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Dear Student,

Welcome to **Crossover Higher!**

**Crossover Higher** is a challenging new course that will help you build on your previous knowledge of English and bring you closer to the world outside the classroom.

In your *Student's Book*, you will find:

- Interesting and meaningful topics to help you develop your language.
- Communicative activities that you can relate to your own experience.
- Cultural information on modern-day issues that helps you compare your experiences with people from other countries.
- Group projects that encourage you to produce something tangible related to the topics.

About your *Student's Book*:

Your *Student's Book* has ten *Units*. Each *Unit* contains reading, listening, speaking, and writing activities about different topics. The *Units* end with a *Review* to help you practice language and vocabulary and help prepare you for internationally recognized exams.

At the back of your *Student's Book* you will find:

- A *Grammar Reference* to explain and check language rules and structures.
- A list of *Irregular Verbs* for easy reference.
- A *Phonetic Symbols* table to help you with pronunciation.

We at University of Dayton Publishing sincerely believe that **Crossover Higher** will help you continue to progress in English in a positive way.

Are you ready to *cross over* into the English-speaking world?



## A Global Qualification

### Discuss the Topic

- Where can you find information about college courses?
- What types of subjects are available at higher education institutions in your country?
- What topics do you think you would need to study for a degree in global citizenship?

### In this unit, I will learn to...

- identify the purpose of a text.
- give reasons.
- identify key areas in order to understand the overall message.
- ask questions.
- write an interview.
- use social expressions.

### Project

- A Job Fair



## ✚ Reading A College Prospectus and Website

1 Skim the text on pages 6 to 9 of your *Reader* and underline its main purpose.

- To persuade people to apply for the course
- To give general information about the course
- To talk about future careers
- To give details about financial support

### Reading Tips

#### Identifying the Purpose of a Text

- Decide why someone would read a particular type of text.
- Use titles, captions, and key information to help quickly identify a text's purpose.

2 Read the prospectus on pages 6 to 9 of your *Reader* and underline the correct answers.

- Why is the study of global citizenship important?
  - It helps people become more eco-friendly and responsible.
  - It develops understanding and awareness of local and global concerns.
  - It analyzes the relationship between politics and business.
- What are the main objectives of the course?
  - To give a multidisciplinary insight into how the world functions collectively.
  - To provide students with a basic qualification necessary for further study.
  - To enable students to travel.
- What makes the course different?
  - Students get a bursary.
  - Students can choose their own topics to study.
  - It is a practical course, with opportunities for work experience.

3 Read the web page on pages 10 and 11 of your *Reader* and complete the sentences with the correct names.

- \_\_\_\_\_ is told to be positive because the course is not offered anywhere else.
- At the moment, \_\_\_\_\_ is the only one who has been made a job offer.
- \_\_\_\_\_ gives financial advice.
- The course is highly recommended by \_\_\_\_\_, even though he/she is looking forward to finishing.
- \_\_\_\_\_ shares accommodation with other students.

## ✚ Vocabulary Phrasal Verbs: Prepositions

1 Find the phrasal verbs on pages 10 and 11 of the *Reader* and underline the correct meanings.

- |                |             |                    |
|----------------|-------------|--------------------|
| a. sort out    | 1) discover | 2) organize        |
| b. give up     | 1) hold     | 2) to admit defeat |
| c. go on       | 1) continue | 2) travel          |
| d. look into   | 1) observe  | 2) investigate     |
| e. get through | 1) finish   | 2) accept          |

2 Complete the pairs of sentences with the correct prepositions. Decide which sentences convey an idiomatic meaning.

- 1) Turn \_\_\_\_\_ that stereo! (lower the volume)  
2) She turned \_\_\_\_\_ his proposal. (rejected)
- 1) My cell phone doesn't pick \_\_\_\_\_ any signal in this tunnel. (receive)  
2) Pick \_\_\_\_\_ your trash! (collect)
- 1) You get \_\_\_\_\_ the bus in the main square. (enter a bus, plane, etc.)  
2) We always get \_\_\_\_\_ well. (have a good relationship)
- 1) The plane took \_\_\_\_\_ at 8:00 a.m. (departed)  
2) Please take \_\_\_\_\_ your coat and sit down. (remove)

3 In pairs, discuss how the prepositions change the meaning of each sentence.

- I'm looking *for* my dog. / I'm looking *after* my dog.
- Put *away* your books. / Put *down* your books.
- Go *through* the door. / Go *towards* the door.

## ✚ Speaking Giving Reasons

- In pairs, say why a course in global citizenship would be suitable for the people.
  - Someone who would like to combine his or her degree with other subjects.
  - Someone who wants practical experience abroad.
  - Someone who is worried about exams.





**✚ Language Focus** Tense Review (See page 105.)

**1** Underline the verbs in the pairs of sentences.

- a. *I come from the other side of the country.*  
*I am coming from the other side of the country.*
- b. *I was doing my work experience with them when they offered me a job.*  
*I did my work experience with them and they offered me a job.*
- c. *I've learned a lot so far.*  
*I learned a lot on the course.*
- d. *When I arrived, they'd already found me a place.*  
*When I arrived, they found me a place.*
- e. *By the end of the course, you will have completed your coursework.*  
*At the end of the course, you will complete your coursework.*

**2** In pairs, compare the meaning of the pairs of sentences in activity 1. Discuss which tenses are used and why.

**3** Underline the correct options to complete the text.

May 30, 2015

**Is it difficult to settle down?**

Posted by Sam at 12:20

Don't worry about college life, I'm sure you 1) 've had / 'll have / 'll be having / have a wonderful time. Last year, I 2) am living / was living / have lived / live in an apartment three kilometers from campus. I 3) found / have found / was finding / had found it before I arrived, because I 4) want / wanted / was wanting / will want to be prepared. However, two weeks ago a room on campus 5) becomes / became / will become / has become available. It's great here, and I 6) am / have been / will be / had been able to make lots of friends already.

—Dan, second-year student

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

- a. John \_\_\_\_\_ (study) global citizenship at Newman College right now.
- b. He \_\_\_\_\_ (start) the course last year and is enjoying every part of it.
- c. Before he started the course, he \_\_\_\_\_ (research) the idea of citizenship.
- d. This time next year, he \_\_\_\_\_ (return) from Brazil, where he went to help as a volunteer.
- e. This will give him the opportunity to put the theory he \_\_\_\_\_ (learn) so far into practice.
- f. John \_\_\_\_\_ never \_\_\_\_\_ (miss) a class up till now, and he \_\_\_\_\_ (study) every night.

**5** Complete the second sentences so that they have a similar meaning to the first. Use two to five words and the words in parentheses.

- a. He moved here four years ago.  
He \_\_\_\_\_ (lived) for four years.
- b. You will finish the course next Thursday.  
You \_\_\_\_\_ (have) by next Friday.
- c. I studied for hours before taking the exam.  
Before I took the exam, I \_\_\_\_\_ (had).
- d. I did not live here when the earthquake happened.  
When the earthquake happened, \_\_\_\_\_ (was) somewhere else.

**6** In small groups, talk about your education.

- What have you studied?
- What are you studying?
- What will you study?



## ✚ Listening An Interview



A child health care clinic for families displaced by war. Lira, Uganda.



Aerial view of factory in Gary, Indiana.



Teenagers with teacher in computer class.

- 1 In pairs, look at the pictures and discuss ways in which multinational companies can improve the communities they work in.

### Listening Tips

Identifying Key Areas in Order to Understand the Overall Message

- Use the pictures and captions to predict the ideas or words you will hear.
- Listen carefully for key words associated with your predictions.

- 2 Listen  $\curvearrowright$  2 to the first part of the interview and list the main issues corporations are concerned with in the first column.

Areas of concern	Actions of multinationals

- 3 Listen  $\curvearrowright$  3 to the rest of the interview and write notes in the second column in activity 2.
- 4 Listen again and complete the sentences with no more than three words.
- Businesses are trying to find ways of using \_\_\_\_\_ without harming the environment.
  - Many companies apply \_\_\_\_\_ across different countries.
  - Local laws are especially important in the areas of \_\_\_\_\_.
  - \_\_\_\_\_ are present in high-risk communities around the world.
  - Companies realize that industry can make a contribution to \_\_\_\_\_ development.
  - There is recognition from business that we are all \_\_\_\_\_.

## ✚ Pronunciation Negative Questions

- 1 Listen  $\curvearrowright$  4 and mark if the questions have a rising (↑) or falling (↓) intonation at the end.
- Really? Don't they just do exactly as they please? \_\_\_\_\_
  - Aren't local laws especially important?  
\_\_\_\_\_
- 2 In pairs, listen again and answer the questions.
- Which negative question expresses surprise? \_\_\_\_\_
  - Which negative question asks for confirmation? \_\_\_\_\_
  - In which case is the answer expected to be yes, and in which no? \_\_\_\_\_
- 3 In pairs, practice saying the negative questions. Then listen  $\curvearrowright$  5 and check.
- Expressing Surprise*
- Isn't he here yet? It's late.
  - Aren't you hungry? You haven't eaten.
  - Don't you remember her? She was here last week.
- Asking for Confirmation*
- Isn't that your cousin? I remember her.
  - Didn't you go to the party? I'm sure you were invited.
  - Isn't this your book? Here you are.
- 4 In pairs, form short dialogues with the questions from activity 3.
- "Isn't he here yet?"  
"No, he isn't. He's not usually late."
- "Isn't that your cousin?"  
"Yes, that's right. You met her last year."



**English in Use** Asking Questions (See page 108.)

1 In pairs, read the example questions and match them with the items in the list.

Can you tell us if companies apply the same standards across different countries? \_\_\_\_\_

What steps are being taken? \_\_\_\_\_

What are the projects about? \_\_\_\_\_

What makes them successful? \_\_\_\_\_

Do you have any idea what the overall philosophy of multinational corporations is? \_\_\_\_\_

Aren't local laws especially important? \_\_\_\_\_

What do you think? \_\_\_\_\_

- Questions with auxiliary verbs
  - Questions without auxiliary verbs
  - A passive question
  - Indirect questions
  - A question with a preposition at the end
  - A negative question
- 2 Underline the correct options to complete the sentences.
- When the question word is the subject there *is an / is no* auxiliary verb.
  - We use indirect questions when we want to ask a question in a *more / less* polite way.
  - In indirect yes/no questions, we *use / do not use* "if" or "whether" in the second part of the question.
  - A preposition comes at the end of a clause when the question word is the *subject / object* of the preposition.

3 Write an appropriate question for each piece of information using the prompts in parentheses.

a. (what issues)  
 \_\_\_\_\_?

Large corporations are concerned with climate change, health, and education.

b. (who)  
 \_\_\_\_\_?

Local authorities make the laws.

c. (who for)  
 \_\_\_\_\_?

Health is a priority for whole communities.

d. (what)  
 \_\_\_\_\_?

Companies are storing CO<sup>2</sup> emissions underground.

e. (don't)  
 \_\_\_\_\_?

Yes, most people want to be good global citizens.

4 Make the direct questions into indirect questions using the phrases in the box.

Would you mind telling me... Could I ask you...  
 Do you know... Can you tell me...

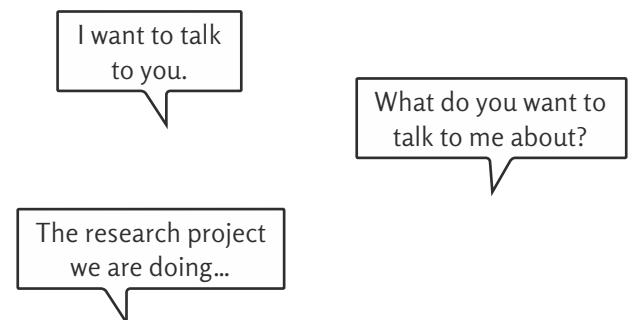
- Why did you choose the *Global Citizenship* course?  
 \_\_\_\_\_
- What have you learned?  
 \_\_\_\_\_
- What is the course useful for?  
 \_\_\_\_\_
- Has the course been useful?  
 \_\_\_\_\_

5 Write short questions with a preposition in answer to the statements. Look at the examples.



- I want to talk to you. \_\_\_\_\_?
- She is joining a golf club. \_\_\_\_\_?
- I am going to the party. \_\_\_\_\_?
- A package arrived today. \_\_\_\_\_?
- You should tell him. \_\_\_\_\_?
- The bus goes at six. \_\_\_\_\_?

6 In pairs, make the short questions into longer questions and have short conversations.



## ✚ Writing A Letter of Application

- 1 In pairs, read the advertisement and discuss what qualities a good applicant would need to do this job.

### Voluntary Youth Workers Required

To help organize and assist with events on weekends. Must have previous experience of youth work.

Contact: Nikki Davies E-mail: ndavies@youth2015.com

- 2 Read the application and decide whether Adrian is a good candidate for the job.
- 3 Mark (✓) the information that Adrian includes in his letter of application.
- How he heard about the job \_\_\_\_\_
  - Hobbies and interests \_\_\_\_\_
  - Work experience \_\_\_\_\_
  - Education \_\_\_\_\_
  - Family details \_\_\_\_\_
  - Personal qualities \_\_\_\_\_
  - Formal greetings and farewells \_\_\_\_\_
  - Likes and dislikes \_\_\_\_\_
- 4 Underline formal expressions in the letter for greeting, saying good-bye, and giving information.
- 5 Complete the exam task. Use the *Writing Tips* to help you. You are interested in applying for the vacation job displayed in the advertisement. Read the advertisement and notes, and write a letter of application.

### Summer jobs: English-speaking store assistant

Must have experience with customer service. *worked in cafe*  
Responsible for taking cash and giving information.  
Suitable for students. *in college* *friendly*  
Contact: John Smith E-mail: jsmith@summerjobs.com

#### Writing Tips

A Letter of Application

- Use appropriate formal language (no contractions).
- Introduce yourself and say where you saw the job.
- Include details about your experience, qualifications, and suitability.
- Use positive adjectives.



To: ndavies@youth2015.com

From: awatson@zmail.com

Dear Ms. Davies,

My name is Adrian Watson and I am writing to apply for a job as a voluntary youth worker, as advertised in *The Daily Globe* on February 19.

I have previous experience as a Youth Week coordinator in Toronto, Canada. This involved coordinating communication between local and international youth movements and working together in a collaborative project. I also volunteer for a group that helps homeless people. Last month, I organized a dance party where entry was restricted to people who brought one item of clothing to donate to the homeless.

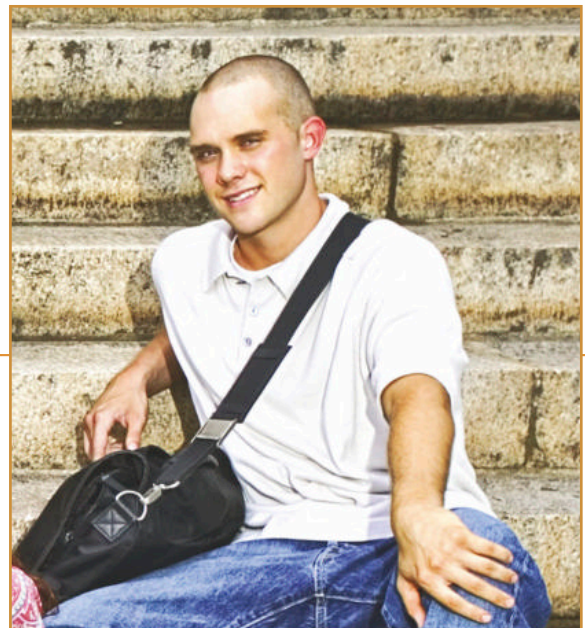
I am currently studying for a Global Citizenship qualification at Newman College. I am particularly interested in issues of community youth action and building a sustainable future through positive change.

I am highly motivated and very professional in my work and study. My work experience has also enabled me to develop excellent communication skills with young people.

I hope you will consider my application favorably, and I look forward to hearing from you soon.

