ROADMAP™ C1

WORKBOOK

Pearson

Contents

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EXTENDED ROUTE

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1A Team building

- **Goal:** give feedback on an event
- **Language focus:** present, past and future perfect
- **Vocabulary:** phrases with delexical verbs

Reading

1 Work in pairs and discuss the questions.

1 What are the people doing in the photos? Why?
2 Have you ever taken part in activities like these? What happened?
3 What are the benefits of team-building activities?

2 Read the article. Which team-building activity/activities does each statement refer to?

1 The first team to finish is the winner.
2 You can do it in your workplace with no preparation or equipment.
3 There are two stages: making something and doing something with it.
4 It involves a lot of walking.
5 It forces people to ask and answer questions.
6 It's best to make a plan before you start construction.

6 quick but powerful team-building activities

Let's face it, most of us prefer to work alone. But if we make the effort to break down the barriers between us, it unleashes boundless potential in each of us. Whether you're a business leader or an educator, you need to give your people a nudge to push them beyond their comfort zones. Let's take a look at six of the best ways to do some priceless team building.

Scavenger hunt: Each team has a list of objects to find, such as a snail shell or a golf ball. At the end of the time limit, the team with the most objects is the winner. Alternative versions include photo scavenger hunts (where teams have to photograph items on the list) and data hunts (where they go on a search for information, like dates on buildings). A fun way to get some exercise in the fresh air!

Tell the truth: Team members take turns to share quirky facts about themselves. The others ask questions to work out if they're lying or telling the truth. A great way to get to know your colleagues' hidden sides!

Raft building: Divide your people into teams and give them 30 minutes to design and construct a raft from plastic drums, planks of wood and rope. Afterwards, they use the rafts to hold an exhilarating race across a river.

Get in line: Divide the group into two teams. The teams then race to organise themselves into lines based on questions like 'How many countries have you visited?' A great way of getting people talking – and listening to each other.

Marshmallow challenge: Give each team a packet of spaghetti and some marshmallows, and set a time limit. At the end, the team with the tallest tower is the winner. This activity encourages design thinking as much as teamwork: it's much better to plan your structure before making a start.

Out and about: Why not simply go for a long hike together? Sometimes all it takes to integrate a team is a change of scenery and the time to have a good old-fashioned chat.

3 Work in pairs and discuss the questions.

1 Which activities in the article sound like fun? Which wouldn't you enjoy?
2 Which do you think would be the most successful at enhancing team spirit?

Vocabulary

4 a Underline phrases in the article that match phrases 1–9. Which words replace the verbs in bold?

1 if we **try** to break down the barriers
make the effort
2 you need to **nudge** your people
3 Let's **look** at six of the best ways
4 to **build** teams, which is priceless
5 they **search** for information
6 to **exercise** in the fresh air
7 to **race** across a river, which is exhilarating
8 Why not simply **hike** a long way
9 the time to **chat** in a good old-fashioned way

b Look at the answers in Exercise 4a. Which part of the phrase helps you understand the meaning in each case? What is a 'delexical verb'?

5 a Complete the phrases with the delexical verbs in the box.

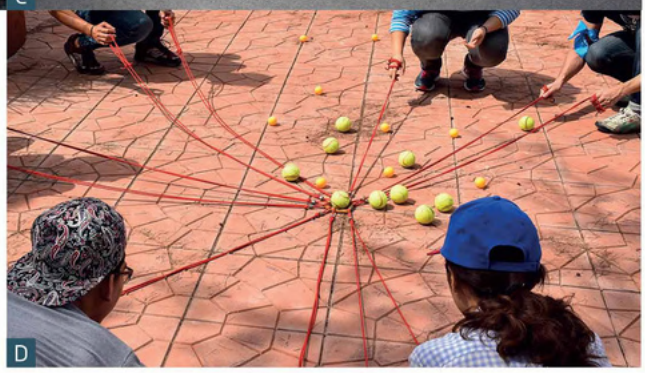
do	get	give	go	have	hold	make	take

1 _____ a lie-down/a well-earned rest/a sit down
2 _____ for a run/on a teambuilding course/for a stroll
3 _____ someone help/someone a break/someone a warm welcome
4 _____ some fresh air/people talking/the benefits of something
5 _____ a welcome meeting/a singing competition/a feedback session
6 _____ a contribution/a success of something/a statement
7 _____ some rock-climbing/plenty of preparation/someone good
8 _____ the initiative/the lead during an activity/something into consideration

b Work in pairs. Think of how some of the phrases in Exercise 5a might relate to team building.

At the start of a team building day, the organisers might ***give people a warm welcome****.*

Go to your app for more vocabulary and practice.



Language focus

6 1.1 **Listen to some people organising an event. Answer the questions.**

1 What was wrong with last year's event?
2 What was good about it?
3 What do they decide to do differently this year?

7 a 1.2 **Choose the most natural alternative to complete the extracts. Then listen and check.**

1 We've *talked/ been talking* about this a lot recently and we've *come/ been coming* to the conclusion that it was a bit of a waste of time.
2 Everyone just worked with people they'd already *known/ been knowing* for years.
3 People will be in teams with people from other departments, so they won't have *met/ been meeting* most of them before.
4 They were exhausted because they'd *travelled/ been travelling* for hours.
5 We spent a week hiking in the mountains, and by the third day we *have had/ had had* enough of each other!

b Read the language focus box and check your answers.

Present, past and future perfect

Present perfect simple and continuous

1 Measuring time up to now: Use the simple form for states and the continuous form for actions.

*We'**ve known** each other for years.*
*I'**ve been waiting** here since 10 o'clock.*

2 Present results: Use the simple form to talk about the present result of completed events and the continuous form to talk about the results of processes.

*I'm worried because I'**ve lost** my keys.*
*I'm tired because I'**ve been running**.*

3 Experiences up to now: Almost always use the simple form, even for repeated events.

*I'**ve** already **seen** this film ten times.*

4 Recent events and trends: Use the simple form for recent events and the continuous form for trends.

*I'**ve** just **been** to the park. I'**ve been reading** a lot recently.*

Past and future perfect simple and continuous

We use these forms for the same reasons as the present perfect simple and continuous, but with a focus on 'then' instead of 'now'.

