

4

Time will tell

COMPETENCES

- Read and analyse an article about women overlooked by history.
- Listen to a monologue about time travel.
- Learn how to compare pictures.
- Write a report about a study-support programme.
- Learning situation** Design mission objectives for a school committee: Communication
- Workbook** **MEDIATION** Summarising a listening text

2



3



How can we make the best use of our time?

ACTIVE THINKING

- 1 In pairs, look at the photos and answer the questions.
 - 1 What do the photos show? What do they represent about our relationship with time?
 - 2 What can we learn from older generations? What legacy would you like to pass on to future generations?
 - 3 Discuss the unit question 'How can we make the best use of our time?'. Give reasons for your answer. Do you have the same opinion?
- 2 **VIDEO** Watch a video about different types of goals. Choose the correct option.
 - 1 In the introduction, the presenter suggests time is like *a fossil fuel/renewable energy*.
 - 2 Making a fortune, starting a business, writing a book, winning awards, and making a difference are examples of *extrinsic/intrinsic* life goals.
 - 3 According to the video, intrinsic life goals are mainly related to *your feelings/what other people think*.
 - 4 The video *claims/doesn't claim* that some life goals are superior to others.

Extra video activity



Expressions connected with time

- 3  **COMMUNICATE** Do the quiz. Then compare your answers with a partner. Do you have a similar relationship with time?

TIMEWISE

Do you race around or like to take your time? Take this quiz to find out your relationship with time.

- 1 **A project is due in a few weeks. What's your approach?**
 - A I'll crack on with it now. It's important to start straight away.
 - B I'll do it at some point, even if I leave it till the last minute.
 - C I'll start sooner rather than later.
- 2 **What are mornings like for you?**
 - A I wake up at the crack of dawn.
 - B I could sleep around the clock, whether I stay up till the small hours or go to bed early.
 - C I'm not great first thing, but I manage if I don't burn the candle at both ends.
- 3 **How much do you plan ahead?**
 - A Every detail is planned down to the minute for the foreseeable future.
 - B Only once in a blue moon if I absolutely have to.
 - C Every so often I think about what's coming down the road in the near future, but more often than not I just see what happens.

- 4 Match the highlighted expressions in the quiz in Exercise 3 to their definitions.

- 1 get up early and stay up late
- 2 usually, most of the time
- 3 very early in the morning (two expressions)
- 4 for 24 hours without stopping
- 5 expected in the future
- 6 before much time has gone by
- 7 at an unspecified future time
- 8 extremely rarely
- 9 occasionally, from time to time
- 10 start something with determination

- 5 Complete the phrases with the words below. Check you understand the meaning of the highlighted expressions.

future (x3) ■ hour ■ hours ■ minute (x2)
past (x2) ■ present (x2) ■ time (x5)

- 1 There's no rush to finish. Please take your
- 2 You'll become a lot more fluent in English over the course of
- 3 Meeting my old friend from primary school was a blast from the
- 4 We've planned everything for the party down to the
- 5 Start working on your project today. There's no like the !
- 6 We'll see you in the near , or at least the not-too-distant
- 7 I stayed up reading till the small
- 8 You always wait till the eleventh and leave everything till the last !
- 9 There's no sense getting stuck living in the Try living in the instead.
- 10 I almost missed my bus, but I made it in the nick of
- 11 I love living in this city, so I think I'll stay here for the foreseeable
- 12 It seems like an interesting idea at first glance, but I don't think it'll stand the test of

- 6  **PLURILINGUALISM** Which expressions in Exercises 4 and 6 are similar in your language? Which are different?

- 7  **COMMUNICATE** Ask and answer the questions.

- 1 Do you remember a time when you left something till the eleventh hour?
- 2 What's something you hope to do in the not-too-distant future?
- 3 Have you recently seen or heard something that was a blast from the past?
- 4 What ideas or inventions from the past haven't stood the test of time?

1 Read about eponyms. Had you heard any of these stories before?

HOW TO LIVE FOR ever (well, your name, at least)

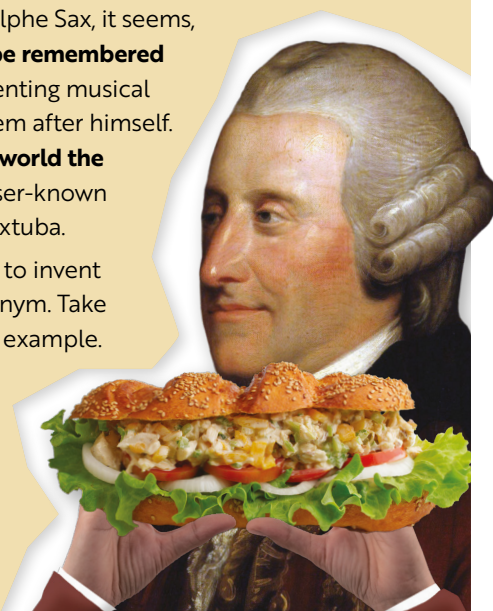
Do you want to be remembered for eternity? It's easy! **(A) What you need to do is invent or discover something** and name it after yourself. In other words, get yourself an eponym – a thing that's named after a person.