Yours sincerely,

Adrian Watson







### Finding Your Dream Job

Steps to get you started:

- Step 1: Find out who you are. \_\_\_\_
- Step 2: Choose the right career. \_\_\_\_
- Step 3: Learn more about the career of your choice. \_\_\_\_
- Step 4: Stay in contact with people who can help you. \_\_\_\_
- Step 5: Design and write a résumé. \_\_\_\_
- Step 6: Don't over embellish your résumé. \_\_\_\_
- Step 7: Find a company that you want to work for. \_\_\_\_
- Step 8: Don't give up! \_\_\_\_

**For more information, visit the college careers adviser today.**



- 1 In pairs, look at the poster and discuss the questions.
  - a. What is your dream job?
  - b. Do you think your dream job is a realistic objective? Why or why not?
- 2 Listen to the interview and mark (✓) the steps the careers advisor refers to.
- 3 Listen again and number each piece of advice with the corresponding step.
  - a. Create something that is different from everyone else. \_\_\_\_
  - b. Make a note of your abilities and the things you like to do. \_\_\_\_
  - c. Get a reference letter from an old teacher. \_\_\_\_
  - d. Don't pretend you have a qualification you don't have. \_\_\_\_
  - e. Make a list of the good and bad things about the profession. \_\_\_\_

- 4 Write notes.
  - Your skills: \_\_\_\_\_
  - Your interests: \_\_\_\_\_
  - Jobs that your skills and interests might be useful for: \_\_\_\_\_
- 5 In pairs, give each other careers advice based on your skills and interests. Take turns being the careers adviser and interviewee. Use the *Useful Language* box.

#### Useful Language

*Sorry to bother you...*  
*I was hoping that you could...*  
*Make sure...*  
*I suggest writing a résumé...*  
*Why don't you...?*  
*I wonder if you could...?*



# Life After School

Three people share their experiences about life after school in the state of Oregon.

**1** Brian Reick

I began knocking on doors as soon as I left school, until I found work. The job wasn't perfect—I didn't feel comfortable working there, but I thought "a job is a job," and continued working there until they fired me. That experience taught me: if a job isn't working out, then move on. A year later, I found myself in the same position. I decided to give the company a chance, but after one year, it still wasn't working out. So I left. I learned another valuable lesson: it's nice working for a great company, but it's better to work with great people.

**2** Ron Clark

I studied music in college. I still enjoy music and it is still an important part of my life, but I decided not to make a career out of it. Even though I love music, I decided to be a lawyer instead. I started off as an office boy in the mail room and slowly worked my way up. I learned about each position and learned many new skills. Looking back, I can attribute my success to finding something in each of my positions to be passionate about. Despite leaving my chosen career, I was enjoying what I was doing and I would never have succeeded if I hadn't looked for the positive aspects in each role.

**3** Celia Kimbrough

I applied for the interpreting program at Western Oregon University. I was one of seventy-two applicants for sixteen spots, and I didn't get in. I've failed at a lot of things in life, but they've made me who I am today. It's OK to fail. The important thing is to work toward something. When I didn't get into the interpreting program, I tried natural sciences. Then life led me in another direction, and now I own a successful photography studio. I changed my major six times, and that's OK. As long as you have some goals and build your life and career around what you want to do, you'll be fine.



- 1** In groups, look at the article and discuss the questions.
  - a. Are you looking forward to leaving school? Why or why not?
  - b. What are your plans for life after school? What challenges do you think you will face?
- 2** Read the article and choose from the people (1–3) to answer each question.
 

Which person...

  - a. says enjoyment is the key to success? \_\_\_\_
  - b. did not go to university or college? \_\_\_\_
  - c. thinks it is important to set targets? \_\_\_\_
  - d. changed direction a number of times? \_\_\_\_
  - e. started in a junior position and worked to the top? \_\_\_\_
  - f. believes he/she should have left his/her first job? \_\_\_\_
  - g. believes failure eventually leads to success? \_\_\_\_
  - h. says the people you work with are more important than the company you work for? \_\_\_\_
- 3** In pairs, discuss the questions. Give reasons for your answers.
  - a. Which person do you think gives the best advice?
  - b. Which one do you think has learned the most through work experience?
  - c. How would you sum up all the experiences in one piece of advice?
- 4** In groups, make a list of valuable lessons you have learned while studying.



# Project

## A Job Fair

### Step 1: Brainstorm

- Work in small groups. Brainstorm different jobs that you would like to do. Make a list in your notebook.
- Make a class list on the board. Look at the list and choose a job for your group. Make sure you do not have the same job as another group.

### Step 2: Write Notes

- In your group, discuss different aspects of the career you chose and make a list. These can include the qualifications needed, special abilities that might be needed, personal characteristics most suited to the job, training, what the job contributes to society, the personal benefits or drawbacks of choosing that career, etc.
- Write general notes about each aspect.
- Assign a different aspect of the career to each group member.

### Step 3: Research and Write

- Individually, gather information from the Internet or the school library on the aspects of the job you were assigned.
- Order the information and draw or print pictures to illustrate it. Write out the information on several sheets of paper.
- In your groups, check and comment on each other's work.

### Step 4: Presentation

- In your group, put together your information to present at a job fair. This can be on paper or as a presentation on-screen.
- Decide on the order your group will present its information.
- Set up a stand and practice giving your presentation.
- Present your job to the class, and ask questions about other jobs in the fair.

- Create an online résumé.



# Review

1 Complete the text with the correct form of the words in parentheses.



I 1) \_\_\_\_\_ really \_\_\_\_\_ (enjoy) the course. Before coming here, I 2) \_\_\_\_\_ (apply) for a number of different places, and I was delighted when Newman 3) \_\_\_\_\_ (accept) me. I 4) \_\_\_\_\_ (have) classes every morning, and in the afternoons, I 5) \_\_\_\_\_ (go) to the library. I 6) \_\_\_\_\_ (live) on campus for the first two years, but I 7) \_\_\_\_\_ (move) in with some friends a month ago. I 8) \_\_\_\_\_ (graduate) next June, and hopefully this time next year I 9) \_\_\_\_\_ (complete) an apprenticeship in a global organization. Global citizenship 10) \_\_\_\_\_ (become) very popular recently, so there will be a lot of competition.

2 Rewrite the sentences by replacing the words in italics with the correct form of the words in box A and a preposition from box B.

A get turn look pick take

B up for on down off

- a. Where are my keys? I've been *searching for* them everywhere.  
\_\_\_\_\_
- b. I am always arguing with my sister. We don't *have a good relationship*.  
\_\_\_\_\_
- c. The plane didn't *depart* on time. It was three hours late.  
\_\_\_\_\_
- d. I will *collect* your clothes from the dry cleaners.  
\_\_\_\_\_
- e. He applied for a place in the course, but he was *rejected*.  
\_\_\_\_\_

3 Write responses to the statements with a question word and a preposition. Follow the example.

- a. I'm going on vacation next week.  
Where to? \_\_\_\_\_
- b. I need to borrow one hundred dollars.  
\_\_\_\_\_?
- c. I am reading a great book at the moment.  
\_\_\_\_\_?
- d. She's getting married on Saturday.  
\_\_\_\_\_?
- e. I've just received an invitation to a party.  
\_\_\_\_\_?
- f. I have to speak to Jill.  
\_\_\_\_\_?

4 Rearrange the words and write the questions.

- a. like / traveling / you / do  
\_\_\_\_\_?
- b. decided / to do / what / have / after your exams / you  
\_\_\_\_\_?
- c. courses / universities / offer / what / do / in your country  
\_\_\_\_\_?
- d. tell / free time / do / what / can / you / you / me / your / in  
\_\_\_\_\_?
- e. global / are / you / think / you / citizen / do / a  
\_\_\_\_\_?



Newman College





## Human Rights

### Discuss the Topic

- What do you understand by the concept “human rights”?
- What human rights organizations do you know about and what are their objectives?

### In this unit, I will learn to...

- read and understand a historical article.
- add information using adverbs.
- identify sentence stress.
- describe past events.
- write a personal account.
- make a point.

### Project

- A Human Rights Poster Campaign



### Reading A Historic Article

- 1 Look at pages 13 to 19 of your *Reader*. Match the sentence halves.



- The Magna Carta...
  - The Declaration of Independence...
  - Henry David Thoreau...
  - The Declaration of the Rights of Man...
  - Mahatma Gandhi
- \_\_\_\_\_ was written by Thomas Jefferson.  
 \_\_\_\_\_ developed the concept of “universal rights.”  
 \_\_\_\_\_ was also known as the Great Charter.  
 \_\_\_\_\_ was a national liberation leader.  
 \_\_\_\_\_ was a fundamental document of the first French Republic.
- 2 Write the name of the document or person that is associated with each topic.
- Antislavery  
\_\_\_\_\_
  - Property rights  
\_\_\_\_\_
  - Independence from Britain  
\_\_\_\_\_
  - Nonviolent protest  
\_\_\_\_\_
  - Revolution against the monarchy  
\_\_\_\_\_

### Vocabulary Prefixes

- 1 Complete the words with the correct prefixes.

un- non- in- mis- dis- pro-

- \_\_\_\_\_ dependence
  - \_\_\_\_\_ obedient
  - \_\_\_\_\_ claim
  - \_\_\_\_\_ ethical
  - \_\_\_\_\_ violent
  - \_\_\_\_\_ conduct
- 2 In pairs, discuss the questions.
- What do the words mean without the prefixes?
  - How do the prefixes change the meaning of each word?
  - What other words can you think of that use these prefixes?



- 3 Complete the sentences with the correct form of the words from activity 1.
- Employment gave young women a certain amount of economic \_\_\_\_\_.
  - They began a peaceful campaign of \_\_\_\_\_ resistance.
  - All countries \_\_\_\_\_ their loyalty to the alliance.
  - The company does not allow the workers any rights, so it is accused of professional \_\_\_\_\_.
  - It is \_\_\_\_\_ to expect people to work long hours without extra pay.
  - That child never does what we ask her to do. She is very \_\_\_\_\_.

### Speaking Group Discussion

- In groups, make a list of the human rights milestones mentioned in the *Reader*.
- Come to a consensus about the most important human rights event.
- Present your event and give reasons for your choice.

**✚ Language Focus** Adverbs and Adverbial Phrases (See page 109.)

**1** Read the sentences and mark if the underlined adverbs describe a verb (V), an adjective (A), or another adverb (AD).

*They demanded that sovereigns rule justly and compassionately.* \_\_\_\_

*This concept was vigorously debated.* \_\_\_\_

*Two revolutions in the late 1700s were very heavily influenced by the concept of “natural rights.”* \_\_\_\_

*It became extremely influential.* \_\_\_\_

*Human rights activists’ concerns were usually political or religious.* \_\_\_\_

*Governments often responded to any disturbances with excessive force.* \_\_\_\_

**2** Write the underlined adverbs in activity 1 next to the corresponding categories.

a. Adverbs of manner (how somebody does something).  
\_\_\_\_\_

b. Adverbs of frequency (how often something happens).  
\_\_\_\_\_

c. Adverbs of degree (the strength or intensity of something).  
\_\_\_\_\_

**3** Write sentences about the text in your Reader using the correct form of the prompts and the words in the box.

seldom normally frequently  
occasionally constantly

a. civil rights protests/become violent  
\_\_\_\_\_

b. medieval rulers/pay attention/human rights issues  
\_\_\_\_\_

c. protesters/put in prison  
\_\_\_\_\_

d. political concerns/not humanitarian  
\_\_\_\_\_

e. officials/respond with force  
\_\_\_\_\_

**4** Change the adjectives in the box into adverbs of manner, and complete the sentences.

fast careful furious polite hard fluent

a. The protestors reacted \_\_\_\_\_ to the new law and immediately went on strike.

b. She works \_\_\_\_\_. She has finished the job already.

c. His English is excellent. He speaks very \_\_\_\_\_.

d. Don’t be rude! You must ask \_\_\_\_\_.

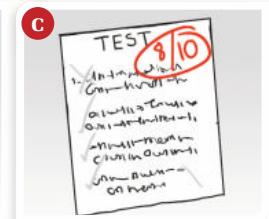
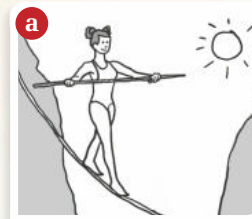
e. Drive \_\_\_\_\_ in this rain. The roads are bad.

f. He studied very \_\_\_\_\_ for his exam, and so he deserved to pass.

**5** In pairs, categorize the adverbs of degree. Then use them in sentences about the pictures. Look at the example.

incredibly slightly heavily rather  
really fairly a bit extremely pretty

a little	to some degree	very



Picture a: That looks extremely dangerous!

**6** Read the sentences and focus on the underlined adverbial phrases. Match the sentences and functions.

*In the eighteenth and nineteenth centuries, several philosophers proposed the concept of “natural rights.”* \_\_\_\_

*All of them had been imprisoned for expressing their beliefs in a peaceful way.* \_\_\_\_

*This work was motivated by Thoreau’s work with slavery in the US.* \_\_\_\_

*Governments responded to any disturbance with force.* \_\_\_\_

a. States where something happens

b. States how something happens

c. States when something happens

**7** In groups, discuss the questions. Give examples.

a. Has your government ever responded to a demonstration with force?

b. Are demonstrations usually conducted in a peaceful way?

c. How do people react to demonstrations (with fear, with interest, with anger, etc.)?

## ✚ Listening A TV Program

- 1 Look at the symbol and answer the questions.
  - a. Which organization does this symbol represent?
  - b. What does that organization do?
  - c. What do you think the symbol means?



- 2 Listen **7** and write the numbers or dates the information refers to.
  - a. The year Peter Benenson founded Amnesty International. \_\_\_\_\_
  - b. The number of voluntary groups in different countries after two years. \_\_\_\_\_
  - c. The number of countries where Amnesty International was active in 1963. \_\_\_\_\_
  - d. The year Amnesty International won the Nobel Peace prize. \_\_\_\_\_
- 3 Listen again and answer the questions.
  - a. What was Peter Benenson's occupation?  
\_\_\_\_\_
  - b. What type of prisoner does Amnesty help?  
\_\_\_\_\_
  - c. Which famous political figure did Amnesty International stop supporting and why?  
\_\_\_\_\_
  - d. When did Amnesty International start to become influential?  
\_\_\_\_\_
  - e. What is its reputation around the world?  
\_\_\_\_\_
  - f. How can people get in contact with Amnesty International?  
\_\_\_\_\_

## ✚ Pronunciation Sentence Stress

- 1 Listen **8** and repeat the sentence.  
*Benenson had realized that there were many prisoners around the world.*

### Language Tips

Differentiating between Content and Function Words

- Content words include main verbs, nouns, adjectives, adverbs, and negative auxiliaries.
- Function words are pronouns, prepositions, articles, conjunctions, and auxiliary verbs. Sometimes, we stress function words in order to correct information.

- 2 Underline the correct options to complete the rules.
  - a. Content words are usually *stressed* / *unstressed*.
  - b. Function words are usually *stressed* / *unstressed*.
- 3 In pairs, read the poem aloud. Focus on the stressed words.

I  
have the right  
To live free  
From bondage  
Chains and slavery  
Violence and abuse  
Or being accused and used  
For other's gratifications

I  
have the right  
To personal choice  
To choose what I  
Want to be  
Go where I need to go  
Because I have the right  
To be free

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- 4 Listen **9** to the poem to check your pronunciation.

## ✚ Speaking Group Discussion

- In groups, discuss the questions.
  - a. Do you think Amnesty International is an effective organization? Why or why not?
  - b. Can you think of any causes Amnesty International has been involved with?
  - c. What human rights issues do you support?





**English in Use** Describing Past Events: Passive Voice (See page 109.)

1 Read the sentences and write the underlined verbs in the chart.

Amnesty International was founded by Peter Benenson.

We started to create more pressure.

Many of those were being persecuted.

All of them were serving time in prison.

Benenson had realized that there were many prisoners of conscience.

They had been imprisoned by governments who were not in agreement with their beliefs.

People had been writing letters to governments for a long time.

	Active	Passive
Past simple		
Past continuous		
Past perfect		
Past perfect continuous		

2 In pairs, discuss the questions.

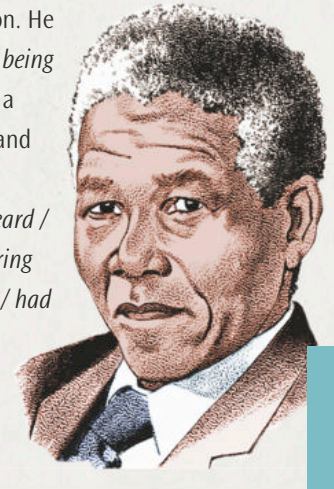
- When do we use the past simple, the past continuous, and perfect tenses?
- When do we use the passive voice?

3 Complete the sentences with the correct form of the auxiliaries *be*, *do*, or *have*.

- After the American Civil War, three constitutional amendments \_\_\_\_\_ passed.
- In 1964, Martin Luther King \_\_\_\_\_ awarded the Nobel Peace Prize for his dynamic leadership.
- Amnesty \_\_\_\_\_ not support Nelson Mandela's advocacy of violence.
- When the Declaration of the Rights of Man \_\_\_\_\_ signed, the French monarchy \_\_\_\_\_ been overthrown.
- King John \_\_\_\_\_ not considered the concept of human rights before he \_\_\_\_\_ forced to sign the Magna Carta.
- During this time, many people \_\_\_\_\_ being imprisoned because of their race, religion, or political views.