*I'm tired **now** because I'**ve been running**.*
*I was tired **then** because I'**d been running**.*
*I'll be tired **then** because I'**ll have been running**.*

8 a 1.3 **How do you think *have/ had* is pronounced in these sentences? Listen and check.**

1 We'd been doing activities all day.
2 By then, they'll have been travelling for two days.
3 We've been taking regular breaks.

b Listen again and practise.

9 Complete the sentences with the most natural perfect form of the verb in brackets.

1 They'll be tired when the activity finishes – they _____ non-stop for two hours. (hike)
2 I was bored in the training session because I _____ the same information dozens of times over the years. (already/hear)
3 Recently, people _____ tired of all these silly games during team-building events. (get)
4 Please let me know as soon as you _____ where you want the group to go. (decide)

Go to page 146 or your app for more information and practice.

Speaking

PREPARE

10 You're going to give feedback on an event. Turn to page 176.

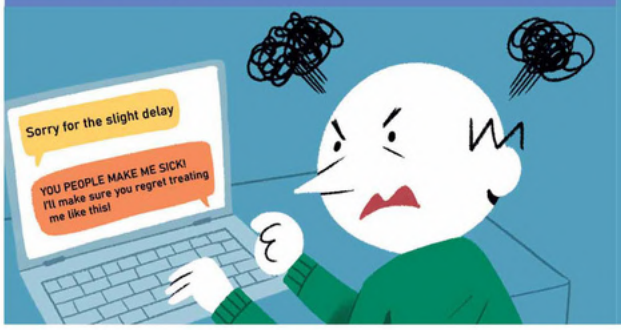
SPEAK

11 Work in pairs. Take turns being the event organiser and an attendee. Attendee: Give feedback on the event. Organiser: Respond to the attendee's feedback, justifying your decisions.

Master your writing
page 126

1B Online/Offline

- **Goal:** describe your reaction to a situation
- **Language focus:** subject raising
- **Vocabulary:** idioms for expressing and controlling emotions



Reading

1 **Work in pairs and discuss the questions.**

1. What things irritate you when you're online? What about when you're offline?
2. Is there a difference between the way you (and other people) handle frustrating situations online and offline? Why?

2 a **Work in pairs. Think of reasons why people's behaviours might change when they go online.**

They might not think they're talking to a real person.

b **Read the article. Which of the ideas you discussed are mentioned?**

Language focus

3 a **Underline the ways ideas 1–6 are expressed in the article.**

1. It turns out the person we're abusing isn't the evil CEO ...
   the person we're abusing turns out not to be the evil CEO ...
2. It happens by chance that we see a member of our own community ...
3. It might appear that the respondent is blanking you deliberately.
4. It appears that the writer is actively trying to humiliate us individually.
5. It turns out that the writer had a completely different target in mind.
6. It seems that some genuinely unpleasant people enjoy causing trouble ...

b **Work in pairs. How are the two versions in Exercise 3a different grammatically? Think about the subjects and what comes after the verbs.**

6 reasons why people change when they go online

Have you ever noticed how lovely people turn into monsters when they're online? Here are six reasons why everyone seems so angry on the internet.

Lack of feedback clues: In normal life, we get irritated all the time. But we calm down quickly when we see the other person's facial expression or hear the tone of their voice and realise they feel bad about making an honest mistake. But online, that information is missing and our anger quickly gets out of hand.

Lack of empathy: Most of us hate upsetting others. But online, it's easy to forget that the object of our abuse is a real person with feelings. When we're communicating with large corporations, we assume they're impervious to normal emotions, so we unleash our fury on them. But the person we're abusing turns out not to be the evil CEO but rather some low-paid temp simply trying to help.

Herd mentality: We naturally organise ourselves into online communities with people of similar opinions. So when we happen to see a member of our own community engaged in a conflict with an 'outsider', it's hard to resist the temptation to defend your own 'side'. As more and more people wade in, a simple disagreement can quickly spiral out of control.

Knee jerk reactions: When you post a complaint on a company's social media feed, you naturally expect an instant response. If you have to wait more than a few minutes, the respondent might appear to be blanking you deliberately, which quickly transforms your mild irritation into intense fury.

Egocentric assumptions: Whenever we read general criticisms from our social circle, such as 'I hate people who do X', we tend to take them personally. The writer appears to be actively trying to humiliate us individually, because we once did X. So we take offence, even if, as is often the case, the writer turns out to have had a completely different target in mind.

Lack of punishment: The final reason is actually much less powerful than most people assume. It's true that there are rarely repercussions for bad online behaviour. It's also true that some genuinely unpleasant people seem to enjoy causing trouble simply because they can. But the vast majority of online rage and abuse is committed by normal people who wouldn't dream of upsetting others in real life. In other words, people like me, people like you.

4 **Read the language focus box to check your answers to Exercise 3b.**

Subject raising

With a small number of verbs (e.g. *seem, appear, turn out*), it is possible to express the same idea in two different ways:

1 *it* + verb + *that*-clause
*It seems that **you're** right.*
2 subject + verb + *to*-infinitive
***You** seem to be right.*

A range of *to*-infinitive structures are possible:

1 *It appears that they're lying.* →
2 *They appear **to be lying**.*
1 *It turned out that they'd left.* →
2 *They turned out **to have left**.*
1 *It seems that they were misbehaving.* →
2 *They seem **to have been misbehaving.***

Version 1 is useful if you want to avoid a complicated *to*-infinitive structure. In most other cases, version 2 is preferred because it's shorter and there's no need for a meaningless subject (*it*).

Two versions are also possible with the verb *happen*, but version 2 suggests that the event was unplanned/unexpected. Version 1 is quite rare.

1 *It happened that Joe came to visit yesterday* →
2 *Joe happened to come to visit yesterday.*
(= I wasn't planning/expecting him to visit.)

