information from the notes did the writer leave out of the story? Why?

New World Science Technology Entertainment

One Christmas, twin sisters Lorraine and Levinia, who lived about ten minutes apart by car, **each** suddenly decided, on the spur of the moment, to deliver the other her Christmas present. It was cold and snowy, and the country roads between their **two** houses were dangerously icy. **Neither** of the sisters had snow chains on their tires, and **both** ended up sliding on the ice and crashing head-on into another car. And guess who was in the other car? Yes, that's right. They crashed into each other! They were **both** taken to the hospital, where they were **both** found to have broken their left leg. And of course, they ended up spending Christmas **together** in the **same** hospital!

- Twin sisters, Christmas
- Heading to each other's house to deliver presents
- One in large SUV, other in small sports car
- One coming from work, the other from shopping
- One on her own, other with her kids
- Snow/ice; both no chains on tires
- Crash happened about 8 p.m.
- One broke left arm and leg, other just left leg
- One stayed overnight, other had surgery, stayed two weeks

- B **CREATE COHESION** Look at the **bold** words and phrases in the story in exercise 2A. Notice how they are used to highlight the coincidences. Use them to complete the story below.

<sup>1</sup> nine-year-old twin brothers, Mitch and Toby, were playing <sup>2</sup> in their backyard. They were racing each other down the slide. Suddenly, they <sup>3</sup> fell, Mitch from the top of the slide and Toby at the base. The <sup>4</sup> of them were taken to the hospital. They were <sup>5</sup> very brave, and <sup>6</sup> of them cried. However, the doctors found that <sup>7</sup> of them had broken their left arm in exactly the <sup>8</sup> place. The brothers went home with their arms in casts, and <sup>9</sup> of them was allowed to play on the slide again until they'd <sup>10</sup> gotten better!



## WRITE IT

- C **PAIR WORK** Student A: Go to page 157. Student B: Go to page 159. Read about a strange coincidence.
- D **PLAN** You're going to write a short story of about 100 words based on the set of facts you read in exercise 2C. Look again at the stories in exercises 2A and 2B.
- How does each story begin?
  - In what order are the events of the story presented?
  - How are the coincidences emphasized?
- Think about how to organize the facts of your story and emphasize the coincidences similarly. Then write your short story.
- E **PAIR WORK** **THINK CRITICALLY** Read each other's stories. Which story is more believable? Why? What improvements can you suggest for your partner's story?



3.5

## TIME TO SPEAK

### The ripple effect

#### LESSON OBJECTIVE

- discuss and present an alternate history



- A DISCUSS** With a partner, look at the picture of ripples on water. What do you think “the ripple effect” means when talking about our lives? Think of something that has caused ripples in your life recently. What was it and how did it affect you? What could you have done differently? How would that have changed things?
- B** Think about the ripple effect on a larger scale. Read the “what if” scenarios. Choose one of them and discuss possible ripples that would have or might have resulted. Take notes as you go.
- What if the internet had never been invented? How would your childhood have been different?
  - What if you had lived 100 years ago? How would your life have been different? What choices would you have had? What options wouldn't you have had?
  - What if you had been born in a different country (choose one)? What would your childhood have been like there? Would you have made the same choices? *Could* you have made the same choices?
- No internet – would have played outside more, probably would have become interested in science, might have chosen to study biology instead of math, ...*
- C DECIDE** Join two other pairs to form a group of six. Present your ideas and decide which scenario is the most interesting in terms of the changes it might have caused in life today. Choose one scenario to tell the class about.
- D PRESENT** Share your scenario and at least three ripple effects with the class. Listen to the other groups. Ask questions to explore more possible ripple effects.
- E AGREE** Discuss the scenarios presented and decide which one would have the greatest ripple effect – on your own lives and on society as a whole.

» To check your progress, go to page 153. »

## USEFUL PHRASES

### DISCUSS

If that were the case, I probably wouldn't have ...  
My whole world would have been different.

### DECIDE

We explored the second scenario, and we figured ...  
We should present your scenario because ...

### PRESENT

It would have been a disaster because ...  
We might have stopped ... before it happened.

# REVIEW 1 (UNITS 1–3)

## 1 VOCABULARY

A Complete the paragraph using the correct form of the words in parentheses ( ).