4 Underline the correct options to complete the text.

When the reporter eventually 1) met / was met / had met / was meeting Nelson Mandela in prison, she 2) impressed / was impressed / had been impressed / was being impressed by his warmth. Even though Mandela 3) had served / was serving / was being served / served a life sentence, he 4) prepared / had been preparing / was preparing / did not prepare for leadership outside prison. He 5) supported / was supporting / was being supported / had been supporting by a growing number of organizations, and he was sure he would soon be free. Finally, in 1990, Mandela, 6) had heard / was hearing / heard / had been hearing the news he 7) waited / had waited / had been waiting / had not waited for, and he 8) had been released / was released / released / was releasing.



5 Rewrite the sentences so that the focus is on the action.

- The government imprisoned them for their beliefs.  
They were imprisoned by the government for their beliefs.
- The liberation movement had forced out the colonial power.  
\_\_\_\_\_
- The security forces were watching the protesters.  
\_\_\_\_\_
- Portuguese authorities jailed two students.  
\_\_\_\_\_
- By the 1860s, US and Russian governments had freed slaves and serfs.  
\_\_\_\_\_

**Speaking** Summarizing

- In pairs, summarize what you have learned about Amnesty International or what you know about another civil rights organization. Use the questions to help you.
  - When and why was the organization formed?
  - What had been happening before the organization was formed?
  - Who was helped by the organization?
  - What changes did the organization bring about?



## ✚ Writing A Personal Account

### A Life Experience

My name is Iqua. When I was only seven years old, I was forced to drop out of school so that I could work in the cotton fields to help support my family. My father had disappeared, and as I was the oldest of five children, I had to help my mother. My youngest sister was only sixteen days old, so my mother couldn't leave her on her own.

My mother sent me to a cotton farm about 100 km away. I cried so much that day. There were lots of other children working there, but I didn't get to speak to them much, only during the evenings when we were all bundled into the filthy, unheated field barracks. It was absolutely freezing at night, so we would huddle together to keep warm. We were woken up early in the morning and sent out into the fields.

The working conditions were so terrible! We were made to work twelve hours a day under the grueling sun, with hardly anything to eat or drink. Many of the other children got sick. I worked on the cotton farm for five years before I was allowed to go back to school. I am thirteen now, and I dream of becoming a teacher one day. I want to go to villages and help children who can't go to school so that they can have more opportunities.



### 1 Read the text and answer the questions.

a. Why was Iqua made to work on a cotton farm?

\_\_\_\_\_

b. How many brothers or sisters does she have?

\_\_\_\_\_

c. Where did the children sleep on the farm?

\_\_\_\_\_

d. What made work difficult?

\_\_\_\_\_

e. How does Iqua want to help other children?

\_\_\_\_\_

### 2 Read the sentences and match the underlined words to their meanings.

I was forced to drop out of school so that I could work in the cotton fields. \_\_\_\_

My youngest sister was only sixteen days old, so my mother couldn't leave her on her own. \_\_\_\_

I cried so much that day. \_\_\_\_

a. To express a high degree (very)

b. To indicate purpose

c. To refer to the result of an existing situation

3 Find another example of each meaning in the personal account.

4 Think about an experience you have had in your life. Write sentences using *so that* and *so* to express degree, indicate purpose, or refer to results.

5 Make more notes about your experience. Think about when, where, why, and what happened.

6 Use your notes to write a personal account about your experience.

### Writing Tips

#### A Personal Account

- Choose a subject and write about it in the first person.
- Think about how you felt and decide what tone you want your account to be (sad, defensive, indignant, ironic, etc.).
- Start your account with the information about your experience and conclude with the outcome.

# Activity File

- In pairs, read the declaration and say what each article means in your own words.
- Read the declaration and choose the correct options.
  - All human beings have...
    - 1) the same rights.
    - 2) a conscience.
    - 3) brothers.
  - The declaration applies to...
    - 1) everyone.
    - 2) certain nationalities.
    - 3) people who own property.
  - The political status of a country ... its people's rights.
    - 1) does not affect
    - 2) decreases
    - 3) improves
  - Slavery is...
    - 1) acceptable in certain situations.
    - 2) never acceptable.
    - 3) always acceptable.
  - People have rights...
    - 1) only in their own country.
    - 2) wherever they are.
    - 3) when they understand the law.
- Find words in the declaration to match the definitions.
  - a feeling of friendship and support (Article 1)  
\_\_\_\_\_
  - the condition of having to obey another person (Article 4)  
\_\_\_\_\_
  - poor or disrespectful (Article 5)  
\_\_\_\_\_

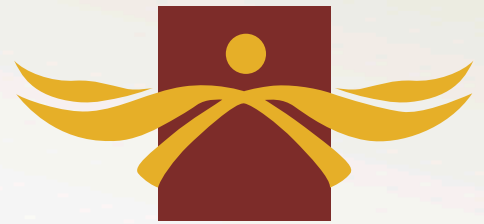
- Work in pairs: students A and B. Look at the photographs showing ideas related to the topic of human rights. Follow the instructions, and use the *Useful Language* box.
  - Student A: You go first. Compare and contrast the photos, and focus on what rights people enjoyed or did not enjoy in the past. Talk for one minute.
  - Student B: Do not interrupt Student A. When he or she has finished, it is your turn. Compare and contrast the photos, and focus on what human rights people enjoy or do not enjoy today. Talk for one minute.

## Useful Language

### Making a Point

Another thing is...      As far as I'm concerned...  
The point is that...      The problem is/was...  
I suppose...              To be honest...

## A UNIVERSAL DECLARATION OF HUMAN RIGHTS



### Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

### Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.

### Article 3

Everyone has the right to life, liberty, and security of person.

### Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

### Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

### Article 6

Everyone has the right to recognition everywhere as a person before the law.

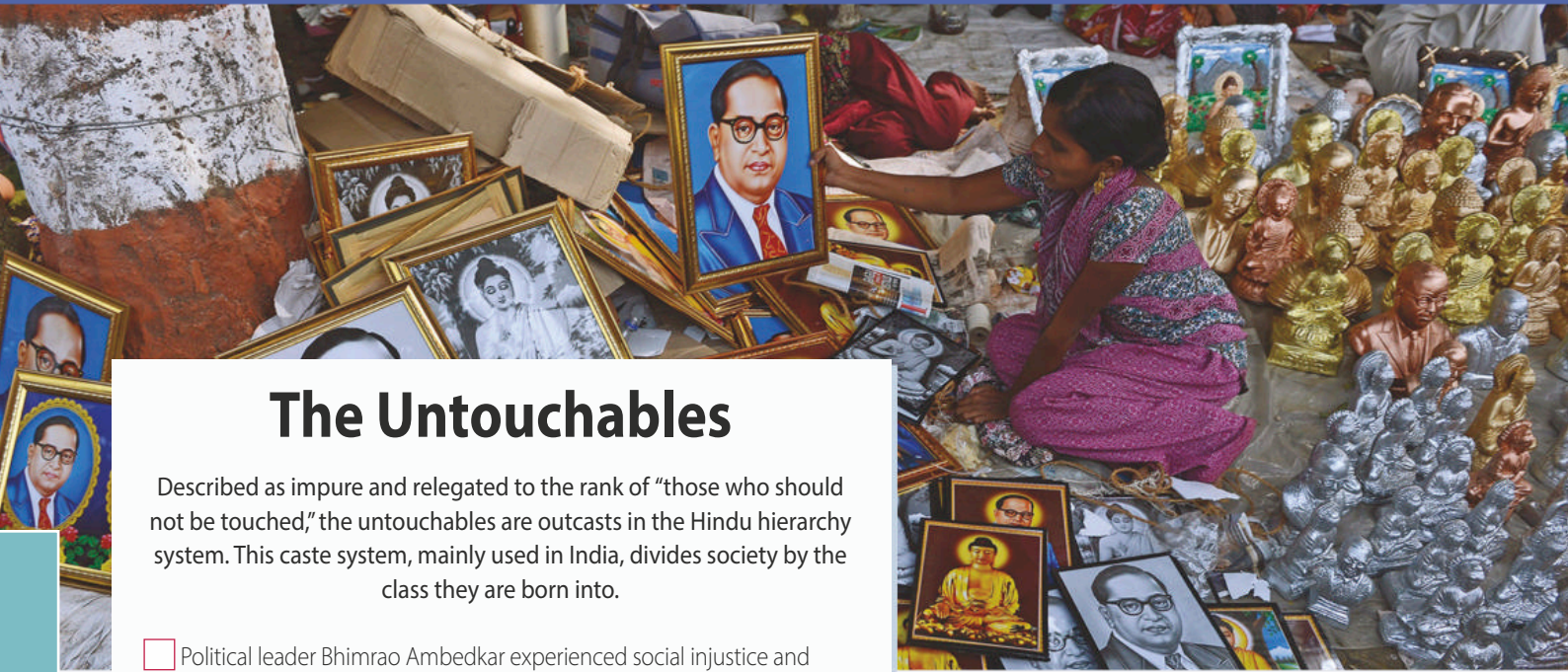


In the past, people were treated badly. But today, they are treated much better.



<http://www.theuntouchables.com>

HOME ABOUT BLOG CONTACT



## The Untouchables

Described as impure and relegated to the rank of “those who should not be touched,” the untouchables are outcasts in the Hindu hierarchy system. This caste system, mainly used in India, divides society by the class they are born into.

- Political leader Bhimrao Ambedkar experienced social injustice and class discrimination by being born into an untouchable family. With no hope of prosperity or a better life, he became a leading opponent of untouchability. Untouchables, also known as Dalits (broken people), are considered lesser human beings to caste Hindus. They carry out the most undesirable jobs, such as cleaning human waste, and they are denied the most basic human rights.
- Despite numerous social and financial difficulties, Ambedkar became one of the first untouchables to obtain a college education in India. In time, he managed to earn degrees in law, economics, and political science. He went on to become one of India’s most outspoken voices, dedicating nearly forty years of his life to restoring Dalits’ human rights and to giving them a respectable place in society.
- In 1927, after a Legislative Council decree granted all untouchables access to public water facilities, Ambedkar led more than 3,000 Dalits to the Chavadar tank to exercise their right to drink. The well had previously been reserved for caste Hindus only. Someone, rather than stand by and let the Dalits drink the water, had polluted it. In response to this, Ambedkar led another protest. Together with more than 10,000 Dalits, he burned a copy of the sacred Hindu law book, which promotes cruelty towards untouchables.
- Ambedkar successfully turned the depressed class movement into a revolutionary movement across India and became one of India’s leading human rights activists. Unfortunately, the stigma of untouchability still remains, with rural Dalits still being among the poorest and most degraded people in the world.

Next post

- 1** In pairs, read the quote and discuss what you think the article is about.
 

“It may be in your interest to be our master, but how can it be ours to be your slaves?”  
Bhimrao Ambedkar, 1946.
- 2** Read the website and identify and label the main idea of each paragraph.
  - a. Two protests
  - b. Who are the Dalits?
  - c. Dalit community today
  - d. Dalits’ first voice
- 3** Read the website again and find the information.
  - a. Two more names for “untouchables.”
  - b. What Ambedkar studied.
  - c. What the two 1927 protests were about.
  - d. What the class movement became.
- 4** In groups, discuss the questions.
  - a. Was Bhimrao Ambedkar successful? Give reasons for your answer.
  - b. How does the caste system affect human rights?
  - c. What can be done to integrate people from different castes together in society?



# Project

## A Human Rights Poster Campaign

### Step 1: Brainstorm

- In small groups, draw up a list of the most important human rights. Think about the environment, poverty, discrimination, children's rights to education and health, law and justice, etc.
- Brainstorm everything you know about each aspect.

### Step 3: Create a Poster

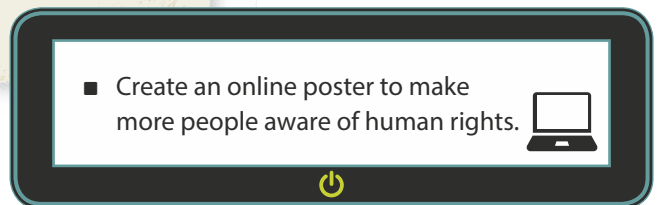
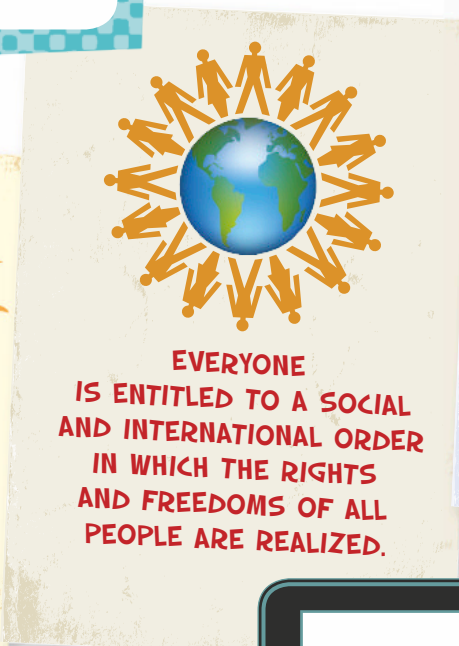
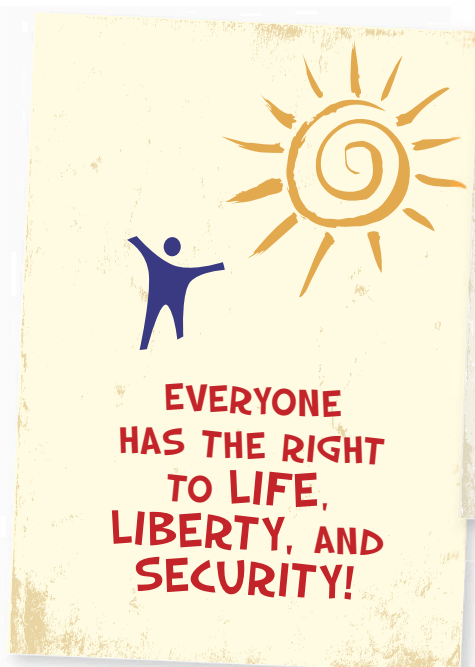
- In groups, share the information you found and use it to create an awareness campaign poster for your topic.
- Include pictures and key words to make your poster look more interesting and eye-catching.

### Step 2: Research a Topic

- As a group, visit the United Nations' website <http://www.un.org/en/documents/udhr> to find more information about official human rights. Choose a topic to focus on in more detail.
- Use the Internet to find more information about your topic. Think about past and current problems, plans of action, local and international organizations and their activities, case studies of human rights abuses, etc.

### Step 4: Present Your Topic

- Present your poster to the rest of the class, and explain the criteria for your poster design.
- Answer any questions your classmates might have.



# Review

## 1 Match the words to their definitions.

- a. independence      d. misconduct  
 b. unethical          e. proclaim  
 c. disobedience      f. nonviolent

\_\_\_ an action that does not hurt anyone  
 \_\_\_ behavior that is wrong  
 \_\_\_ freedom from being governed or ruled by another  
 \_\_\_ to bring before the public  
 \_\_\_ refusal to obey rules  
 \_\_\_ acting against morals or beliefs

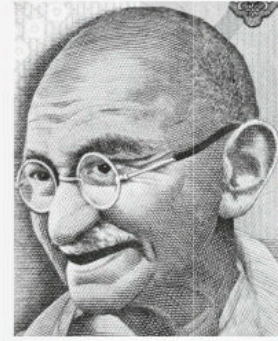
## 2 Underline the options that can replace the adverbs in italics without changing the meaning of the sentences.

- a. The leader is *very* influential.  
 1) incredibly    2) fairly    3) quite
- b. The company has a *pretty* bad reputation for exploiting its workers.  
 1) extremely    2) rather    3) really
- c. I'm feeling *a little* better today, thanks.  
 1) a lot          2) slightly    3) really
- d. The protest was *fairly* tranquil. Nothing major happened.  
 1) heavily      2) slightly    3) pretty
- e. I'm feeling *a little* tired after the long walk I had.  
 1) really        2) a bit        3) incredibly
- f. She's *very* involved in the peace project.  
 1) extremely    2) slightly    3) rather

## 3 Write how frequently you do each action.

- a. (go to the movies)  
 \_\_\_\_\_
- b. (help people in need)  
 \_\_\_\_\_
- c. (give money to charity)  
 \_\_\_\_\_
- d. (share opinions with others)  
 \_\_\_\_\_
- e. (volunteer)  
 \_\_\_\_\_
- f. (think about injustice)  
 \_\_\_\_\_

## 4 Underline the correct options to complete the text.



For many decades, Gandhi 1) *was practicing / practiced / was practiced* nonviolent protests against tyranny. By the end of his life, he 2) *was being imprisoned / was imprisoned / had been imprisoned* many times. Sometimes, while he 3) *punished / was punished / was being punished*, Gandhi decided to fast. During his longest fast, he 4) *did not eat / had not eaten / was not eating* for twenty-one days. Although today many people know Mahatma Gandhi as Gandhi, while he was alive he 5) *referred / was referred / was referring* to as Mahatma.