5 a 1.4 **Listen to three sentences. In which sentence is *it* pronounced most clearly? Why?**

1 It seems that you want to leave.
2 It turned out that the solution was simple.
3 It appeared that somebody was watching us.

b **Practise saying the three sentences as naturally as possible.**

6 **Rewrite the sentences so they start with the subject in bold.**

1 It seems that **nobody** understood the rules.
Nobody seems to have understood the rules.
2 It turned out that **she**'d been reading a text when she crashed her car.
3 It happened that **my video** went viral.
4 It appears that **somebody** has been trying to contact me for days.
5 It turned out that **the abusive post** had been written by a 14-year-old boy.
6 Did it happen that **you** noticed who broke the window?

7 **Work in pairs. Complete the sentences so that they are true for you. Then ask questions about your partner's stories.**

1 The other day, I happened to ...
2 _____ (Somebody/Something) turned out to be/to have been a lot more ... than I expected.
3 _____ (Somebody/Something) appears to have been _____ (doing what?)
4 I'm not sure, but _____ (somebody) seems to be _____ (doing what?) at the moment.

Go to page 146 or your app for more information and practice.

Vocabulary

8 a **Read sentences 1–8 below. Which phrases are about:**

a feeling strong emotions?
b expressing your emotions?
c controlling your emotions?

1 I don't mind a little honest criticism – I've got a pretty **thick skin**.
2 It really **drives me up the wall** when people leave all the windows open.
3 I often want to scream at people, but I usually decide to **bite my tongue**.
4 Nasty online comments really **get under my skin**. Sometimes I think about them for days.
5 If I'm angry, I **let off steam** by kicking a tree rather than **lashing out** at other people.
6 I sometimes **bottle up** my emotions and **put a brave face on** things, but in the end it makes me more stressed.
7 I didn't want to **make a scene**, but I needed to **get something off my chest**. I knew he was lying to me.
8 Whenever I'm feeling annoyed, I try to remember to **take a step back** and look at the bigger picture. It really helps me to **put things into perspective**.

b **Work in pairs. Tell your partner which of the sentences in Exercise 8a are true for you. Why?**

Go to page 166 or your app for more vocabulary and practice.

Speaking

PREPARE

9 1.5 **Listen to three people talking about conflicts. Answer the questions. Who:**

1 had a bad experience which helped him/her avoid a worse experience?
2 blamed themselves for allowing the conflict to spiral out of control?
3 changed their opinion after seeing somebody face-to-face?

10 **You're going to tell a story about a good or bad experience where you expressed or controlled strong emotions. Use the questions below to help you.**

- What happened? Why? How did it make you feel?
- What did you do? What happened as a result?

SPEAK

11 **Work in pairs. Take turns to tell your stories. Work out some general advice for how to avoid and deal with conflict.**

Master your reading
page 106

1c Kidfluencers

- **Goal:** justify a point of view
- **Language focus:** infinitive phrases
- **Vocabulary:** connotation 1

Reading

influencer (n)
a person who uses social media sites (e.g. YouTube, Instagram) to promote or recommend products and services to followers. Also: *social media influencer*
kidfluencer (n)
a social media influencer who is still a baby or child

1 Work in pairs. Read the definitions and discuss the questions.

1. Do you know any influencers or kidfluencers? What do you know about them?
2. What sort of people are influenced by influencers and kidfluencers? Have you ever been influenced by them?
3. Would you like to be an influencer/kidfluencer? Why/Why not?

2 Read the article quickly. Is it generally positive or negative about kidfluencers? Underline words and phrases that helped you decide.

Kidfluencers

One of the biggest trends of the internet age has been the rise of social media influencers – people who share their advice and recommendations with subscribers on their YouTube channels, or followers on their Instagram accounts. The most successful influencers have audiences of millions, all hungry to learn what's hot and what's not.

Needless to say, where there's influence, there's money. Marketers were quick to realise that a glowing recommendation from a top influencer can be far more powerful than a traditional marketing campaign. As a result, influencers can make outrageous sums of money in exchange for a few not-so-subtle recommendations. **To be sure**, many influencers started out with modest ambitions, by giving genuine recommendations based on their expertise, but later, once their audiences have grown and the marketers start offering money, the temptation to give paid-for recommendations can be overwhelming.

Of course, it wasn't long before a few pushy parents spotted the potential for turning their babies and toddlers into child influencers – or kidfluencers, **to give them their proper title**. After all, what better way to sell tacky toys and sugary snacks to children than to get other children to do the selling? Marketers have long known that their most powerful allies are children, who have the ability to manipulate their parents into spending money on junk, **not to put too fine a point on it**. And the best way to drive those kids crazy with the urge to spend their parents' money is to show them other cooler kids using the same products.

In many countries, there are tight restrictions on advertising to – and with the help of – children. But because kidfluencing isn't exactly advertising, the kidfluencers (or, **to be more precise**, the marketers pulling the strings) are able to exploit loopholes in the restrictions and make a fortune.

And so we see toddlers making millions from unboxing videos before they can walk, pre-schoolers launching their own branded product lines before they can read and write, and pre-teens with larger followings of adoring fans than A-list pop and film stars. This creates all kinds of ethical problems, **to put it mildly**, but as long as the money keeps flowing, the rise of kidfluencers is only likely to continue.

3 Work in pairs and discuss the questions.

1. Where might you see an article like this? What is the writer's purpose in writing it?
2. Do you think the writer is being reasonable in their assertions and opinions?

Vocabulary

4 a Match adjectives 1–7 with nouns a–g.

1 pushy	a fans
2 tacky	b recommendation
3 glowing	c sums of money
4 modest	d parents
5 sugary	e toys
6 adoring	f snacks
7 outrageous	g ambitions

b Work in pairs. Which adjectives in Exercise 4a have a positive (+) connotation? Which have a negative (–) connotation?

c Here are some more adjectives that go with the nouns in Exercise 4a. Do they have positive (+) or negative (–) connotations?

1. die-hard/obsessive/screaming fans
2. lukewarm/gushing/informed recommendations
3. meagre/moderate/phenomenal sums of money
4. firm/doting/supportive parents
5. educational/flimsy/durable toys
6. nutritious/bite-size/processed snacks
7. blind/driving/consuming ambition

5 Add adjectives from Exercise 4 to this sentence to make it as positive as possible and then as negative as possible.

Kidfluencers make sums of money by making recommendations to their fans and persuading their parents to buy snacks and toys.