In 1943, for example, a group of hungry American women arrived at a restaurant in Mexico. The restaurant was closed, but "no problem," smiled the chef, Ignacio 'Nacho' Anaya García, who offered to rustle up some food. **(B) All he could find were some tortillas, cheese and jalapeno peppers. (C) The tortillas he chopped up,** fried and sprinkled with cheese and peppers. Then he baked the whole thing till it was crispy. A few minutes later, **(D) out of the kitchen he came** with his proud new invention, which he called *nachos*, of course!

As for Belgian musician Adolphe Sax, it seems, **(E) so desperate was he to be remembered that** he spent his career inventing musical instruments and naming them after himself. **(F) Not only did he give the world the saxophone,** but also the lesser-known saxotromba, saxhorn and saxtuba.

In fact, you don't even need to invent anything to become an eponym. Take the 4th Earl of Sandwich, for example.

(G) It probably wasn't him who invented the concept of putting food between slices of bread, but **(H) he did enjoy this convenient snack. And (I) popular it certainly became!**



Emphatic structures

2 Look at the examples in bold in the text in Exercise 1. Then match the examples to the rules.

When we want to emphasise certain information in a sentence, we can ...

- use cleft sentences.
 - *It + be + focus of the sentence + relative clause*
 - *What + clause + be + focus of the sentence*
 - *All + clause + be + focus of the sentence*
- use inversion with *so* or a negative word or phrase.
 - *so + adjective/adverb + be/do/have/modal verb + subject (+ verb) + that clause*
 - *negative word or phrase + be/do/have/modal verb + subject + verb*
 - *Not before/since/unless/until + clause + be/do/have/modal verb + subject + verb*
*Not since last summer **have I felt** this happy.*
 - *Only after/if/when + clause + be/do/have/modal verb + subject + verb*
*Only after the Earl started eating sandwiches **did the idea become** more popular.*
- use *do/does/did* + affirmative verb to express contrast or correct a misunderstanding.
- move an object or adjective to before the subject.
- move a prepositional phrase to the beginning of a clause.

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3 Choose the correct option.

According to legend, in 1889, Queen Margherita of Italy was visiting Naples and wanted to try some local pizza. So **(1) impressed she was/impressed was she/ she was impressed** by a pizza consisting of the colours of the Italian flag that she asked the pizza maker what it was called. 'Pizza Margherita', replied the chef. It's a great story, but unlikely to be true. For one thing, it **(2) didn't/was/wasn't** until the mid-20th century that pizzas were given names. **(3) All that's/It's/What's** more likely is that the original *pizza margherita* used to have an egg in the middle, surrounded by mozzarella, so it looked like a daisy, or a *margherita* in Italian.

One woman who definitely **(4) did/had/ was** have things named after her is Maria Skłodowska-Curie. **(5) Only after/Not since** did she win two Nobel prizes, but she also gave her name to the element curium and the curie (a measure of radioactivity). She's even immortalised in space! On the far side of the Moon **(6) does the Skłodowska crater lie/lies the Skłodowska crater/is lying the Skłodowska crater** – and there's another one on Mars.

- 4 Complete the second sentence so that it means the same as the first.
- I wouldn't wear a leotard under any circumstances.
Under no
 - Sax didn't invent the saxophone just to become famous.
It wasn't just
 - We just needed a bit more time.
All
 - French finance minister Étienne de Silhouette was so unpopular that artists named the cheapest form of art after him.
So artists named the cheapest form of art after him.
 - They didn't start eating until their friends arrived.
Not
 - It wasn't until the pizza arrived that we noticed it had an egg in the middle.
Only when there was an egg in the middle.

PRONUNCIATION

We can use stress to express contrast (contrastive stress) or to emphasise part of a sentence that we want to focus on (emphatic stress).