## 5 Complete the diary entry with the correct form of the verbs in parentheses.

Yesterday I 1) \_\_\_\_\_ (meet) with a friend to study for a human rights project at school. I arrived early because it 2) \_\_\_\_\_ (rain). When Susana turned up an hour later, she was soaking wet and covered in mud. "The bus 3) \_\_\_\_\_ (no arrive)," she said, "so I 4) \_\_\_\_\_ (walk)." While she 5) \_\_\_\_\_ (walk), she 6) \_\_\_\_\_ (splash) from head to toe by a car. That was unfair. After all, she does have the right to clean water!



## Facing the Future

### Discuss the Topic

- Why do some people sometimes feel anxious about the future?
- How can they deal with these feelings of anxiety?

### In this unit, I will learn to...

- scan texts for information.
- discuss issues and attitudes concerning the future.
- make predictions.
- share ideas about movies, books, and stories.
- write an information sheet.

### Project

- A Future Fiction Guide



### ✦ Reading A Magazine Article

- 1 Read the article on pages 22 to 29 of your *Reader* and write the name of the person (Angie, Rick, or Jacob) each statement refers to.
  - a. He/She worried unnecessarily about job performance. \_\_\_\_\_
  - b. He/She applied a technique that questions one's fears. \_\_\_\_\_
  - c. He/She found it difficult to sleep at night. \_\_\_\_\_
  - d. He/She used to worry about travel arrangements. \_\_\_\_\_
  - e. He/She was surprised at the effectiveness of the treatment. \_\_\_\_\_
  - f. He/She had ambivalent feelings about leaving home. \_\_\_\_\_
- 2 In pairs, read the article again and find evidence to support the statements.
  - a. Fear of the future can lead to feelings of depression.
  - b. The fears that many people have about the future prove to be illogical.
  - c. The writer of the article suffers from a phobia.
  - d. Fear of the future is a phobia that all humans experience to some degree.
  - e. Nobody knows how many people suffer from fear of the future.
  - f. Fear of failure can lead to failure, which produces more fear of failure, and so on.



### ✦ Vocabulary Separable and Nonseparable Phrasal Verbs

- 1 Match the underlined phrasal verbs from your *Reader* to their meanings.
  - a. I used to just make up some excuse for not taking part in things. (p. 26) \_\_\_\_\_
  - b. I eventually got some help from a therapist who figured my problem out. (p. 26) \_\_\_\_\_
  - c. At the same time, I didn't want to let my parents down. (p. 28) \_\_\_\_\_
  - d. I'm afraid that colleges are going to turn me down. (p. 28) \_\_\_\_\_
  - e. If my classmates invited me to do something, I used to back out of it. (p. 26) \_\_\_\_\_
  - f. I didn't look forward to anything. (p. 27) \_\_\_\_\_
  - g. So I looked into possible solutions. (p. 27) \_\_\_\_\_
  - h. Sufferers can get through this difficult part of their lives. (p. 29) \_\_\_\_\_

_____ to disappoint another person	_____ to survive
_____ to investigate or find out	_____ to understand or find a solution to
_____ to reject or refuse	_____ to invent
_____ to fail to keep a commitment	_____ to feel happy or excited about something in the future
- 2 Mark (✓) the phrasal verbs in activity 1 that are separated (the object separates the verb from the preposition).
- 3 Rewrite the sentences replacing the underlined nouns with appropriate pronouns in the correct position.
  - a. With help, she managed to get through that terrible experience.  
 \_\_\_\_\_  
 With help, she managed to get through it.
  - b. That college turned down my neighbor Jake.  
 \_\_\_\_\_  
 That college turned him down.
  - c. After a while, I was able to figure out the answer.  
 \_\_\_\_\_
  - d. He used to make plans and then back out of those plans the next day.  
 \_\_\_\_\_
  - e. I'm really looking forward to going away to college.  
 \_\_\_\_\_
  - f. I don't want to let all my teachers down.  
 \_\_\_\_\_

### ✦ Speaking Pairwork

- In pairs, discuss the advice that you would give to a friend who is suffering from fear of the future.







**✚ Language Focus** Future Time and the Future in the Past (See page 110.)

- 1** Read the sentences and identify the tense of the underlined verbs. Then match them to the correct functions.

If you follow your fears' advice, what will you gain or lose? \_\_\_\_

What am I going to do when my parents are no longer around? \_\_\_\_

My plane leaves in six hours. \_\_\_\_

You're attending a careers event two days from now. \_\_\_\_

- Expresses short-term future plans and arrangements.
- Makes a prediction about the future.
- Talks about a fixed, scheduled event in the future.
- Expresses long-term intentions or plans for the future.

- 2** Read the sentences and underline the structures used to talk about future activities in the past.

*This problem was not going to go away on its own.*

*I started to think of future events—even just simple things I was doing the next day—as a sort of competition.*

*I used to fret about where I would be far into the future.*

*My therapist helped me to make plans for certain goals that I was to aim for.*

*It was as if my life was about to just grind to a halt.*

- 3** Underline the correct options to complete the rule.

Future in the past is used to express the idea that in the past you *thought* / *knew* something would happen. It *matters* / *does not matter* if you were correct or not.

- 4** Complete the text with the words in the box.

going to   about   would cry   coming   would   was

I was so nervous. I was 1) \_\_\_\_\_ to start college, and I was 2) \_\_\_\_\_ move to another city, hundreds of miles away from my family. Dad 3) \_\_\_\_\_ to drive me there with all my belongings, and Mom was 4) \_\_\_\_\_ too. I knew it 5) \_\_\_\_\_ be a sad journey, even though it was a happy occasion. I was sure Mom 6) \_\_\_\_\_ when they dropped me off (and Dad, for that matter).

- 5** Complete each second sentence so that it has a similar meaning to the first. Use between two and five words, including the words in parentheses.

a. She felt very nervous just before the start of her final exams. (about)

She felt very nervous just as her final exams were \_\_\_\_\_.

b. I was worried about being turned down by the colleges I applied to. (were)

I thought that the colleges I applied to \_\_\_\_\_ down.

c. He used to get stressed out about arrangements for the next day. (doing)

He used to get stressed out about what he \_\_\_\_\_ the next day.

d. He worried, completely unnecessarily, about losing his job. (wasn't)

He definitely \_\_\_\_\_ his job, even though he worried about it.

- 6** Complete the sentences with your own ideas.

a. I knew it was going to be a bad day when \_\_\_\_\_.

b. I was about to take a shower when \_\_\_\_\_.

c. I knew she would be angry because \_\_\_\_\_.

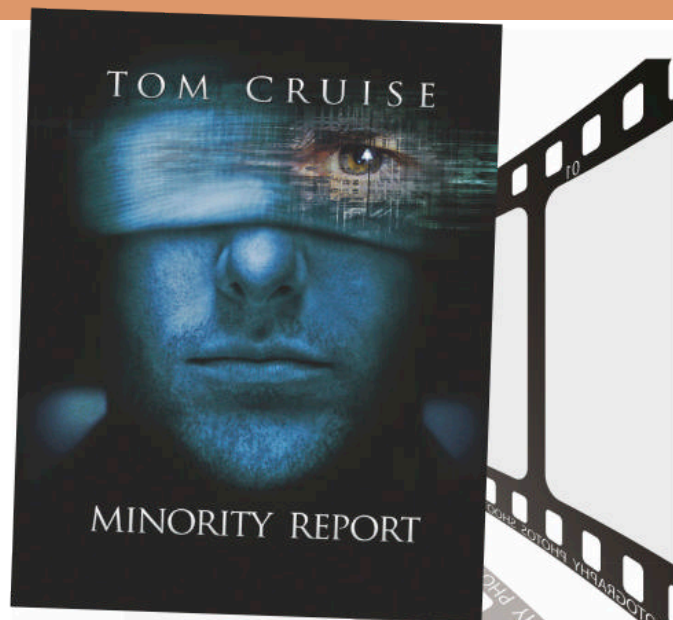
d. I was hoping to see my friend but \_\_\_\_\_.

- 7** In pairs, share your ideas from activity 6.



## ✚ Listening A Radio Discussion

- 1 In pairs, look at the movie poster and discuss the questions.
  - a. Have you seen or heard of this movie? What vision of the future does it show?
  - b. What other famous stories or movies about the future do you know?
- 2 Listen (10) to the discussion and underline the phrase that best summarizes the content.
  - a. Visions of the future as portrayed in movies
  - b. The panelists favorite movies of all time
  - c. Science fiction movies compared with other film genres
  - d. The panelists' personal views of how the future will be
- 3 Listen again and underline the correct options.
  - a. According to the panelists, most movies about the future show...
    - 1) an optimistic view.
    - 2) a pessimistic view.
    - 3) both optimistic and pessimistic views.
  - b. One of the speakers draws comparisons between *The Hunger Games* and...
    - 1) gladiator movies.
    - 2) reality TV shows.
    - 3) traditional teenage movies.
  - c. Upcoming technology from Japan will...
    - 1) offer personalized advertising to people in the street.
    - 2) replace traditional advertising completely.
    - 3) deliver products to people's houses.
  - d. Tracy raises the question of robots...
    - 1) learning to feel and love like humans.
    - 2) looking exactly like humans.
    - 3) taking over the world of humans.
  - e. According to Tracy, some spaceships in the future will be used for...
    - 1) exploration.
    - 2) space tourism.
    - 3) industry.
- 4 In pairs, discuss the questions.
  - a. How would you describe the presenter's tone? Why?
  - b. The presenter says, "Advertisers won't be satisfied until they put an ad on the moon!" What does this suggest about his attitude towards advertising?
  - c. In general, what characteristics of the movies that are discussed do the panelists find so interesting?



## ✚ Pronunciation Stress on Phrasal Verbs

- 1 Listen (11) to the sentences and focus on the underlined words. Mark (✓) the sentences where the prepositions are stressed.
  - a. We'll be here until our time runs out. \_\_\_\_
  - b. ...a dystopian future where teenagers are forced to take part in a fight to the death. \_\_\_\_
  - c. This movie came out in 2002. \_\_\_\_
  - d. Digital signs speak to him and point products out that are on offer. \_\_\_\_
  - e. As soon as the billboard makes your face out, it will say your name. \_\_\_\_
  - f. Well, at this point, I'd like to bring Tracy in. \_\_\_\_
  - g. This brings up the question... \_\_\_\_
  - h. So, after we have used them up, we'll look for minerals, fuels, etc., on other planets. \_\_\_\_
- 2 Underline the correct option to complete the rule.

In a nonseparable phrasal verb, the preposition is stressed *more* / *less* than in a separable phrasal verb.
- 3 In pairs, practice saying the pairs of sentences, stressing the underlined prepositions correctly.
  - a. She pointed out some interesting facts about the movie.  
She pointed something out that I hadn't seen before.
  - b. What he told you wasn't true. He just made it up.  
Science fiction writers make up fantastic stories about the future.
  - c. The film studio turned down the first draft of his screenplay.  
I want to be an actor in Hollywood, but everywhere I go, they turn me down!
  - d. Once you've used it up, you can't get it back.  
One day we'll have used up all the coal and oil on Earth.



## ✚ English in Use Referring to the Future (See page 111.)

### 1 Read the sentences and underline the correct options.

Advertisers **won't be satisfied** until they put an ad on the moon!  
Before we know it, the predictions made in these movies **will be**  
part of our everyday lives.

As soon as the billboard makes out your face, it **will say**  
your name.

When robots are one day indistinguishable from humans, what  
**will it mean** to be human?

After they are used up, we'll look for minerals and fuels on  
other planets.

- a. The verbs in bold type are in...  
1) the past.    2) the present.    3) the future.
- b. The underlined verbs are in...  
1) the past.    2) the present.    3) the future.
- c. The complete sentences describe...  
1) past events.    2) present events.    3) future events.

### 2 Match each word or phrase to the correct meaning.

- a. when                                    \_\_\_ during or at an earlier time
- b. before                                   \_\_\_ immediately or very quickly
- c. after                                     \_\_\_ after a certain time
- d. as soon as                             \_\_\_ up to a certain point in time
- e. until                                      \_\_\_ at or during a certain time  
   \_\_\_ during or at a later time

### 3 Read the sentences and underline the best options.

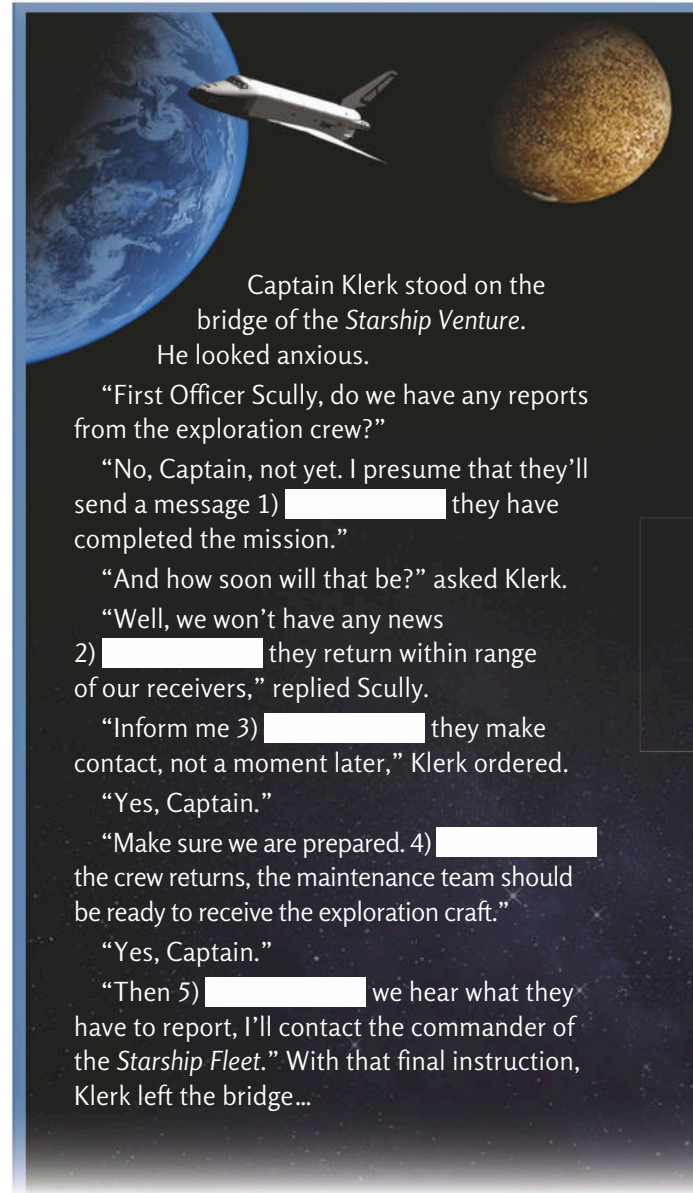
- a. Until / Before / When I go and see the movie, I'll read the  
book. I think it's better that way.
- b. Things won't improve after / before / until people learn how  
to use technology responsibly.
- c. As soon as / Before / Until you update the security system,  
your computer is at risk.
- d. After / Until / When our children graduate from college, the  
world will be a very different place.
- e. As soon as / After / Before we land people on Mars, the  
following step will be to colonize the planet.

### 4 Complete each second sentence so that it has a similar meaning to the first. Use between two and five words, including the words in parentheses.

- a. I'll come and see you immediately after work.  
I'll come and see you \_\_\_\_\_ work. (finish)
- b. First, I'll need to finish my thesis, then I'll graduate.  
\_\_\_\_\_, I need to finish my thesis. (before)
- c. It is only after taking the course that you will know how  
to do it.  
You won't know how to do it \_\_\_\_\_. (take)

### 5 Complete the story extract with time expressions from the box. Use each expression once only.

before    until    when    as soon as    after



## ✚ Speaking Group Discussion

- In groups, discuss the following topics.
- a. Talk about a movie that you have seen that offers predictions about the future. Describe the movie and the vision of the future that it shows.
- b. Make predictions about life in the future, using time expressions such as *in the coming years*, *by the year 2054*, *a few decades from now*, *in the next few years*, *in the twenty-second century*, etc. Make a timeline for your lifetime.