Go to page 166 or your app for more vocabulary and practice.

Language focus

6 a Match functions 1–6 with the phrases in bold in the article in Exercise 2.

1 to clarify something you just said
to be more precise
2 to provide the official name for something
3 to point out that you're using delicate language, although you want to say something stronger
4 to admit that you're going to say something that the listener/reader probably already knows
5 to admit that you're not really using delicate language
6 to admit that your statement might contradict your previous argument

b Read the language focus box and choose the correct alternatives.

Infinitive phrases

Infinitive phrases [1]*always/usually* start with a *to*-infinitive (e.g. ***to tell** the truth*), but some have a negative word before the *to* infinitive (e.g. ***needless** to say*).
We often use them to show how we feel about [2]*an action/a whole statement* or to explain why we're making it.
To come back to my earlier point, I think we should ...
They can come at the beginning or end of a statement and are usually separated from the rest of the statement by [3]*commas/full stops* or brackets (in writing) or pauses (in speaking).
To be honest, I'm not sure./I'm not sure, to be honest.
Many infinitive phrases are fixed expressions (i.e. you [4]*can/can't* usually change the words).

7 Complete the infinitive phrases in bold with the verbs in the box.

add be begin cap cut make name put

1 You spend far too much time on social media. You're going to lose all your friends soon if you're not careful, **to** _____ **it bluntly**.
2 I don't like social media. **To** _____ **with**, everyone's so negative, and in addition there's so much false information.
3 I've had a terrible day. And **to** _____ **it all**, I've been locked out of my social media account.
4 I use loads of social networking sites: Facebook, Twitter and Instagram, **to** _____ **but a few**.
5 He didn't reply to my invite. Then, **to** _____ **insult to injury**, he planned something for the same day.
6 **To** _____ **perfectly honest**, if you post strong opinions on social media, you'll probably regret it ten or twenty years from now.
7 They started the network as a homework project as students and, **to** _____ **a long story short**, 20 years later it has grown into one of the biggest in the world.
8 I accidentally upset someone on Twitter today – I was trying to be funny but it didn't work. Then, **to** _____ **matters worse**, I tried to send a smiley emoticon but I sent an angry one by mistake.

8 Work in pairs. What do the infinitive phrases in Exercise 7 mean? Write another example sentence for each one.

9 a Work in pairs. How does the comma/pause change the meaning in each pair of sentences?

1 **a** It's not a good idea to be brutally honest.
b It's not a good idea, to be brutally honest.
2 **a** She tried her best to be fair.
b She tried her best, to be fair.
3 **a** I'm not keen to say the least.
b I'm not keen, to say the least.

b 1.6 **Listen. Which version do you hear, a or b?**

Go to page 146 or your app for more information and practice.

Speaking

PREPARE

10 1.7 **Listen to Ann and Jordan discussing kidfluencers. Who expresses these opinions, Ann (A) or Jordan (J)?**

a Parents have selfish motives regarding their children becoming kidfluencers.
b Some kids may want to be kidfluencers.
c Their argument won't be resolved.

11 Work in pairs. Think of arguments for and against each statement below.

1 Social media platforms should be responsible for the content that users post on them.
2 It shouldn't be possible to post anonymous comments on the internet.
3 Influencers provide a valuable public service – sometimes it's good to be told what to think.
4 It's reasonable for 'free' websites and apps to make money from advertisers.

SPEAK

12 Work with a different partner. Discuss the statements in Exercise 11. Try to disagree with your partner – but always justify your opinions.

Master your listening
page 96

1D English in action

Goal: join a conversation already in progress

Vocabulary: socialising

Vocabulary

1 Work in pairs and discuss the questions.

1 Have you ever attended a face-to-face networking event (e.g. a conference)? Why were you there?

2 Why do you think some people don't like networking events?

2 a Complete the comments with the words in the box.

acquaintance blank brains breaker frosty hover ice mingle mutual pleasantries small

1 Whenever I go to networking events, I prefer to _____ on the edge of conversations without saying anything.

2 I'm quite good at making _____ talk with strangers, but I find it hard to move on to more serious topics.

3 I set myself a target at events like this – I need to make the _____ of at least twenty new people.

4 There can be a rather _____ atmosphere at first, but once you break the _____, everybody is more talkative.

5 When I meet new people, my mind goes _____ after we've exchanged a few _____, and I never know what to say next.

6 My favourite trick for making conversation is to pick somebody's _____ about their area of expertise – asking for advice is a great ice- _____.

7 It's much easier to meet new people when you have a _____ acquaintance who can introduce you.

8 I like to _____ at large social gatherings – I just wander around the room having brief conversations with lots of people.

b Work in pairs. Which comments in Exercise 2a do you agree with? Can you think of any advice for the people who made the comments?

Listening 1

3 a 1.12 **Listen to a conversation between three people at a networking event for local businesspeople. Which person: Jagruti (J), Martin (M) or Tahira (T) does the following:**

1 _____ apologises a lot.

2 _____ has a clear idea of why they are at the event.

3 _____ checks and practises other people's names.

4 _____ complains and is negative.

5 _____ makes assumptions about another person.

6 _____ talks a lot about themselves.

7 _____ seems reluctant to say much about themselves.

b Work in pairs. Which things in Exercise 3a should you avoid doing? Why? What should you do instead?

4 Look at the Useful phrases 1 box. Match the phrases with tips 1–5. Some phrases match more than one tip.

Tips for joining a conversation

1 Check it's OK to join (and continue) a conversation – but you don't need to apologise for it.

2 Ask simple, open-ended questions to get the other person talking.

3 Stay positive and enthusiastic about what the other person says – even if you're not really interested.

4 Make sure everyone in the group is involved. If necessary, put one speaker 'on hold' while you bring in another speaker. You can invite them to talk again later.