Most recent developments in technology have <sup>1</sup> **unquestionably** (question) come about thanks to artificial <sup>2</sup> (intelligent). Advances in facial <sup>3</sup> (recognize) mean computers can lip read more efficiently than humans. They are also getting <sup>4</sup> (progress) better at reading human emotions. They can already detect anger, sadness, and joy. Voice-<sup>5</sup> (active) is proving helpful in many ways, from being able to ask your phone for directions to ordering groceries through your virtual <sup>6</sup> (assist). And our computers are getting more <sup>7</sup> (talk), too! They don't only answer your questions; they also initiate conversations. It seems they're not the cold, <sup>8</sup> (sensitive) machines of yesterday. Who knows – your computer could <sup>9</sup> (potential) become your new best friend!

B What new AI developments would you like to see? Complete the thoughts with at least one of the words in parentheses ( ) and your own ideas.

- 1 In the future, robots ... (undoubtedly / ultimately)
- 2 Computer-generated speech has the potential to ... (radically / drastically)
- 3 Health care and medicine will/won't benefit ... (progressively / increasingly)
- 4 Image recognition could ... (feasibly / markedly)
- 5 (Open-minded / Narrow-minded) people might just ...
- 6 AI could even help (aloof / antisocial / rigid / self-centered) people ...

## 2 GRAMMAR

A Circle the correct options to complete the article about life in the future.

Want to know what the future holds? Ask a sci-fi fan! They <sup>1</sup> *will / do* always give you the most imaginative answers. Here are five of their craziest predictions:

- > You'll <sup>2</sup> *be checking / have checked* your email on your contact lenses.
- > Scientists will <sup>3</sup> *be finding / have found* a way to clone dinosaurs.
- > Movies will <sup>4</sup> *be using / have used* only computer-generated images instead of actors – and these fake actors will <sup>5</sup> *be winning / have won* all the awards at the Oscars!
- > Doctors will <sup>6</sup> *be using / have used* bathroom mirrors to diagnose medical conditions using high-definition cameras and special operating systems.
- > We <sup>7</sup> *probably won't / won't probably* have robot butlers, but AI <sup>8</sup> *will eventually replace / will replace eventually* most of the gadgets we use now.

Which of these predictions do you think <sup>9</sup> *are definitely going to / are going to definitely* come true, and which are only for the movies?

B **PAIR WORK** Look at the question at the end of the article in exercise 2A. How would you answer it? Think of three more crazy predictions for the future. Use the topics in the box to help you.

education   food   houses   pets   sports   transportation   vacations

### 3 VOCABULARY

A Complete the survey results with the correct form of the words in the box.

defensive dismiss flustered harmless look mess presume put

#### What ruins your day?

We asked readers to share their thoughts. Here's what they said ...

- 1 People who act all superior and \_\_\_\_\_ down on you for no reason.
- 2 When you make a suggestion and your boss just \_\_\_\_\_ it without even considering it.
- 3 When you try to make a \_\_\_\_\_ joke but someone gets offended by it. Then you feel \_\_\_\_\_ and try to explain, but that just makes it worse.
- 4 When you're in a quiet place and drop something and everybody turns to look at what made that noise, and they realize it was you, and you get \_\_\_\_\_ and drop something else, and all you want to do is crawl under a rock!
- 5 When people \_\_\_\_\_ you don't know what you're talking about just because you're young, but actually you know more than they do!
- 6 Roommates who \_\_\_\_\_ around with my stuff. They should keep their hands to themselves!
- 7 Noisy neighbors – they're the worst! Why should I have to \_\_\_\_\_ up with their loud music all night!



B **PAIR WORK** Do you identify with any of the complaints above? Think of more things that can ruin your day and explain them. Use vocabulary from Units 1 to 3 if you can.

### 4 GRAMMAR

A Complete the sentences with *had*, *could*, *might*, *should*, or *would*. Use contractions where possible.