## ✚ Writing An Information Sheet

- 1 Look at the notes and discuss the questions in pairs.
  - a. What is the topic of the notes?
  - b. Who do you think might have written the notes, and why?
  - c. Who could benefit from information like this?
- 2 Read *How to Prevent Cyberbullying* and underline the correct options.
  - a. The text is...
    - 1) an e-mail.            3) an info sheet.
    - 2) a letter.            4) a report.
  - b. The purpose of the text is to ... the reader.
    - 1) challenge            3) entertain
    - 2) inform            4) scare
  - c. The language in the text is...
    - 1) literary            3) academic
    - 2) informal            4) technical

- 3 Mark (✓) all of the items in the two lists that are used in the text.

Textual and visual devices	Language structures
<input type="checkbox"/> bold type	<input type="checkbox"/> <i>must</i>
<input type="checkbox"/> dates	<input type="checkbox"/> imperatives
<input type="checkbox"/> capital letters	<input type="checkbox"/> <i>should</i>
<input type="checkbox"/> underlining	<input type="checkbox"/> verbs in the past
<input type="checkbox"/> bullet points	<input type="checkbox"/> conditionals
<input type="checkbox"/> abbreviations	<input type="checkbox"/> passive voice

- 4 Read the notes and use the information to write an information sheet.

### Helping Students During Their First Week at School

Tour classrooms—the day before classes start

Work out schedules—work out morning schedules and routines

Write down important info—semester plan, teachers' office hours, reading lists

Keep your door open—prop open dorm door—meet new people

Start work early—bigger assignments, more time—schedule: break down assignments

Take a break—feeling overwhelmed?—relax, enjoy it

### Cyberbullying

#### Protecting yourself:

Privacy settings—adjust and check privacy settings

Think before you post sensitive information—Internet is public

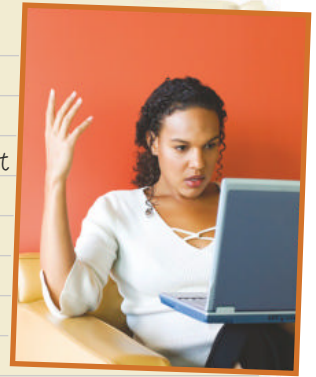
Keep personal information personal—Don't share personal details, passwords

#### Preventing cyberbullying:

Educate yourself—check out other fact sheets and Internet resources

Educate others—school/workplace policy? Speak to people in authority, e.g. teachers

Speak out—friends who are cyberbullies? Do you have friends who are cyberbullies? Explain consequences of their actions



### How to Prevent Cyberbullying

Here are some smart tips to help you stop cyberbullying before it starts.

#### How to Protect Yourself

- Watch your privacy settings. Find out how to keep your Internet content private, especially on social networking sites. Check and adjust your privacy settings frequently because sites sometimes change their privacy policies.
- Think before you post. Always remember that the Internet is public, and when you publish material online, it will probably be there for a long time, if not forever. Don't say anything over the Internet that you wouldn't say in a room full of strangers.
- Keep personal information personal. Don't share identifying information—your address, phone number, school, credit card number, etc.—online. Don't share passwords with anyone. If you must share a password with someone, choose a parent—nobody else.

#### How to Prevent Cyberbullying

- Educate yourself. If you read guides like this one and check out other resources on the Internet, you will have a better understanding of how cyberbullying works and what you can do to help to stop it.
- Educate others. Find out if your school or place of work has a policy against cyberbullying. Speak to officials about your concerns, and offer to help develop policies.
- Speak out. If you know someone who is a cyberbully, call them out on it and explain to them how hurtful their actions are. If a friend is being cyberbullied, don't just stand by—do something. Talk to them about it and seek help.

### Writing Tips

#### An Information Sheet

- Use a straightforward, clear style that is easy to understand.
- Separate the information into sections using headings in bold type, bullet points, etc.
- Keep the information concise.

## Thoughts About the Future



1 In pairs, look at the photographs and discuss what future theme each image could represent.

*I think this photo of the person with the newspaper represents the idea of employment in the future.*

2 Listen <sup>12</sup> to five people giving their thoughts about the future, and for each statement write the number of the speaker (1 to 5). Use each option only once. There is one extra option that you do not need to use.

- We are facing a demographic explosion. \_\_\_\_
- Great advances will be made in the field of medicine. \_\_\_\_
- The labor market will be very different in the future. \_\_\_\_
- My hopes for the future are just like many other people's hopes. \_\_\_\_
- Gender roles in society will change drastically in the future. \_\_\_\_
- With advances in technology, there also come big risks. \_\_\_\_

3 Number each picture with the number of the speaker.

4 Listen again and answer the questions.

- Which two speakers feel generally pessimistic about the future? \_\_\_\_ and \_\_\_\_
- Which two speakers feel generally optimistic about the future? \_\_\_\_ and \_\_\_\_
- Which speaker feels a mixture of pessimism and optimism? \_\_\_\_

5 In pairs, select one of the themes represented in the photographs on this page (employment, health, population, etc.). Role-play a discussion in which one speaker feels optimistic about the future and the other feels pessimistic.

### Useful Language

Expressing optimism and pessimism

*I'm optimistic that things will work out.*

*I usually have a pretty positive outlook.*

*I feel confident that...*

*It makes me feel sort of uneasy.*

*I don't want to sound too pessimistic, but...*

*I do worry a little about how...*

6 Write notes about the future. Give your thoughts on the topics in the list. Then share your ideas in pairs.

- education
- sports and recreation
- science and technology
- entertainment
- politics
- family life
- the arts
- health care

# Cyberpunks of the world, unite!

Cyberpunk is a genre of science fiction that first appeared in the 1980s. Unlike the more utopian science fiction published in the 1940s and '50s, the settings for much cyberpunk fiction are often dystopian. They take place on Earth, rather than other planets, and in the near future, 1) . In many cyberpunk stories, the world is a dark, sinister place where highly advanced technology has made it possible to store vast amounts of information in massive databases, or "dataspheres." Every aspect of life is under observation, not by a government, but by a giant all-powerful megacorporation, 2) . Daily life for most ordinary citizens is invariably described in negative terms.

Society is portrayed as being dehumanized by machines and systems of control. One common element in cyberpunk is the blurred distinction between human and machine— 3) . Many stories feature invasive modifications of the human body, such as brain implants, prosthetic limbs, and cloned or genetically engineered organs.

The typical hero—in fact, more of an antihero—of a cyberpunk story is a loner who is marginalized by society. Using his or her skills as an expert computer hacker, the hero, who represents a lawless subculture, 4) .

Common themes in cyberpunk fiction are the nature of freedom, the relationship between an individual and the state, and the right to privacy. Much of the appeal of cyberpunk fiction lies in the contrast between the lone underdog hacker and the mighty impenetrable system that he or she battles against. It appeals both to our fascination with conspiracy theories and to 5) .

Although it was once a cult genre, the influence of cyberpunk can be seen in mainstream movies such as *Total Recall*, *12 Monkeys*, *The Matrix*, and many others. In fact, according to some commentators, the Internet itself has evolved in the ways predicted 6) . So, maybe, in a way, all of us are now cyberpunks.

**1** In pairs, look briefly at the article and discuss the questions.

- Where would you expect to see an article like this published?
- Would you expect this article to contain mainly facts or mainly opinions?
- What sort of person might be interested in reading an article on this subject?

**2** Read and complete the text with the phrases in the list. There is one extra phrase that you do not need to use.

- which is itself controlled by a wealthy, corrupt elite
- our fear that the world will one day be taken over by computers
- back in the 1980s by cyberpunk writers
- rather than thousands of years from now
- written as a form of protest against the government
- rebels against the authoritarian ruling order
- an extension of the idea that technology controls everything

**3** Explain what the writer means by these words in the context of the article.

- genre \_\_\_\_\_
- sinister \_\_\_\_\_
- blurred \_\_\_\_\_
- lawless \_\_\_\_\_
- underdog \_\_\_\_\_
- cult \_\_\_\_\_

**4** In groups, discuss the questions.

- Which stories, novels, movies, TV shows, etc., that you know show the influence of cyberpunk fiction?
- Why do you think many people identify with the figure of the lone hacker taking on the authorities?
- What is your personal reaction to the ideas presented in the article? Explain.

# Project

## A Future Fiction Guide

### Step 1: Brainstorm Ideas

- Work in small groups. Brainstorm lists of stories in different genres or using different types of media (novels, short stories, movies, songs, comics, cartoons, etc.) that are set in the future.

### Step 2: Research and Take Notes


- Decide which types of media and which specific examples of future fiction stories you wish to include in your guide.
- Divide the stories or genres among the group members and decide who will work on each one.
- Individually, research information on your chosen topic, using print or online sources.
- Research a short synopsis for each work and look for background information about its author or creator. Make notes about your personal opinion of the work's merits and importance.

### Step 3: Write Texts and Design Your Guide

- Write your texts and prepare your parts of the guide (photos, movie clips, novel extracts, drawings, etc.) individually.
- As a group, check and comment on each other's work.
- Put all your work together as a Future Fiction Guide. Select a form of media to present your guide (poster, booklet, computer presentation, etc.).

### Step 4: Present Your Work

- Display and present your Future Fiction Guide to the class. Explain the various genres and the concepts and themes that feature in the works that you selected.
- Present your chosen works as a top ten list or in the form of a historical overview. Be prepared to answer any questions that your classmates may have.

- Create an online version of your Future Fiction Guide. 



# Review

1 Complete the sentences with the correct form of the verbs in parentheses.

- Our plane \_\_\_\_\_ (leave) at 6:20 this evening.
- What \_\_\_\_\_ you \_\_\_\_\_ (wear) for the party tonight?
- According to the weather forecast, tomorrow \_\_\_\_\_ (be) hot and sunny.
- Hurry up! The show \_\_\_\_\_ (start) in half an hour.
- Sorry, I can't join you. I'm \_\_\_\_\_ (have) lunch with my uncle.
- Many soccer experts think that Brazil \_\_\_\_\_ (win) the next World Cup.
- I don't like the look of those black clouds. It looks like it \_\_\_\_\_. (rain)



2 Underline the correct options to complete the sentences.

- I *would* / *am going to* / *was going to* tell you, but you didn't give me a chance.
- We were all looking forward to the trip. We thought it *would be* / *was* / *will be* a lot of fun.
- My teacher told me that I *was* / *will* / *am* to give a speech in front of the whole school.
- I was very nervous. Classes *will start* / *were starting* / *are starting* in just one week.
- We had to hurry because the performance *will be* / *would* / *was* about to start.
- He trusted me because he knew I *wouldn't* / *won't* / *don't* let him down.
- She *won't* / *wasn't going to* / *wouldn't* apply to any colleges, but we persuaded her to think again.

3 Complete the sentences with the correct form of the phrasal verbs in the box.

turn down   look into   figure out  
back out of   let down   look forward to

- We know there's a problem somewhere, but we can't \_\_\_\_\_ exactly where it is.
  - If you agree to do something, you shouldn't \_\_\_\_\_ it later.
  - When he dropped out of college, he felt that he had \_\_\_\_\_ everyone \_\_\_\_\_.
  - I don't fear the future. On the contrary, I'm \_\_\_\_\_ it!
  - The investigation is still ongoing. The police are \_\_\_\_\_ the suspect's background.
  - The first ten jobs he applied to \_\_\_\_\_ him \_\_\_\_\_.
- 4 Rewrite the sentences replacing the underlined nouns with the pronouns given in the correct position.
- No, to be honest, I'm not looking forward to the final exam! (it)  
\_\_\_\_\_
  - Three companies turned down my sister Karen. (her)  
\_\_\_\_\_
  - You feel down now, but I know you'll get through this difficult time OK. (it)  
\_\_\_\_\_

5 Complete the sentences with an appropriate ending.

- Send off the application before \_\_\_\_\_  
\_\_\_\_\_.
- What will she do after \_\_\_\_\_?  
\_\_\_\_\_?
- He'll do it as soon as he \_\_\_\_\_  
\_\_\_\_\_.
- I won't rest until we \_\_\_\_\_  
\_\_\_\_\_.
- Do you know when \_\_\_\_\_?  
\_\_\_\_\_?





## The Greening of Tourism

### Discuss the Topic

- What are popular tourist destinations in your country?
- Where do most foreign visitors to your country come from?
- What does the expression “the greening of tourism” mean to you?

### In this unit, I will learn to...

- identify synonyms.
- listen for specific information.
- recognize rhythm and stress.
- write an article.
- speculate and deduce information about something.

### Project

- Create a Tour and Brochure



### ✚ Reading An Information Leaflet

- 1 Skim pages 32 to 36 of your *Reader* and make notes about the sanctuary.



Location	
Geography	
Reason for sanctuary	
Plant species	
Climate	
Camp facilities	

- 2 Read the text and underline the correct answers to the questions.

- To whom is the leaflet targeted?
  - 1) Tourists.
  - 2) Local residents.
  - 3) Voluntary organizations.
- Up to how many elephants can be seen at the sanctuary?
  - 1) 150.
  - 2) 220.
  - 3) 350.
- Where are visitors expected to sleep?
  - 1) In portable shelters.
  - 2) In a four-star hotel.
  - 3) In various locations throughout the sanctuary.
- Which of the recommendations describes the experience as educational?
  - 1) Mrs. Mackenzie.
  - 2) Charlotte Prior.
  - 3) Kirsty.

### ✚ Vocabulary Synonyms

- 1 Find the words in the brochure and match them to their synonyms.
- bustling (p. 32) \_\_\_\_\_ groups
  - landscape (p. 32) \_\_\_\_\_ wandered
  - herds (p. 33) \_\_\_\_\_ active
  - roamed (p. 34) \_\_\_\_\_ begun
  - launched (p. 35) \_\_\_\_\_ ornithologists
  - birdwatchers (p. 36) \_\_\_\_\_ panorama
- 2 Complete the sentences with the correct form of the words from activity 1. More than one answer is possible.
- Tom stood on top of the hill and admired the \_\_\_\_\_.
  - The fences stop the elephants \_\_\_\_\_ into farms and villages.
  - Stephen decided to leave farming and \_\_\_\_\_ a career as a guide.
  - As well as elephants, \_\_\_\_\_ of buffalo can be seen from time to time.
  - The marketplace was \_\_\_\_\_ with tourists and vendors.
- 3 In pairs, replace the words in italics with an appropriate synonym from the box. There is one word you do not need to use.

growl highlight sound amazing  
chat about gather visitors

The traditional African evening campfire is the 1) *great bit* of the day. Guests 2) *congregate* around the fire and, over a hot or cool drink, compare their experiences of the day. Perhaps they will share an 3) *enthralling* encounter with a majestic elephant or 4) *comment on* a fascinating plant or interesting natural feature of the landscape they noticed during an excursion. 5) *Tourists* can then round off the day with a superbly-cooked meal under the stars accompanied by the background music of the bush: the hoot of an owl, the trumpeting of an elephant, and occasionally, the 6) *noise* of a distant leopard.

### ✚ Speaking Discussion

- In pairs, discuss what has been done to protect animals around the world, and how the tourist industry can have an effect on this protection.
- In small groups, share your ideas.



## ✚ Language Modal Verbs Review (See page 111.)

### 1 Read the sentences and focus on the modal verbs.

Then match them to their functions.

- Mwaluganje is full of diverse ecological attractions that visitors must take time to see.
- Visitors will be impressed by striking features such as the Golini Cliffs, Kitanze Falls, and...
- Would you like to visit Mwaluganje?
- The days may be hot, reaching 28°C.
- One week wasn't enough; I should have booked two.
- If you only go on one safari in your life, you ought to go to Mwaluganje.
- I shall definitely be returning.
- My 70-year-old mother could have stayed in the hotel.

- |                         |                        |
|-------------------------|------------------------|
| ___ a possibility       | ___ an intention       |
| ___ a strong suggestion | ___ a past possibility |
| ___ a suggestion        | ___ a prediction       |
| ___ a regret            | ___ a polite offer     |

### 2 In pairs, look at activity 1 again and discuss the questions.

- Which modals express an idea in the present?
- Which modals indicate the past?
- What other modal verbs have similar functions?

### 3 Underline the correct options to complete the comment.

"We went to Mwaluganje because some friends told us we 1) *would / could / should / should have*, and we're glad we did. If we hadn't, we would 2) *miss / missed / have missed / had missed* the vacation of a lifetime. On the first day, a tour guide told us there was a possibility we 3) *might have seen / might see / will see / should see* some elephants close to the camp. We did, and it was a great experience!