5 Learn everyone's names and other important details, and use them regularly during the conversation.

Useful phrases 1

Do you mind if I join you? _____

So, how's the conference for you so far? _____

Would you like me to leave you in peace? __1__

So what do you do? _____

I'd love to listen in on your advice, if that's OK. _____

So I'd love to pick your brains in a moment, Martin – I'm sure 'The Sands' is an amazing golf course. _____

And you are? _____

Sorry, I'm not very good with names. Can you say it again? _____

So, Jagruti, what brings you to this event? _____

So, Martin. We're all ears. Tell us your tips for ... _____

5 a 1.13 **Listen again to Tahira's introduction. Match parts 1–4 with techniques a–d.**

1 Well, I'm Tahira, and I'm an interior designer.
2 I've recently quit my job to 'follow my dreams' and become my own boss.
3 I'm here to pick up some tips and meet some like-minded people.
4 So I'd love to listen in on your advice, if that's OK.

a Throw in some unusual information that others can ask you about later.
b Make it clear you're not planning to take over the conversation.
c Present your name and (if appropriate) your job clearly, succinctly and confidently.
d Explain your purpose.

b Work in pairs. Imagine you're at a networking event for students and local businesspeople. Plan your own introductions based on Tahira's model. Then practise them so they sound confident and natural.

6 a 1.14 **Listen to some extracts from the conversation. Which speakers sound enthusiastic (E)? Which sound unenthusiastic (U)?**

1 No, that's fine. Go ahead.
2 Aha. Nice to meet you.
3 Right. Nice to meet you.
4 Hah, I know what you mean.
5 Oh, right.
6 Er … OK.
7 It's lovely to meet you.
8 Woah! That's impressive!

b Work in pairs. Practise saying the phrases in Exercise 6a as enthusiastically as possible.

7 Work in groups. Stand up. Introduce yourself to one or two other members of the group. Listen carefully to each other's introductions and respond enthusiastically.

Listening 2

8 1.15 **Listen to part of a radio interview about networking skills. Answer the questions.**

1 How do most people feel about networking events?
2 What does Giorgio mean by 'Be curious'?
3 What's the best way to join a group that is already in conversation?
4 How can you then get involved in the conversation?
5 Why should participants prepare a story?
6 In what situations does Giorgio suggest that showing sensitivity is important?

9 Add headings A–D to the Useful phrases 2 box.

A Reacting to stories
B Telling an anecdote
C Showing sensitivity
D Relating your experience to other people's

Useful phrases 2

1 _____
Please carry on.
Don't mind me – I'm just listening.
But that's a different story. Do carry on.
Don't let me interrupt you.
Do you mind if I join you?

2 _____
Wow! That's a great story!
Oh, that's so unlucky!
That's unbelievable.

3 _____
A similar thing happened to me.
I had a rather different experience.
That reminds me of the time when I …
That's exactly what happened to me.

4 _____
I once lost a car in a forest.
I'm ashamed to say it, but I once travelled 500 km to a conference, but realised when I got there that I'd got the dates mixed up.
I had the good luck to meet my all-time hero.

Speaking

PREPARE

10 Work in pairs. Turn to page 177 and plan some stories together in preparation for the conference.

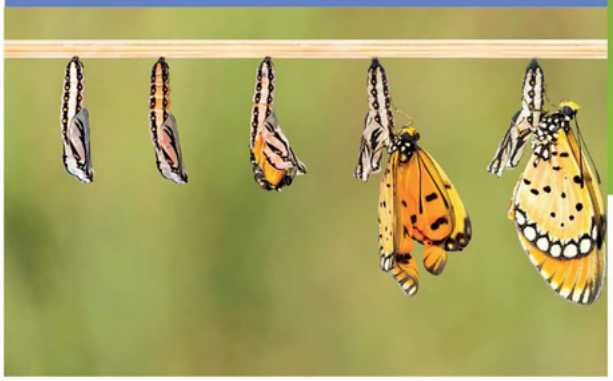
SPEAK

11 a Work in groups to tell your stories – without sounding like a bore!

b When you're ready, leave your group and join a different group. Try to break into their conversation.

2A Changes

- **Goal:** give a presentation on past, current and future trends
- **Language focus:** the continuous aspect
- **Vocabulary:** trends



Vocabulary

1 **Work in pairs and discuss the questions.**

1 What are some recent trends in these areas?

education health sport technology
the environment transport

2 Do you think these developments have been good or bad? Why? Do you agree with your partner?

2 **Look at the phrases in bold in sentences 1–10 and guess their meanings.**

1 Due to environmental concerns, there has been **a downward trend** in air travel.
2 Environmental problems are reaching **a tipping point** from which it won't be possible to save the planet.
3 Government campaigns are a good way to **reverse the trend** in unhealthy eating.
4 Electric cars are becoming popular in my country, and this trend **looks set to continue**.
5 When I hit 20 years, I felt like I'd **passed a milestone** in my career.
6 The development of flexible touchscreens **marks the start of a new era** in mobile devices.
7 The use of clean-air technology is definitely **on the up**.
8 More sports teams are **reverting to** traditional tactics.
9 The innovative public transport system in my city is **setting the trend** for other cities around the world.
10 In general, the future of cancer treatment **looks promising**.

3 **Work in pairs and discuss the following:**

- something which is on the up in your country
- an upward or downward trend among people your age
- an area of industry or commerce which looks promising
- a recent technological development which marked the start of a new era

Go to your app for more vocabulary and practice.

Reading

4 a **Work in pairs and discuss the questions.**

1 How much of the news is made up of negative and positive stories? Why do you think this is?
2 What reasons are there to be positive about the future?

b **Read the article quickly. Does it mention any of your ideas in Exercise 4a?**

Are things looking up?

It's hard to be optimistic about the future sometimes, when you see everything that's happening in the news. But good news stories don't always get reported, so here are some you may have missed.

The environment is being restored
Gao trees are thriving in and around Niger. These trees help support the environment by drawing nitrogen from the air into the soil. And this is not some grand project backed by an international organisation, this change is being pushed forward by small-scale farmers who see the benefits it has on their crops. This growth seems to have been having a positive effect on climate change, too, as the trees absorb carbon dioxide from the air.

People are smoking less
A million people in a year have quit in France, and the number of people smoking in the US has been falling steadily to the lowest point since records began. The fall seems to be happening because of a range of measures, including photos on cigarette packets. Changing attitudes among young people against smoking are also driving the downward trend.