I knew there was something wrong when my boss started staying late at the office. He <sup>1</sup> \_\_\_\_\_ normally be the first to leave, and sometimes he <sup>2</sup> \_\_\_\_\_ not even come in at all. One night, I stayed late, too. I told him I <sup>3</sup> \_\_\_\_\_ help him finish our paperwork. At eight o'clock, a man showed up and went into my boss's office and closed the door. I know I <sup>4</sup> \_\_\_\_\_ n't have done it, but I pressed my ear to the door and listened to their conversation. They were arguing. I guess it <sup>5</sup> \_\_\_\_\_ have been about something totally innocent, but it didn't sound like it. Then I heard the man pick up a chair and let out an angry growl! I <sup>6</sup> \_\_\_\_\_ have knocked, but I rejected that idea and just ran into the room and pushed the man down. You <sup>7</sup> \_\_\_\_\_ have done the same if it <sup>8</sup> \_\_\_\_\_ been you! But I soon learned that I <sup>9</sup> \_\_\_\_\_ n't interpreted things correctly. My boss and his friend were rehearsing for a play. If only I <sup>10</sup> \_\_\_\_\_ minded my own business!

B What would you have done in the same situation? How do you think the situation could have been avoided? Use modals to write three sentences about alternate scenarios in the past.

### UNIT OBJECTIVES

- discuss the value of changing perspective
- talk about how eyes function in humans and animals
- discuss problems caused by staring at screens
- write a personal profile statement for a résumé
- create and present an action plan for a project

# CLOSE UP

## 4

### START SPEAKING

- A** How would you describe this picture? Which adjectives from the box would you use? What other words can you think of? Do you like it? Why or why not? Can you guess what it shows? (Answer is at the bottom of the page.)

elegant      impressive      modern      striking      stunning      unusual      weird

- B** When you're too concerned with the details of something, people say, "You can't see the forest for the trees." Do you have a similar expression in your language? Can you think of an example of a time when you couldn't see the forest because there were too many trees? For ideas, watch Audrey's video.

Answer: The inside of a guitar.

#### EXPERT SPEAKER



What kinds of things might Audrey call "trees," and what's her "forest"?



## 4.1

## UNDER THE MICROSCOPE

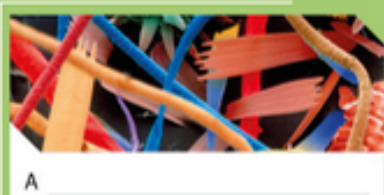
## LESSON OBJECTIVE

- discuss the value of changing perspective

## 1 LANGUAGE IN CONTEXT

## TAKING A CLOSER LOOK

Microphotography is the perfect blend of art and science. It shows us everyday objects, most of which we ignore at normal size, in all their magnified beauty.



- A 1.30 Read the introduction to a podcast. What is microphotography? Look at the pictures. What do you think they show? Listen to the podcast and label the pictures. Were you right?

## 1.30 Audio script

Have you ever let a handful of sand run through your fingers and wondered what each tiny grain might look like close up? Gary Greenberg did. Greenberg is a medical scientist and microphotographer. He collected sand from all over the world, magnified each sample to 250 times its usual size, and revealed a **miniature, multicolored** wonderland. The images show grains of sand, each of which is totally unique, to be **circular, spiral**, and **cylindrical** particles with textures from silky smooth to **ridged** and rough.

Microphotographers, many of whom are primarily scientists, remake the tiniest pieces of the world around us in **mammoth** size. Pollen, which we usually only notice when it makes us sneeze, looks like a handful of fruity candy. Household dust becomes an **elaborate** assortment of **stringy** fibers, **flaky** discs of dried skin, and micro-drops of cosmetics.

But it isn't all abstract art from the **filthy** floor. Microphotography has practical applications for many branches of science. In medicine, it allows doctors to study the **delicate** structures of viruses that previously they knew very little about. In marine biology, researchers use the technique to track the growth and spread of microplastics in our oceans. Microphotography offers a fresh outlook on the world we live in, helping us appreciate all that we cannot see.

- B 1.30 **PAIR WORK** **THINK CRITICALLY** Listen again. What two practical uses of microphotography are mentioned? What other practical uses can you think of?

## GLOSSARY

**fibers** (*n, pl*) long pieces that combine to make fabric

**particle** (*n*) a very small piece of something

## 2 VOCABULARY: Describing things



- A 1.31 Look at the **bold** words in the audio script. Can you figure out their meaning from context and the pictures? Write them in the correct category in the chart below. You can use a dictionary or your phone to help you. Listen and check.

Describing size	Describing shape	Describing qualities
<b>miniature</b>	<b>circular</b>	<b>multicolored</b>

- B Now go to page 144. Do the vocabulary exercises for 4.1.