On the last day, the same guide asked us if we 4) *would like / would have liked / might like / should like* to go with him to see the leopards that were reported to be close by.

We went, but we didn't see the leopards, although we 5) *might / may / might have / could* if we had stayed longer. We still had a great time, and we 6) *shall / might / may / can* definitely go again."

—Joe Davis, US



### 4 Complete the text with the appropriate modal verbs in the correct form.



A year ago, a friend told me I 1) \_\_\_\_\_ volunteer at the Mwaluganje Elephant Sanctuary. I thought it 2) \_\_\_\_\_ be a good idea, so I volunteered. For the first couple of months, I only taught English to the local children. Then they asked me if I 3) \_\_\_\_\_ help out with the relocation of some elephants. I 4) \_\_\_\_\_ stayed at the school, but I decided to go with them. That night, we set out to find the elephants that had strayed off the sanctuary. The guides who were with me told me I 5) \_\_\_\_\_ keep close to them as there 6) \_\_\_\_\_ be leopards about. I asked them if the elephants usually strayed off the sanctuary and they told me they did, as from time to time the elephants 7) \_\_\_\_\_ break the perimeter fence.

### 5 Complete the second sentences so that they have a similar meaning to the first. Use between two and five words, including the words in parentheses.

- It is possible that the farmers retaliated against the elephants for destroying their crops. (could)  
The farmers \_\_\_\_\_ against the elephants for destroying their crops.
- It is possible to see as many as 200 elephants in one herd. (consist)  
A herd \_\_\_\_\_ as many as 200 elephants.
- It is very important that volunteers be willing to learn Swahili. (must)  
Volunteers \_\_\_\_\_ Swahili.
- I regret not exploring the Taita Hills. (should)  
I \_\_\_\_\_ the Taita Hills.

### 6 In small groups, read the report and discuss the questions.

The Andean bear is becoming endangered. Deforestation has seriously depleted the bear's habitat and food source, so it is now raiding farms in search of food. Farmers have begun to hunt the bear in order to protect their crops.

- How should the bear have been protected in the past?
- Why is the bear being hunted?
- What could people do to protect the bear and the farms in the future?



## ✚ Listening A Conversation

- 1 In pairs, look at the map and discuss the questions.
  - a. What do you know about this place? Have you ever been there?
  - b. What do you think the habitat and climate are like there?



- 2 Listen <sup>13</sup> to the conversation and mark (✓) the places on the map that Amy visited.

### Listening Tips

Listening for Specific Information

- Before listening, make sure you know what kind of information you are listening for.
- Read carefully any questions you will answer or text you will complete.

- 3 Listen again and answer the questions.
  - a. How long was Amy's trip?  
\_\_\_\_\_
  - b. How does she describe the weather in the desert?  
\_\_\_\_\_
  - c. How did she feel when camping at an altitude of 4,000 meters?  
\_\_\_\_\_
  - d. Why doesn't Jack think he could do an adventure trip?  
\_\_\_\_\_
  - e. How does Jack think Amy feels about returning home?  
\_\_\_\_\_
- 4 Mark the sentences A (Amy) or J (Jack).
  - a. Thinks Chile is on the other side of the world. \_\_\_\_
  - b. Doesn't know that Atacama is the driest place in the world. \_\_\_\_
  - c. Says it isn't easy to climb 4,000 meters. \_\_\_\_
  - d. Expresses how easy it is to go on adventure trips. \_\_\_\_
  - e. Wants to go to Chile, but doesn't think it will be possible. \_\_\_\_
  - f. Recommends saving money for the trip. \_\_\_\_

## ✚ Pronunciation Rhythm and Stress

- 1 Listen <sup>14</sup> and underline the stressed words.
  - a. We went on a tour of Chile.
  - b. You must've heard of them!
  - c. I can't afford a flight.
- 2 In pairs, discuss the questions about the underlined words in activity 1.
  - a. Are the stressed words content (information) words or function words?
  - b. What happens to the vowel sounds in the unstressed words?
  - c. Is there a pattern between the stressed words (or syllables) and the unstressed words?
  - d. How does the pattern affect the rhythm of the sentences?
- 3 In pairs, practice saying the sentences out loud. Focus on the content words.
 

*Jets of water and steam erupt from the ground.*  
*I'll bring my camera tomorrow and show you.*  
*You must be sorry to be back.*  
*The geysers were the highlight of the trip.*
- 4 Write a short description of a place you visited recently. Follow the instructions.
  - Describe how you traveled, what you saw, what you ate, and what you did there.
  - Read your description out loud. Pay attention to stress and rhythm.



**English in Use** Expressing Modalities (See page 112.)

**1** Match the sentences to their meanings.

*You're not supposed to go if you are not physically able to do it.* \_\_\_\_

*I refuse to give up.* \_\_\_\_

*If I am able to do it, so can you!* \_\_\_\_

*I am likely to go again in the future.* \_\_\_\_

*Well, it's a good idea to start saving.* \_\_\_\_

*I promise to start saving straight away.* \_\_\_\_

- a. ability
- b. (un)willingness
- c. advice
- d. probability

**2** In pairs, discuss which modal verbs can be used to express the same meaning as the underlined words in activity 1.

**3** Read the text and match the underlined words with the phrases they can be replaced by.

- |                         |                         |
|-------------------------|-------------------------|
| ____ are supposed to    | ____ had better         |
| ____ are not allowed to | ____ managed            |
| ____ be sure not to     | ____ are often required |

The Atacama Desert is extraordinary, but 1) you must not miss out on the side trip to Bolivia and the Uyuni salt flats. We 2) were able to take a three-day return trip from San Pedro, but although every guide book says that you 3) must see the Tatia Geysers, we still did not have time.

However, you can visit Death Valley, Laguna Cejar, and the Valley of the Moon. If you decide to drive, you 4) should take a 4 x 4, but remember that in some areas you 5) cannot go off-road. On top of this, you 6) usually have to pay for insurance.



**4** Underline the correct options to complete the text.

I took the bus from San Pedro to the Puritama Hot Springs, but I'm sure you 1) would rather / are allowed to / are possible to / are sure to hike if you have the time. I was still 2) required to / refusing to / unable to / supposed to walk about half a kilometer down to the springs. I brought my own towel, but you 3) are likely to / are recommended to / are able to / are sure to rent one if you don't have one. The springs are crystal clear and warm. I 4) was supposed to / had the opportunity to / wasn't able to / was sure to stay there all day swimming and chatting to the other visitors because I had to get back to my hotel. If you are staying at San Pedro, then 5) be required to / be able to / be allowed to / be sure to visit the springs. It is an experience that 6) is not supposed to / is sure to / is unable to / had better not be missed.

**5** Complete the second sentences so that they have a similar meaning to the first. Use between two and five words, including the words in parentheses.

- a. I recommend visiting the springs in the morning. (had)  
You \_\_\_\_\_ the springs in the morning.
- b. The Geysers del Tatio is something you have to see. (can't)  
You \_\_\_\_\_ the Geysers del Tatio.
- c. You must take your own towel and food. (required)  
You \_\_\_\_\_ your own towel and food.
- d. I know it will be a great trip. (sure)  
I \_\_\_\_\_ will be a great trip.
- e. Unfortunately, we weren't able to see all the best sights. (manage)  
Unfortunately, \_\_\_\_\_ see all the best sights.

**6** In pairs, role-play a conversation in a tour agency. Use expressions of modality.

**Student A:** You are a tour agent. Make notes (location, geography, climate, activities, etc.) about a place you have visited. Then persuade Student B to visit the place. Describe the location in detail and say what things Student B might see or do.

**Student B:** You are a potential tourist. Ask questions about the place Student A describes to you and decide if you want to go there or not. Give reasons for your decision.



## ✚ Writing An Article

- 1 In pairs, look at the picture and title and discuss the questions.
  - a. Who is the target audience?
  - b. What information do you think the article contains?
  - c. What style of writing (formal, semiformal, informal) do you expect it to be written in?
- 2 Read the article and match the subheadings to the paragraphs.
  - a. Freedom.
  - b. To be or not to be sociable.
  - c. Maybe adventure is for you after all.
  - d. Trust us; we know what we're doing.
- 3 In pairs, decide which is the topic sentence of each paragraph. Then discuss the questions.
  - a. Does the sentence sum up the main idea of the paragraph? Why or why not?
  - b. Does the sentence inspire the reader to keep reading? Why or why not?
  - c. Do the paragraph titles properly represent each paragraph? Give reasons for your answer.
- 4 Find the idiomatic expressions in the article and write what they mean.
  - a. *cost an arm and a leg*  
\_\_\_\_\_
  - b. *get a kick out of*  
\_\_\_\_\_
  - c. *hook you up with*  
\_\_\_\_\_
  - d. *draw the line*  
\_\_\_\_\_
- 5 Read the exam task and write an article.

You see this ad in a magazine for young adults. Read the ad and write an article covering all the points.

### Articles Wanted

We are looking for vacation alternatives for people with adventurous spirits.



- What location in your country would you recommend for adventure vacations?
- Why would you recommend it?
- What are the possible dangers or drawbacks?

Write an article answering these questions. We will publish the best articles in our magazine.

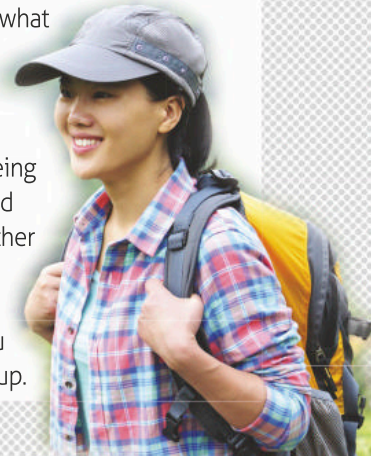
## How much adventure can you handle?

\_\_\_ As adventure vacations become more popular, a lot of travel organizations are offering "adventure packages." Where some people may consider this to be a conflict in terms, others see it as an opportunity to experience a real "adventure" rather than a "disaster."

\_\_\_ Package adventure vacations do have their advantages. These companies usually know what they are doing. They sometimes spend years putting together the ideal package, taking into account the unique opportunities offered at each location. You can be sure that the experience will be as pleasurable as possible taking into consideration the adventure side of the vacation. There are also situations and events that are more readily enjoyed with newly made friends, which is another advantage of traveling in a package group and, what's more, they don't cost an arm and a leg.

\_\_\_ On the other hand, not everyone gets a kick out of traveling around in a group and being told where to go, when to leave, and what to do. Some companies are bound to give you a list of recommended accommodation, places to visit, and activities; and then hook you up with a local guide. You are then free to do as you please until it is time to board the plane back home. However, there have been cases where tourists were reluctant to move from a location only to find they had missed out on what would have been the highlight of their vacation. Although, where do you draw the line?

\_\_\_ If your idea of adventure is seeing new sites, eating strange cuisine, and having unique experiences, then either type of vacation would suit you. The only thing you really need to consider beforehand is whether you prefer to do things alone or in a group.



### Writing Tips

#### An Article

- Organize ideas into paragraphs.
- Give each paragraph a topic sentence that is relevant and interesting.
- Write in a style that corresponds to the intended audience.
- Use linking words, suitable expressions, and varied vocabulary to make the article interesting.

# Rainforest and River: Itinerary

**Day 1:** Fly into Quito, the capital of Ecuador. We will transport you to a family-run bed and breakfast for the first night.

**Day 2:** Pass over the Andes and descend into the Amazon Basin on a local bus. See fabulous views of waterfalls and small Andean and Amazon communities. Spend the night in a rainforest colonist town at a local hotel.

**Day 3:** Take a river voyage with white-water rafting, followed by minihikes up canyons to enjoy the rainforest from a unique perspective.

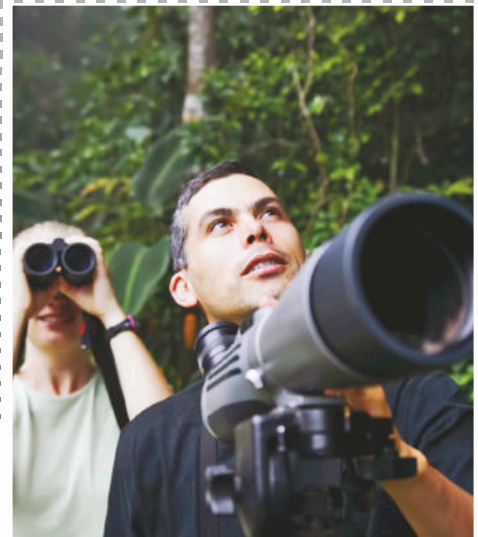
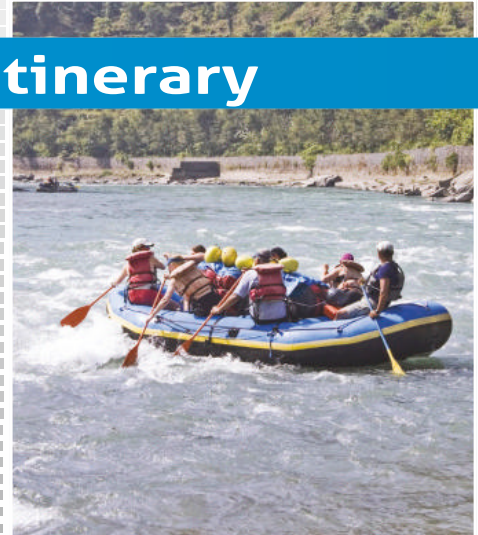
**Day 4:** Travel downstream in a 12-meter motorized dugout canoe, far into the Amazon Basin. Spend the afternoon hiking in the jungle, swimming, or relaxing in a hammock while taking in the sights. Sleep in comfortable cabins.

**Days 5, 6, and 7:** Visit a rehabilitation center for rainforest animals, such as various types of monkeys, ocelots, tapirs, snakes, and peccaries, among others. Visit community projects, including the floating river-based

medical clinic, sustainable coffee and cocoa farms, and community training centers. Also, enjoy hikes into the rainforest canopy and night canoe trips, along with cultural and natural history presentations.

**Day 8:** Take the final trip downstream to a small airport and fly back to Quito. End the trip with a delicious international dinner and a good night's sleep at the B&B.

**Day 9:** Fly home.



## Overview

**Trip** 9 days (including travel time)

**Dates** Jan 23–Jan 31

**Cost** \$2,095–\$2,395

**Accommodation** Culturally and ecologically sustainable jungle lodges.

**Region** Amazon Basin, Ecuador

**Activities** Jungle walks, white-water rafting, travel by motorized dugout canoe, cultural interaction, and adventure!

**Summary** Downriver journey by raft and canoe, stopping at various locations along the way. An active itinerary with comfortable accommodation.

- In pairs, discuss the questions.
  - Which parts of the world would you like to visit? Why?
  - What types of activities would you like to do there?
- Read the itinerary and overview and answer the questions.
  - What types of accommodation do visitors stay in?  
\_\_\_\_\_
  - What different modes of transportation do visitors use?  
\_\_\_\_\_
- Complete the chart with activities from the itinerary.

Culture-based	Adventure-based

- In groups, say if you would enjoy the vacation. Give reasons for your answers.

- In pairs, complete the exam task. Talk for about three minutes. Use the *Useful Language* box and follow the tips.

Compare and contrast the pictures. Give your opinion about what is happening in each situation. Then discuss what types of cultural and adventure activities you can do in your country. Which activities are the most popular? Why?

### Tips

- Avoid repetition.
- Describe everything you see in the pictures.