The downward trend in inequality
For the first time since agriculture-based civilisation began – some 10,000 years ago – the number of people considered 'middle-class' or 'rich' has reached over 50%. This represents a tipping point, since it's the first time the number of people living in poverty has been lower than 50%.

The way we move is changing
The first Electronic Vehicles (EVs) that appeared had issues with performance and battery life. Car manufacturers have been making massive strides since then and, as EVs become more efficient and cheaper to buy and run, they're becoming an increasingly popular option for car buyers. With several countries announcing bans on petrol-driven cars by 2030, it's hoped that everyone will be driving them in the future.

The sea is getting cleaner
Over five trillion pieces of plastic are currently floating in the oceans, and the largest accumulation of these is known as the Great Pacific Garbage Patch (GPGP), a huge island of plastic litter which had been growing at an alarming rate, until one charity decided to do something about it. They've created a 600-metre long boom which is using natural oceanic forces to clean it up. The work seems to be going well, with the team behind it predicting a clean up of half the GPGP in just a few years.

5 **Work in pairs. Which of the stories in the article do you find the most positive? Why?**

Language focus

6 a **Work in pairs. Look at extracts a–f from the article and answer questions 1–3 below.**

a The sea is getting cleaner.
b The number of people smoking in the US has been falling steadily.
c Car manafacturers have been making massive strides since then.
d The environment is being restored.
e It's hoped that everyone will be driving them in the future.
f The fall seems to be happening because of a range of measures.

1 What structure do they have in common?
2 Does each extract refer to the past, present or future?
3 Are the activities described complete or in progress?

b **Read the language focus box and check your answers.**

The continuous aspect

We use the continuous aspect (*be* + verb + *ing*) to describe an activity that we see as unfinished or in progress.

This could be because we want to emphasise that:

- the activity is temporary

*Over five trillion pieces of plastic **are** currently **floating** in the oceans.*
*The work seems **to be going** well.*

- we're describing 'part' of an activity, not the finished whole (i.e. there's more to come)

*Car makers **have been making** massive strides.*
*This change **is being pushed** forward by farmers.*

- it's a repeated or changing action

***They're becoming** an increasingly popular option.*
*It's hoped that everyone **will be driving** them in the future.*

- we're describing trends

*The way we move **is changing.***
*The growth seems **to have been having** a positive effect on climate change.*

When we use the continuous aspect, we are usually more interested in the action itself than a result.

***They've been working** hard to clean up the plastic.*
(We're more interested in what they've been doing.)
***They've cleaned** up half the plastic in this area.*
(We're more interested in the result.)

7 a **Look at sentences 1–3. How are the words in bold pronounced when spoken quickly?**

1 People appear **to have** been getting the message.
2 The movement seems **to have** been slowly gaining acceptance.
3 These things seem **to have** been happening more often these days.

b 2.1 **Listen and check.**

8 **Work in pairs. Discuss why the continuous aspect is used in the second sentence in each pair.**

1 **a** The children have planted twenty trees.
b The children have been planting trees.
2 **a** She seems to find it difficult.
b She seems to be finding it difficult.
3 **a** The number of gorillas in the wild has risen.
b The number of gorillas in the wild has been rising.
4 **a** The measures seem to have had an effect.
b The measures seem to have been having an effect.
5 **a** Marsha will get the bus to work tomorrow.
b Marsha will be getting the bus to work from now on.

9 a **Complete each prompt using the continuous aspect and your own ideas.**

1 In the future, most people will ...
2 People are generally ... (more/less) ...
3 People seem to be becoming ...
4 Technology is being ...

b **Work in pairs and share your ideas.**

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

Speaking

PREPARE

10 **Work in pairs. You're going to give a presentation on past, current and future trends. First, turn to page 176 and choose one of the topics you want to present or choose your own.**

11 **Plan how to give your presentation. Decide who will present what.**

SPEAK

12 **Work with another pair who worked with a different topic. Take turns to give your presentations to each other. Ask questions to find out more information.**

Master your reading
page 108

2B Work, work, work

- **Goal:** speculate about work situations
- **Language focus:** probability
- **Vocabulary:** agreement and disagreement

Listening

1 **Work in pairs and discuss the questions.**

1 Think back to when you were eight years old. What job did you want to do when you were older?
2 What job do you do/want to do now? Is it the same or different?

2 a 2.2 **Listen to a podcast about working practices and job titles. What did Chris and Elaine want to be when they were eight years old?**

b **Listen again. Decide if the sentences are true (T), false (F) or not given (N).**

1 Elaine's job pays well.
2 Elaine asks Chris about his childhood ambitions in order to make a point about future jobs.
3 Chris thinks modern job titles are necessary.
4 Elaine says some modern job titles are necessary.
5 Companies give employees glamorous-sounding job titles so they can pay them less.
6 Elaine says current trends in job titles are likely to continue in the future.
7 Chris is able to give simplified job titles for all four jobs Elaine describes.
8 The title 'Rockstar' doesn't always refer to music.

3 **Work in pairs. Come up with job titles for the following people to make their jobs sound cooler.**

1 traffic wardens
2 boxers
3 tax inspectors

Language focus

4 **Read the language focus box and choose the correct alternatives.**

Probability

There are a number of ways to express probability.
There are a small number of [1] *verbs/adjectives* (*sure, certain, likely* and *unlikely*) describing probability where we can change the word order to emphasise different things.
To emphasise the [2] *probability/subject*, start the sentence with 'it' as the subject.
It was highly unlikely *that they knew about it.*
It's highly likely *that the jobs our children do in the future don't exist yet.*
To emphasise the [3] *probability/subject*, bring it to the start of the sentence and use an infinitive.
They *were highly unlikely* ***to have known*** *about it.*
The jobs our children do in the future *are highly unlikely* ***to exist*** *yet.*

5 a 2.3 **Listen to the sentences. What happens to the *k* in *(un)likely*?**

1 They're likely to have been delayed in the traffic.
2 It's unlikely that you could have done anything.
3 He's likely to step down after the election.
4 You're unlikely to be promoted.
5 It's unlikely that they'll make it in time.

b **Listen again and repeat.**

6 a Put the words in the correct order to make sentences.

1 promoted / You're / to / next / likely / week / be
You're likely to be promoted next week.
2 the / received / unlikely / that / documents / yet / It's / they've
3 this / is / Maisy / certain / have / about / known / to
4 to / discussing / likely / be / the / now / They're / matter
5 Raj / the / certain / to / in / meeting / have / is / been
6 next / taken / to / highly / that / we're / It's / going / be / over / likely / year
7 given / unlikely / have / The / this / thought / much / CEO / is / to
8 We / doing / the / that / robots / be / be / can / our / in / future / certain / will / jobs

b Rewrite the sentences in Exercise 6a using a -*that* clause or an infinitive.

1 It's likely that you'll be promoted next week.

7 a Complete the sentences so that they are true for you.

1 I'm highly unlikely ...
2 It's certain ...
3 This year is likely ...
4 My parents are sure ...

b Work in pairs. Compare your sentences and give more information.

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

Vocabulary

8 Read the conversations and decide if the words in bold describe agreement (A) or disagreement (D).

1 **A:** Do you think people are likely to **get on board with** the idea of accepting a better job title instead of a pay rise?
B: Definitely not. They'll hate the idea.
2 **A:** How do you feel about hot-desking in order to save some space?
B: I'd **be willing** to accept the idea if it means I can work from home a couple of days a week. I can imagine a few others in the office might **be at odds with** the idea though.
3 **A:** If we close the school canteen, we're likely to **receive some pushback** from both students and teachers alike.
B: I agree. We'll definitely **come up against some resistance.**
4 **A:** I think most students **are open to** the idea of sharing resources.
B: Do you reckon? I think most will **take issue with** it. Personally, I'd **be loath to** share mine.
5 **A:** I think staff are likely to **go along with** the proposals for flexible working hours.
B: I agree. I think we can be pretty certain that most people will like the idea.
C: I'm not sure. Given how settled they are now, I think it's likely to be **met with a lukewarm response**.

9 a Complete the questions with the missing words.

1 Would you be _____ to the idea of working fewer hours for less pay?
2 Are there any changes in your place of work/study that would be met with a _____ response? What would they be?
3 Have you ever suggested a great idea that _____ up against some resistance? What happened?
4 What are you _____ to do to succeed in your career?
5 What approaches to work or study are at _____ with the way you like to do things?

b Work in groups and discuss the questions.

Go to page 167 or your app for more vocabulary and practice.

Speaking

PREPARE

10 a 2.4 **Listen to Anya and Jitesh discussing some proposed changes to their workplace. Tick the things they mention.**

1 moving to a different premises
2 working longer hours in exchange for longer holidays
3 more working from home
4 having a day a week to work on personal projects.
5 closing the on-site canteen
6 having larger teams with fewer managers
7 swapping round managers more frequently

b Listen again and answer the questions. Which proposal do they:

a both think is a bad idea?
b decide to change?
c decide to implement on a trial basis?

11 Think about the place where you work or study. How popular do you think each measure in Exercise 10a would be? Make notes on the advantages and disadvantages of each proposal.

SPEAK

12 Work in groups. Discuss each of the proposals in Exercise 10a in relation to your place of work or study. Agree on two proposals to implement.

13 Share your ideas and reasons with the class.

Master your listening
page 97

2C Local issues

- **Goal:** discuss a proposal
- **Language focus:** cleft sentences
- **Vocabulary:** connotation 2

Vocabulary

1 **Work in pairs. What issues might people have with their local area relating to the things shown in the photos?**

2 a **Read the letter to a local newspaper and answer the questions.**

> Why oh why doesn't the council improve our public transport system?! It's one of the biggest [1]**problems** facing our local area at the moment, yet it's paid scant attention by those who can do something about it. The buses are [2]**archaic**, and they never run on time – the whole system is [3]**chaotic**. And don't get me started on local trains. They're non-existent! It makes life really [4]**difficult** for people like me, who don't own a car. It's high time the council stopped being so [5]**pennny-pinching** and actually spent some money on the system. It's the 21st Century!

1 Which of the issues in the photos is the writer complaining about?
2 How would you describe the tone of the letter?

b **Match the words in bold in the letter with more positive words a–e.**

a vintage
b relaxed
c economical
d challenging
e issues

3 **Work in pairs. What is the difference in meaning between the pairs of sentences? Which has a more positive connotation?**

1 a The company **exploits** staff with few qualifications or experience.
  b The company **employs** staff with few qualifications or experience.
2 a My town gets very **lively** on Friday nights.
  b My town gets very **rowdy** on Friday nights.
3 a The old town is a **charming** area of the city.
  b The old town is a **run-down** area of the city.
4 a A large **mob** of people were outside the council offices, protesting the building plans.
  b A large **group** of people were outside the council offices, protesting the building plans.
5 a Red Farm Park is an area of **cheap** housing.
  b Red Farm Park is an area of **affordable** housing.
6 a The council is taking **firm** measures to prevent people driving in cycle lanes.
  b The council is taking **harsh** measures to prevent people driving in cycle lanes.

4 **Work in pairs. Which words in Exercises 2 and 3 would you use to describe these things?**

- the public transport system in your town/city
- always buying the cheapest version of something
- a teacher who corrects you all the time
- the old part of your town/city
- traditional clothes/costumes from your country
- fashion

A: *I think the old part of our town is charming.*
B: *Really? I think a lot of the buildings are run-down.*

Go to page 167 or your app for more vocabulary and practice.

Listening

5 2.8 **Listen to a radio interview with a local councillor. What two local issues does the interviewer ask about?**

6 **Listen again and answer the questions.**

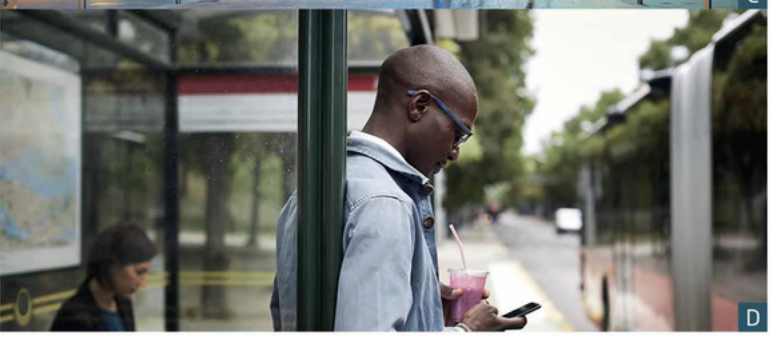
1 Why is Elaine Miller cautious about spending money on public transport?
2 What measure does she say they're introducing for young people in the city?
3 What change is happening with refuse collection?
4 How does she say she feels about making the cuts?
5 How does the councillor justify the change to refuse collection?