### Useful Language

#### Speculating and Deducing

*It must be...*

*The tourists must have been...*

*It can't be...*

*They can't have been...*

*It might be...*

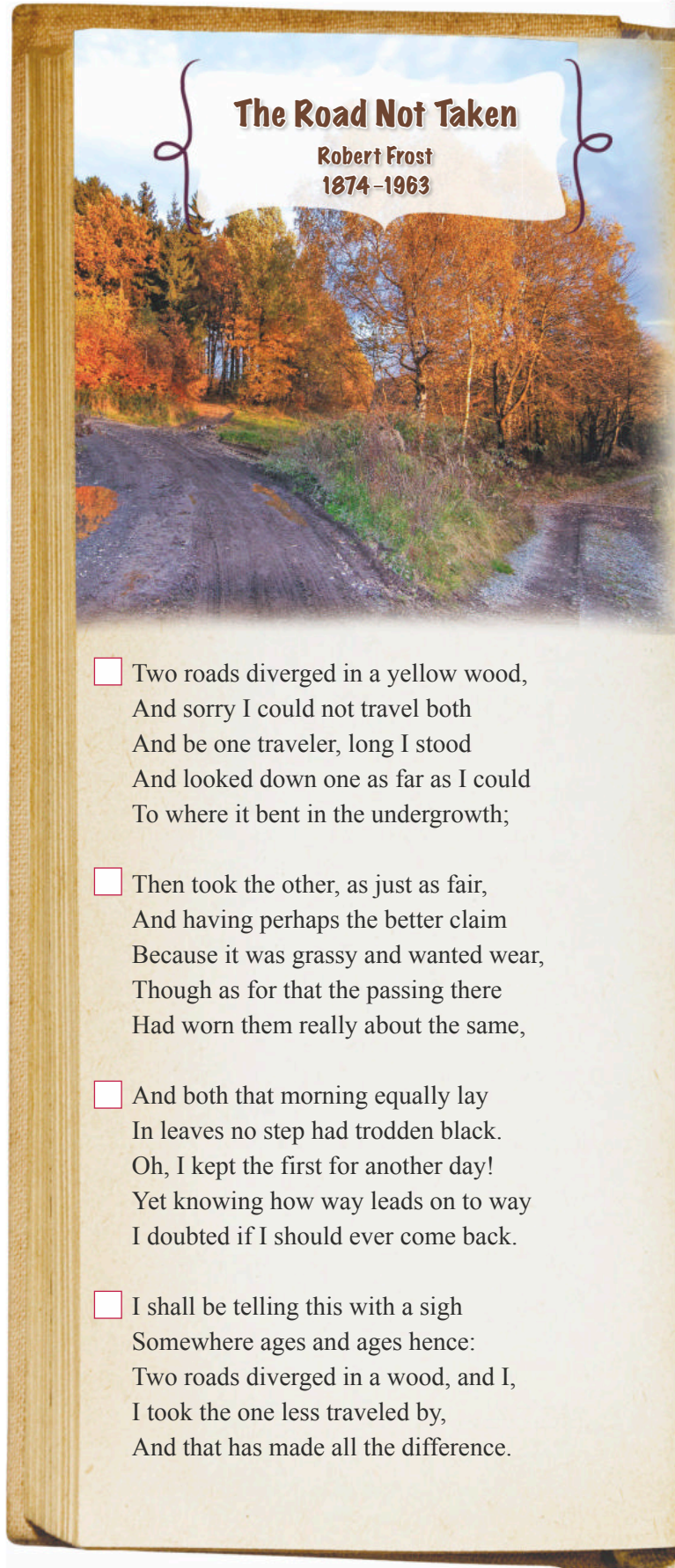
*It's possible that there might have been...*



- 1 In pairs, look at the title of the poem and the picture and say what you think it is about.
- 2 Read the poem and match the summaries to the stanzas.
  - a. The speaker continues describing similarities and differences between the two roads, and talks about how he could return and take the first road.
  - b. The speaker describes his position and the decision he has to make.
  - c. The speaker tells of the possible future implications of his decision.
  - d. The speaker makes his decision and starts describing the two roads.
- 3 In pairs, discuss the questions.
  - a. What do you think inspired the poet to write this poem?
  - b. Do you think the choice was a difficult one for the speaker? Why or why not?
  - c. Why did one path have a “better claim” than the other one?
  - d. In the final stanza, do you think the words “sigh” and “difference” have a positive or negative meaning? Why?
- 4 Underline the statement that provides the best interpretation of the poem. Then discuss your choice with a partner.
  - a. The poem encourages non-conformity, self-reliance, and not following where others have led.
  - b. The poem confirms the truism that any choice we make is going to make “all the difference” in how the future turns out.
- 5 Think about a decision you have made in the past. Analyze it and make notes of the consequences.

Decision	Consequences

- 6 In pairs, discuss your decisions and consequences. Identify how a different decision could have led to a different consequence.



**The Road Not Taken**

**Robert Frost**  
1874–1963

- Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;
- Then took the other, as just as fair,  
And having perhaps the better claim  
Because it was grassy and wanted wear,  
Though as for that the passing there  
Had worn them really about the same,
- And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way  
I doubted if I should ever come back.
- I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I,  
I took the one less traveled by,  
And that has made all the difference.





# Project

## Create a Tour and Brochure

### Step 1: Brainstorm Ideas

- Work in small groups. Brainstorm popular places to visit in your country. They should be known for their natural beauty or interesting geographical features.
- Make a list of destinations and decide which locations you want to include in your tour. Then decide which type of tour you want to create (adventure, cultural, etc.).

### Step 3: Write Notes

- Divide the locations from Step 2 among your group.
- Individually, write information about your location. Include information about what to see, what to do, transportation, etc. Keep it concise and interesting.
- Exchange your notes within your group and edit each other's work. Then write a final draft.

### Step 2: Research

- In your group, research your chosen locations, in printed material in the library or in digital format via the Internet.
- Gather information about what you can see and do at each location, as well as information on transportation, accommodation, amenities, etc.
- Interview people who have been to the locations and ask them for advice for visitors who are thinking of going there.
- Collect photographs and maps of each area.

### Step 4: Present Your Tour and Brochure

- In groups, organize your tour into a logical itinerary. Decide what you will do on each day.
- Create a PowerPoint presentation. Include photos and maps of your location.
- Present your tour and brochure to the class, and be prepared to answer any questions.
- When each group has presented its tour and brochure, vote for the best one.

■ Create an online tour.



# Review

- 1** Cross out the options that cannot complete the sentences.
- When we got to the top of the mountain, there was a beautiful *landscape / scenery / view* below us.
  - The journey was treacherous. There were many *twisting / rolling / winding* roads.
  - I couldn't wait to see the animal *sanctuary / reserve / asylum*. I was so excited.
  - We *walked / strayed / hiked* through the jungle for hours.
  - All of the animals traveled together in *herds / crowds / groups*.
  - The *highlight / climax / peak* of the trip was when we were able to get up close to the animals.

- 2** Cross out the words that cannot be used to complete the sentences.



- We ... be able to help endangered species.
  - must
  - can't
  - should
  - won't
- Did you ... to see the sanctuary?
  - manage
  - have
  - promise
  - must
- Will you ... to visit the desert?
  - be allowed
  - be required
  - be able
  - be supposed
- You ... take sunscreen.
  - are likely to
  - had better
  - should
  - ought to
- ... take some photos to show me later?
  - Can you
  - Will you
  - Must you
  - Are you able to
- You ... feed the animals.
  - are sure not to
  - are not supposed to
  - are not allowed to
  - cannot

- 3** Complete the second sentences so they have a similar meaning to the first. Use between two and five words, including the words in parentheses.
- It is possible that Charley goes on the trip. (may)  
Charley \_\_\_\_\_.
  - I strongly recommend seeing the Kitanze Falls. (must)  
You \_\_\_\_\_.
  - I regret not going to visit the sanctuary when I had the chance. (should)  
I \_\_\_\_\_ the sanctuary when I had the chance.
  - Don't leave it too late to book or you might be disappointed. (ought)  
You \_\_\_\_\_ to avoid disappointment.
  - The most likely thing is that they went to Mwaluganje. (must)  
They \_\_\_\_\_ Mwaluganje.
  - It's not possible that the animals escaped. (can't)  
The animals \_\_\_\_\_.

- 4** Rewrite the sentences using the words in parentheses.
- You should visit the elephant sanctuary. (idea)  
\_\_\_\_\_
  - You shouldn't go too close to the perimeter fence. (supposed)  
\_\_\_\_\_
  - The visitors could see all the sites. (managed)  
\_\_\_\_\_
  - That can't be a kangaroo. They're not native to Africa. (sure)  
\_\_\_\_\_
  - I won't give up my chance to go on the safari. (refuse)  
\_\_\_\_\_





## Resolving Conflicts

### Discuss the Topic

- What conflicts are currently happening around the world?
- Why do these conflicts occur?
- What can be done to stop these types of conflicts?

### In this unit, I will learn to...

- make common verb + preposition collocations.
- recognize how words connect with the same sounds.
- report what people said more accurately.
- write a news report.
- give opinions.

### Project

- Conflict Resolution and Outcome Chart

### ✚ Reading A Newspaper Report

- 1 Read pages 40 to 45 of your *Reader*. Mark the sentences J (Jenny Johnson), W (Wander Harris), S (Steve Jones), or M (Dr. Michelle Portman) according to what they say.
- Plants modified with the BT protein could cause permanent damage to the environment. \_\_\_\_
  - Small farmers would suffer if their crops were accidentally altered genetically. \_\_\_\_
  - The United Nations recommended that governments should not approve terminator technology for field tests. \_\_\_\_
  - GM products should be clearly labelled. \_\_\_\_
  - Scientists have checked and cleared research results. \_\_\_\_
  - Terminator technology is good for the environment. \_\_\_\_

2 Read the text again and complete the graphic organizer.

Cause	Effect
The demonstration is properly controlled.	→
	→ There is permanent damage to the food chain.
Crops of small farmers are contaminated by the terminator gene.	→
	→ Consumers can easily choose between GM food and natural food.

### ✚ Vocabulary Verbs and Prepositions

- 1 Match the sentence halves.
- I do not think it is unreasonable to ask...
  - She also told me that what she objected...
  - I for one do not trust...
  - She went on to provide me...
  - Over 1.4 billion farmers worldwide rely...
  - The technology will protect companies...  
\_\_\_\_ in the integrity of these companies enough to risk the health of people.  
\_\_\_\_ from unauthorized seed production.  
\_\_\_\_ to most, was the lack of meaningful information available.  
\_\_\_\_ with instances where the introduction of GM maize had had a positive effect on the environment.  
\_\_\_\_ for more readily understandable information regarding GMOs.  
\_\_\_\_ on seeds saved from previous harvests.

2 Find the verbs in your *Reader* and complete the word combinations.

- impact \_\_\_\_ (p. 40)
- refer \_\_\_\_ (p. 42)
- save \_\_\_\_ (p. 42)
- deal \_\_\_\_ (p. 42)
- invest \_\_\_\_ (p. 44)
- prepare \_\_\_\_ (p. 45)

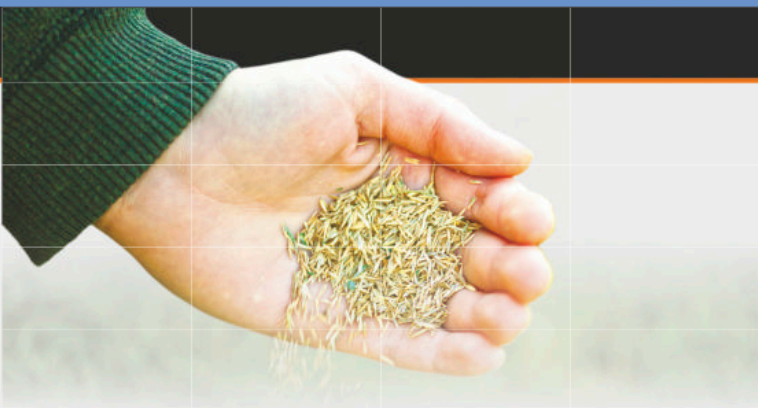
3 Complete the sentences with the correct form of the word combinations from activity 2.

- The t in T-GURT \_\_\_\_\_ the specific trait of the GURT.
- According to Steve Jones, this change might be too demanding for farmers to \_\_\_\_\_.
- Unfortunately, investors of GM foods do not realize how much an \_\_\_\_\_ it has \_\_\_\_\_ farmers' lives.
- The police were not \_\_\_\_\_ such violent demonstrations. They had to get reinforcements.
- Small holdings had to live off what they had \_\_\_\_\_ the previous year.
- Many companies have \_\_\_\_\_ GM foods.

### ✚ Speaking Problem Solving

- In groups, come up with ideas that could help resolve the conflict between the protestors and GM food manufacturers.
- Share your ideas with the rest of the class.



**Language Focus** Reported Speech Review

(See page 112.)

**1** Look at the sentences and rewrite them as direct speech.

- a. I asked her if she had been there long.  
\_\_\_\_\_
- b. She told me she had arrived the day before.  
\_\_\_\_\_
- c. She said that she was going to see her congressman the following day.  
\_\_\_\_\_
- d. I asked Steve Jones why sterile seeds were such a problem.  
\_\_\_\_\_

**2** Match the time references.

Direct speech	Reported speech
a. now	___ in two days' time
b. this week/month	___ the previous week/month
c. today	___ the following week/month/year
d. last week/month	___ that day
e. the day before yesterday	___ two days before
f. the day after tomorrow	___ then/at that time
g. next week/month/year	___ that week/month

**3** Report the sentences.

- a. "I'll speak to someone the day after tomorrow," he said.  
He said \_\_\_\_\_.
- b. "We did it last month," they said.  
They said \_\_\_\_\_.
- c. "I'm going to demonstrate this week," the protestor said.  
The protestor said \_\_\_\_\_.
- d. "The trials took place the day before yesterday," she said.  
She said \_\_\_\_\_.

**4** In pairs, read the pairs of sentences and answer the questions.

The protestors wanted the public to boycott stores carrying GM products and not to eat GM food.

The protestors are carrying banners that say: "Boycott stores carrying GM products!" and "Don't eat GM food!"  
Steve Jones said the monopoly would only become stronger.  
Steve Jones said: "This monopoly will only become stronger."  
Steve Jones insisted that genetically modified seed manufacturers should stop their field trials.

"Genetically modified seed manufacturers should stop their field trials," Steve Jones insisted.

- a. What happens to imperative verbs when they are reported?
- b. Which modal verb changes when reported, and which one stays the same?
- c. Which other modal verbs change or stay the same when reported?

**5** Complete the second sentences so that they have a similar meaning to the first. Use between two and five words, including the words in parentheses.

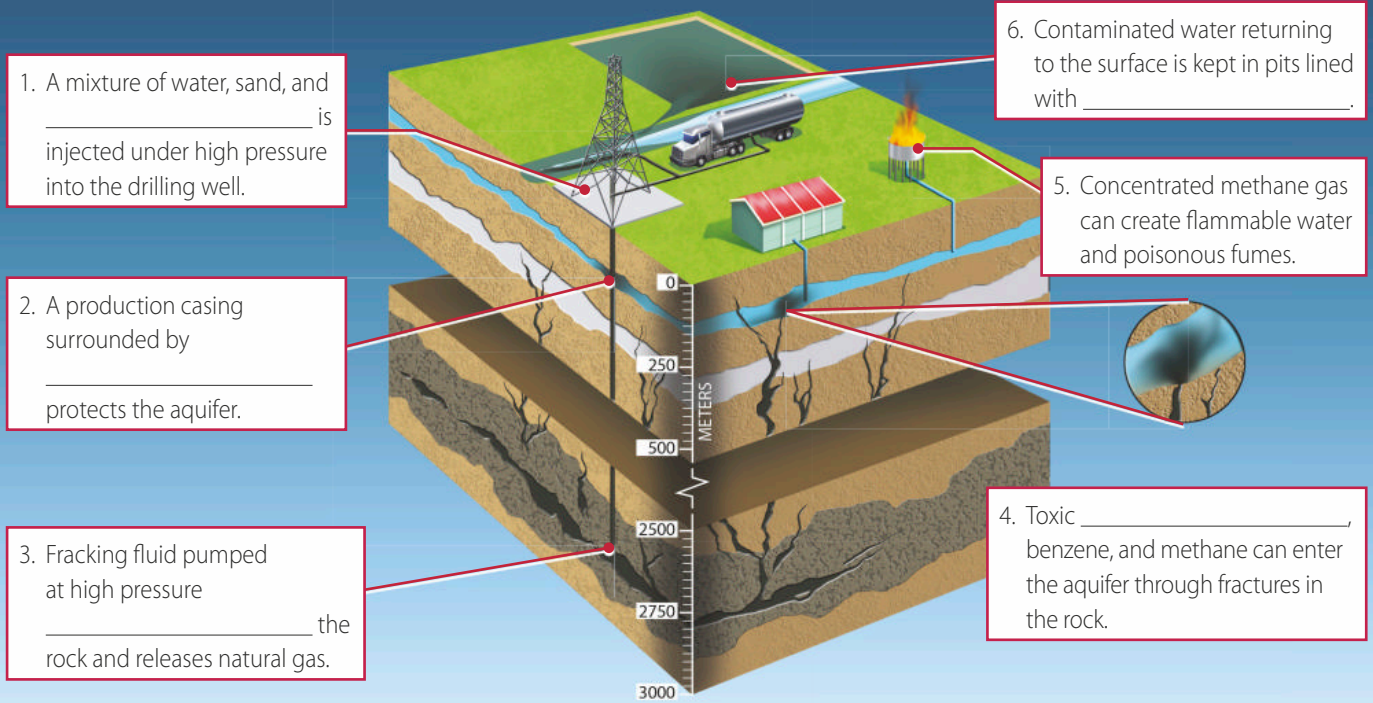
- a. "What time should I be here tomorrow?" I asked her. (arrive)  
I asked her what time I \_\_\_\_\_ the following day.
- b. "I'm sure we will find a solution to the problem," he assured me. (resolve)  
He assured me we \_\_\_\_\_.
- c. "Don't contradict the protestors," I advised him. (argue)  
I advised him \_\_\_\_\_ the protestors.
- d. "Could you come back next week?" I asked her. (return)  
I asked her if she \_\_\_\_\_.
- e. "This protest can end with someone getting hurt," he said. (result in)  
He told me that the protest \_\_\_\_\_ someone getting hurt.
- f. "Stand back!" the police demanded. (us)  
The police told \_\_\_\_\_.