Language focus

7 a 2.9 **Listen to extracts from the interview and complete the second version of each sentence.**

1 We looked at ways of making sure any extra investment actually works.
  _____ we _____ to look at making sure any extra investment actually works.
2 I'm saying that we have to invest sensibly and carefully.
  _____ I'm saying _____ we have to invest sensibly and carefully.
3 My colleague made that statement.
  _____ was my colleague _____ made that statement.
4 I can't stand having to make cuts.
  _____ I can't stand _____ having to make cuts.

C



D

b **Work in pairs. Why do you think the speakers used the second version of each sentence? Read the language focus box and check your ideas.**

Cleft sentences

Cleft sentences are used to connect what the speaker and listener already know, or are already discussing to what is new information. There are two main types:

In cleft sentences that begin with *it*, the *it*- clause emphasises the new information, and the following clause links it to what is already known.

A: *Everyone is suffering financially these days.*
B: *Yes, but it's the unemployed who are the worst off.*

(We're already discussing financial problems, and the unemployed is the 'new information'.)

In cleft sentences beginning with *what*, the *what*-clause refers to the 'known' information, and the following clause introduces the new information.

What I'm saying is that it's important to plan ahead.

(I've already given this opinion before, but here's what you missed/need to focus on.)

When we substitute the main verb with *did*, we use a *to* infinitive.

What we ***did was to set up*** *an investigation.*

If the main verb is followed by a gerund, then the cleft is also followed by a gerund.

What I ***hate*** *is* ***being ignored****.*

We can also follow the *what*- clause with a noun.

What I don't like is ***disorganisation****.*

Replace *what* with *all* to emphasise one thing above everything else.

All *we want is cheaper homes.*

8 a 2.10 **Listen to the sentences and notice the weak form of *that*.**

1 What I'm saying is that it's not easy.
2 It's the people at the top that matter.
3 What I love about this idea is that it's cheap to implement.
4 All we're saying is that you'll have to wait a bit longer.
5 It's the retail sector that will suffer most.

b **Listen again and repeat.**

9 **Rewrite the sentences using the prompts.**

1 It's not feasible to increase the number of buses.
What I'm saying ...
2 We discussed regulations for dog walkers at the last meeting.
It was at the last meeting ...
3 We discussed the policy at length.
What we did ...
4 We'd like to install speed bumps on Clarence Road.
It's on Clarence Road ...
5 Many residents enjoy cycling to work.
What ...
6 We don't know how people will react.
What ...

10 a **Complete the prompts to make sentences that are true for you.**

1 What I love most about ...
2 What annoys me most about where I live ...
3 It's the lack of ...

b **Work in pairs. Compare your sentences and give each other more information.**

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

Speaking

PREPARE

11 **Work in two groups. You're going to have a city council meeting. Turn to page 177.**

SPEAK

12 a **Work in groups of four, with two Student As and two Student Bs. Discuss each proposal in Exercise 11 and try to reach agreement.**

b **Report back to the class. Did you agree on any of the proposals?**

Master your writing
page 128

2D English in action

Goal: manage a fast-paced conversation

Vocabulary: conversation

Vocabulary

1 **Work in pairs. Think about speaking in English and discuss the questions.**

1 Do you prefer speaking to one person or in a group?
2 How easy do you find speaking in a group of English speakers?
3 What do you do when you don't understand something in a conversation?
4 What do you do to keep a conversation going?

2 a **Match comments 1–8 with replies a–h.**

1 Can I just **butt in** here? I think those figures need checking.
2 I need to have a **heart-to-heart** with Chris about his problems at home.
3 I can't believe he said that to me!
4 Speaking of Sally, she said a really funny thing to me the other ...
5 So did you have a **chit chat** with Chiara at the party?
6 Let me **reiterate**. This needs to be sorted by Friday before the orders go out.
7 Great party, isn't it? So what did you think of Marcus's presentation?
8 What was Angela **going on about** with you?

a Sorry to interrupt you, I'm sure what Sally said was funny, but you're **going off on a tangent** again. Can you save it for later? We really need to discuss the project now.
b Agreed. We'll **thrash it out** this afternoon and get something to you by tomorrow lunchtime, OK?
c Let's not **talk shop**. We're supposed to be having fun!
d I tried, but I get so nervous around her, I just seem to **clam up** and not say anything.
e Ha, it's just **banter**, don't take it personally.
f Yes, but you need to **broach the subject** carefully.
g Hmm yes, maybe you're right. Let me **confer with** Jackie in finance and double-check them.
h Oh nothing really, she was just gossiping about the people in her team.

b **Work in pairs. Who do you think the people in the conversations in Exercise 2 are? Where do you think they are?**

3 a **Choose the correct alternatives to complete the sentences.**

1 I hate it when people *reiterate/ butt in* when I'm in the middle of saying something.
2 I'm terrible at telling anecdotes. I'm forever *going off on a tangent/ bantering* and then forgetting where I was in the story!
3 My mates always make fun of each other. It's not serious though, it's just *banter/ reiteration*.
4 I don't always agree with my team. When this happens we just have to *butt in/ thrash it out* until we come up with a compromise.
5 It's difficult to *talk shop about/ broach the subject of* politics with my dad, as we have such opposing opinions about what's right.
6 I always *go on about something with/ confer with* my colleagues before making an important decision at work.
7 I hate public speaking. I just seem to *clam up/ go on about something* and not know what to say.
8 I had a really bad history teacher at school. He just used to *have a heart-to-heart about / go on about* his life and didn't notice that nobody was listening.

b **Choose four of the sentences in Exercise 3a and change them so that they are true for you.**

c **Work in pairs. Share your sentences and give more information.**