**6** In pairs, talk about a current news event. Write notes.

- What happened?
- When and where did the events happen?
- Who said what?

**7** Report your news event to another pair.

# The Dangers of \_\_\_\_\_



## ✚ Listening A News Report

- In pairs, look at the illustration and discuss the questions.
  - What process is being illustrated?
  - What is the purpose of the process?
  - Do you think the process could be harmful to the environment? If so, how?
- Listen <sup>15</sup> to the first part of a news report and complete the diagram captions with a word or phrase.
- Listen <sup>16</sup> to the second part of the report and label the information with the correct country.
  - Fracking has caused problems for people living in the area. \_\_\_\_\_
  - Protestors believe their government should be more concerned with alternatives to fossil fuels. \_\_\_\_\_
  - Protestors have delayed a fracking project. \_\_\_\_\_
  - A government official has tried to persuade protestors not to make any further trouble. \_\_\_\_\_
  - People believe that there has not been enough research done on the health effects of fracking. \_\_\_\_\_
- In pairs, make a list of risks that are involved in fracking.

## ✚ Pronunciation Connected Speech

- Listen <sup>17</sup> and focus on the underlined words. Then underline the correct option to complete the rule.
  - We'll be hearing reports from several of these countries a little later.
  - The rock formations usually contain natural gas.
  - The prime minister has denied putting the environment at risk.

When a word starts with the same consonant sound as the previous word ends with, we pronounce the two words *together / separately*.
- In pairs, practice saying the sentences. Pay attention to the underlined words.
  - There are protestors sitting on the outside the fracking site.
  - Some protestors have volunteered to watch children who have come with their parents.
  - Don't tell us what to do!
- Write a short paragraph for a news story. Use the phrases to create your story.
 

have forced    marched down  
 police stopped    first time
- In pairs, read out your news stories. Use connected speech.



## ✚ English in Use Reporting More Accurately

(See page 113.)

1 Read the sentences and match the underlined phrases to the structures.

- a. He has denied putting the environment at risk.
- b. He then urged the protestors to act responsibly.
- c. Protestors have accused the prime minister of putting the benefits before the well-being of the people.
- d. Residents have complained about being put at risk by the process.
- e. The company intends to return later.

\_\_\_\_\_ verb + infinitive: agree, decide, promise, refuse, want

\_\_\_\_\_ verb + preposition + gerund: apologize (for), complain (about), insist (on), object (to)

\_\_\_\_\_ verb + object + infinitive: ask, advise, encourage, invite, remind, want, warn

\_\_\_\_\_ verb + gerund: admit, confess, mention, recommend, regret, suggest

\_\_\_\_\_ verb + object + preposition + gerund: accuse, blame, thank

2 In pairs, read the sentences and discuss why we sometimes use different reporting verbs to say or tell.

He insisted that it was a cheap form of energy.

They assured the protestors that there was no risk.

3 Add the reporting verbs from activity 2 to the structures.

verb + object + *that* + indirect speech

inform, warn, \_\_\_\_\_

verb + *that* + indirect speech

admit, agree, decide, deny, promise, recommend, suggest, \_\_\_\_\_

4 Underline the correct options to complete the text.

I 1) *preferred / asked / promised / offered* a resident of a small town to tell me about the consequences of living near a fracking site. He told me that before the drilling started, a relative had 2) *agreed / insisted / advised / suggested* him to have his well water analyzed and the results recorded. He then 3) *urged / informed / encouraged / wanted* me that he had had the water tested a few weeks before and the results showed levels of toxic substances well above the safe limits. "Folks have been 4) *complaining about / insisting on / apologizing for / accused of* having to buy drinking water because their wells are contaminated," he told me. The drilling company 5) *suggested / refused / denied / recommended* causing harm to the environment and 6) *wanted / encouraged / invited / warned* the residents not to make false accusations.

5 Complete the second sentences so that they have a similar meaning to the first. Use between two and five words, including the words in parentheses.

- a. "I wish I had gone to the demonstration." (regretted)  
Jim \_\_\_\_\_ to the demonstration.
- b. "If I were you, I would only buy organic food." (advised)  
John \_\_\_\_\_ organic food.
- c. "Why don't we walk to school?" (suggested)  
Doris \_\_\_\_\_ to school.
- d. "Don't go near the fracking site!" Fred told us. (warned)  
Fred \_\_\_\_\_ near the fracking site.
- e. "Drinking the water here can harm your health." (explained)  
Jennifer \_\_\_\_\_ there could harm our health.

6 In pairs, read the paragraph and report what was said. Use the prompts.

an apology      an explanation      a promise  
acceptance      an intention      gratitude

### Smith-Johnson Drilling Company Apologizes

"The Smith-Johnson Drilling Company wishes to apologize for the inconvenience caused to the residents of the area by the fracking project. We acknowledge that there has been an accident that has caused the environment to be exposed to toxic waste. The accident was caused by an earth tremor rather than human error. I can assure you that lessons have been learned and the site will be made safer as a result. The company will compensate anyone who has suffered as a consequence of the accident. If anything else happens that puts the local residents or the environment in danger, I give you my word that the project will be terminated," the company told the assembly. "Thank you for coming."



## ✚ Writing A News Report

- 1 In pairs, read the exam task and the news report and discuss the questions.

The local government has announced that a new tricounty airport is to be built in your rural farming community. Write a news report breaking the news and including comments from the proairport mayor and preservation group opposed to the airport.

- Has the author answered the task fully? Give examples.
- Is the news report for a local or national newspaper? Give reasons for your answer.
- Do you think the news report is well written? Why or why not?

- 2 In pairs, look at the common errors underlined in the report and answer the questions. Give reasons for your answers.

- Which error is an irrelevant piece of information?
- Which error is a confusing example or detail?
- Which error shows unnecessary repetition?

- 3 Match the common errors to their descriptions.

- confusing examples or details
- irrelevant information
- unnecessary repetition

\_\_\_ This information does not add anything that has not already been mentioned previously and is therefore redundant.

\_\_\_ This information can make what was previously written unclear, making understanding of the text difficult.

\_\_\_ This information makes the text longer but not better as it tends to add details unnecessarily.

- 4 In pairs, find and identify more examples of common errors in the text. Then discuss the questions.

- Which common errors do you make when writing?
- How can common errors be avoided?

- 5 Read the exam task and write a news report.

The local government has announced it is seriously considering an offer by a major corporation to build a theme park in a small rural community. Write a news report breaking the news, including comments from the protheme park mayor and a preservation group opposed to the project.

- 6 In pairs, exchange news reports and check for common errors.

### Tricounty Airport Proposed for Bakersfield

On Monday afternoon, City Hall announced that the location for the much needed tricounty airport would be Bakersfield. Mayor Davies announced the news at a press conference on Monday afternoon. He informed reporters that there had been a lot of competition for the new airport. He insisted that because of the city's central location and accessibility, the decision would swing in Bakersfield's favor.

He went on to say that the airport would serve the tricounty area, which would bring more trade and industry to the area. He promised that it would also attract wealthy entrepreneurs and executives who would be enticed by a convenient airport.

Mr. Stone, of the Bakersfield Preservation Group, said that the group would fight the proposed airport. As we spoke over coffee and doughnuts at Joe's coffee shop, Mr. Stone warned me that if the airport was built, the Bakersfield we all once knew would disappear under a deluge of cheap hotels, warehouses, and office blocks. He then insisted on telling me how Joe Hutton and Donna Slobaski, who are factory workers in Bakersfield, appreciated the peaceful close-knit community just the way it was.

With construction due to start in the near future, those in opposition to it do not have a lot of time to organize. Bakersfield will change as a result of the airport, but whether those changes will be beneficial or detrimental to the town remains to be seen.



#### Writing Tips

##### A News Report

- Write a headline that catches people's attention and sums up the story.
- Start each paragraph with a topic sentence. Include the most important information in the first paragraph.
- Answer *wh-* questions (who, what, when, where, why).



## 5 Ways of Resolving Conflict

Different people have different ways of resolving conflict. According to Kenneth Thomas and Ralph Kilmann, who developed the Thomas-Kilmann Conflict Mode Instrument (TKI), there are five basic ways.



### Collaborate

Collaborative people are assertive but acknowledge that everyone's opinion is important.



### Compete

Competitive people take a firm stand and do not give in until the other person agrees with them. This style of resolving conflict is useful in an emergency and when a decision has to be made quickly.



### Accommodate

Accommodating people are willing to put other people's needs before their own. They value peace more than being right or getting their own way.



### Compromise


Compromising people try to find a solution that will partially satisfy everyone. Everyone is expected to concede something in order to gain something.



### Avoid

People who prefer avoiding conflict simply walk away and leave decision making to others.

1 In pairs, read the text and decide which is the best way to resolve a conflict.

2 Listen  and label each speaker with his or her way of resolving a conflict. There is one speaker whose way of resolving conflict does not appear.

Speaker 1: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

Speaker 3: \_\_\_\_\_

Speaker 4: \_\_\_\_\_

Speaker 5: \_\_\_\_\_

Speaker 6: \_\_\_\_\_

3 In groups, make a list of the other ways to resolve conflict.

4 In pairs, complete the exam task. Use the *Useful Language* box and follow the tips.

Choose two pictures from the page. Compare and contrast them. Give your opinion about what is happening in each situation. Then discuss common reasons why people argue in your country? What do they do to resolve their differences? Talk for about three minutes.

### Tips

- Avoid repetition.
- Describe everything you see in the pictures.

### Useful Language

#### Giving Opinions

*I might be wrong, but...*

*If I can't agree..., I just...*

*I feel it is my...*

*I believe discussing...*

*To be honest, I prefer...*

*In my experience...*



# Resolving Conflict in a Multicultural Environment

By Andrea Williams

## CULTURAL ASSUMPTIONS

Cultural conflicts arise because of the differences in values and norms in the behavior of people from different cultures.

1) \_\_\_\_ Another person holding a different worldview might interpret his or her behavior from an opposite standpoint. This situation creates misunderstanding and can lead to conflict.

## THREE WAYS OF CROSS-CULTURAL CONFLICT RESOLUTION

### › Probing for the cultural dimension

The resolution process should start from the parties' acknowledgment that their conflict contains a cultural dimension. 2) \_\_\_\_ Third, systematic phased work on the conflict is needed. Four phases have been identified: (1) the parties describe what they find offensive in each other's behavior; (2) they get an understanding of the other party's cultural perceptions; (3) they learn how the problem would be handled in the culture of the opponent; (4) they develop conflict solutions. Resolution of the conflict is particularly complicated if the conflict arose not just out of misunderstanding of the other's behavior, but because of incompatible values.

- 1 In pairs, read the title of the text and discuss the questions.
  - a. What communities, groups, and organizations can be multicultural?
  - b. What kinds of conflicts can have their origins in cultural differences?
- 2 Read and complete the article with the missing sentences. There is one extra sentence that you do not need to use.
  - a. In such cases, structural change becomes necessary to make the system more sensitive to the cultural norms of other people.
  - b. Conflict, depending on the outcome, can be positive or negative.
  - c. A person acts according to the values and norms of his or her culture.
  - d. The refusal to acknowledge the merits of different cultures is the root cause of problems.
  - e. This knowledge can be obtained through training programs, general reading, talking to people from different cultures, and learning from past experiences.
  - f. Next, there should be willingness on all sides to deal with all conflict dimensions, including the cultural one.



### › Learning about other cultures

People can prevent cross-cultural conflicts by learning about cultures that they come in contact with. 3) \_\_\_\_ Important aspects of cultural education are understanding your own culture and developing cultural awareness by acquiring a broad knowledge of values and beliefs of other cultures rather than looking at them through the prism of cultural stereotypes.

### › Altering organizational practices and procedures

Often, the procedural structure of multicultural organizations reflects the norms of just one culture and inherits the cultural conflict. 4) \_\_\_\_

## CONCLUSION

5) \_\_\_\_ With changing demographics, cultural differences become an acute issue. Many groups resist assimilation and wish to preserve their cultural distinctiveness, which makes cultural conflict education an essential tool for maintaining healthy relations in organizations and society in general.

- 3 Complete the sentences with the correct words from the text.
  - a. The secretary was hurt by the CEO's o \_\_\_\_\_ remark.
  - b. The meeting was a success thanks to the w \_\_\_\_\_ of everyone involved to cooperate.
  - c. If a simple misunderstanding is h \_\_\_\_\_ badly, it can become a conflict.
  - d. Thanks to the efforts of both parties to resolve the problem peacefully, the conflict had a positive o \_\_\_\_\_.
  - e. It is important to be s \_\_\_\_\_ to the needs of others who are trying to adapt to a different culture.
- 4 In groups, imagine students from another country are coming to visit your school. Make a list of three norms or values of your culture that you would explain to them in order to avoid any misunderstanding.



# Project

## Conflict Resolution and Outcome Chart

### Step 1: Read and Brainstorm

- Work in small groups. Read the five ways of resolving a conflict in the *Activity File*.
- Discuss the merits and drawbacks of each way.
- Read the conflictive scenario below and discuss the best approach to resolve it.
- Brainstorm real-life everyday conflicts you are aware of and choose one.

### Step 2: Create a Chart

- Create a chart to present your conflict.
- The chart should have three columns: column one should describe the scenario, column two should describe the way in which the conflict should be resolved, and column three should present the probable outcome.

### Step 3: Present the Solutions

- Present your chart to the class, explaining why you selected that particular conflict and what your solutions are. Be prepared to answer any questions that your classmates may have.

### Step 4: Class Discussion

- Display the charts around the classroom.
- Hold a class discussion. Say what types of real-life conflicts exist, what the possible reason are for their existence, and the best method of resolving each conflict.
- Say which group had the most interesting and effective solutions to their conflict.



■ Create an online chart.



# Review

1 Complete the sentences with the correct form of the words in the box.

deal rely ask object trust protect

- a. Protestors want to \_\_\_\_\_ the environment from GM crops.
- b. Hundreds of the protestors carried banners \_\_\_\_\_ for GMOs to be banned.
- c. There weren't enough policemen to \_\_\_\_\_ with all the protestors.
- d. The protestors \_\_\_\_\_ to field trials of GMOs in the last assembly. They feel it shouldn't go ahead without the appropriate precautions.
- e. The seed company has \_\_\_\_\_ on the security forces to prevent the protestors damaging the GM crops.
- f. Not everyone \_\_\_\_\_ in companies that sell GM foods, as they might not be safe enough to consume.

2 Read the banners and complete the sentences.



a. One banner urged consumers \_\_\_\_\_.



b. Another banner insisted \_\_\_\_\_.



c. One protestor's banner recommended \_\_\_\_\_.

3 Underline the correct words to complete the report.

## KEYSTONE PROJECT PROTESTORS TAKE TO THE STREETS

Early this morning, hundreds of nationwide protestors took to the streets in demonstration against the Keystone XL pipeline project. Many campaigners 1) *insisted* / *encouraged* that it posed a great threat to the environment. I followed activists on a march in Wichita, where weather conditions were freezing, and spoke to a representative who 2) *announced* / *informed* me that government officials had 3) *admitted* / *insisted* supporting the project even though they know it could have an impact on the environment. Another protestor, who 4) *apologized* / *objected to* the project, 5) *refused* / *announced* that it was obvious transportation of oil sands would continue regardless of their efforts. However, he 6) *announced* / *assured* me that the freezing weather would not stop the cause.

4 Report what the people said.

- a. "The boss wants this finished now," she told me.  
\_\_\_\_\_
- b. "This should have been finished the day before yesterday," he informed me.  
\_\_\_\_\_
- c. "I'm looking forward to my vacation next month," she said.  
\_\_\_\_\_
- d. "Today has been one of the best days of my life," he said.  
\_\_\_\_\_
- e. "Did you see the game last week?" she asked me.  
\_\_\_\_\_