- 5  29 Practise saying the sentences. Which word in each underlined section do you think has strongest contrastive/emphatic stress? Then listen, check and repeat.
- It was Ben who came up with the idea that solved the problem.
 - She didn't invent them, but she did make them famous.
 - So bored was she that she couldn't concentrate on her work.
- 6  **COMMUNICATE** Complete the sentences so they are true for you. Then compare with a partner.
- All I want in life ...
 - What became clear to me last week ...
 - It wasn't until I reached my age today that ...
 - So angry/busy/tired was I today that ...

Vocabulary

Commonly confused words

- 1 Read the text. Do you ever procrastinate? Why?

The real reason we



Most of us are guilty of procrastinating sometimes – putting things off that should be done. But there's one key (1) **principal/principle** about procrastination that is often misunderstood: it isn't always about time management. We can't (2) **affect/effect** change simply by being better organised, such as studying on (3) **alternate/alternative** days, or by being more (4) **conscientious/conscious**. The (5) **principal/principle** cause can also be emotion. Self-doubt and fear of failure often lead us to avoid tasks. Feeling guilty, or having no (6) **alternate/alternative**, can make things worse. Instead, we should be more (7) **conscientious/conscious** of our emotions and how they (8) **affect/effect** us.

- 2 Choose the correct words to complete the text in Exercise 1. Use a dictionary if necessary.
- 3 Match each pair of words below with their meanings, a and b.

addition/edition ■ complement/compliment
sight/site ■ stationary/stationery

- A products for writing B not moving
 - A something added B a version of a book, etc.
 - A something seen B location
 - A say something nice B go with something
- 4  **COMMUNICATE** Correct the mistakes. One question is correct. Then ask and answer the questions.
- Are you ever effected by procrastination? Why?
 - What's the principle reason you're learning English?
 - What's the best compliment you've ever received?
 - Is anyone you know into stationary? What sorts of things do they like?



An article

- 1  **COMMUNICATE** Do you think it's easier for you to think of 10 famous men from the past, or 10 famous women? Why?
- 2 Read the article on page 57 quickly. Match the names from the text to their achievements.
 - 1 famous artist 2 businesswoman
 - 3 astronomer
- 3  **EXAM** Read the article again. Choose the correct answer.
 - 1 What verb does the underlined word 'ascribed' in paragraph 1 mean?
 - A credited B described
 - C announced D shared
 - 2 What part of Margaret Keane's story does the writer suggest was the result of a misunderstanding?
 - A the critical response to Keane's paintings
 - B the public's belief about the artist's identity
 - C Margaret's initial perception of her husband's role
 - D the outcome of legal proceedings
 - 3 The writer implies that Anthony Hewish ...
 - A might never have succeeded without Bell Burnell's work.
 - B deliberately claimed Bell Burnell's achievements as his own.
 - C believed Bell Burnell was incompetent.
 - D shouldn't have received the Nobel Prize.
 - 4 What does the writer emphasise as the outstanding reason for Madam CJ Walker's reputation today?
 - A making a fortune without help from others
 - B inventing a transformational hair-care product
 - C having modern hair products named after her
 - D using an innovative sales technique
 - 5 What is the writer's general tone?
 - A neutral about past events
 - B enthusiastic about great achievements
 - C indignant at earlier wrongs
 - D optimistic for a better future

ACTIVE THINKING

- 4 Which of the three women in the text do you think suffered the biggest injustice? What should have happened?
- 5  **MEDIATION** Your school wants to name a classroom after one of the women in the text. Write a message to your teacher explaining your recommendation. Use the text to help you.

Three-part phrasal verbs connected with history

- 1 Read the blog post. Match the highlighted phrasal verbs with meanings 1-9.

Yesterday, I watched a fascinating documentary about women who should have been more famous, but instead were **written out of** the history books. These are women who **came up against** all kinds of challenges and, when they tried to **stick up for** their rights, they got abuse from powerful people like journalists and politicians, who **looked down on** their achievements.

Not so long ago, your chances in life basically **came down to** whether you were born a boy or a girl. Thankfully, we've **done away with** a lot of the outdated rules that held girls and women back and prevented them from **following through with** their plans and ambitions, but (as the documentary showed with some eye-opening interviews) it's still hard to **get through to** certain people with outdated attitudes.

Anyway, the documentary just gave the basics of their stories, so I'm going to **read up on** them to find out more!

- | | |
|-----------------------------------|-----------------------|
| 1 promote and defend | 6 disrespect |
| 2 depend on | 7 face |
| 3 exclude from | 8 communicate |
| 4 finish something you've started | 9 abolish, get rid of |
| 5 research | |

- 2  **COMMUNICATE** Ask and answer the questions.

- 1 Which of the women in the article would you like to read up on and find out more about? Why?
- 2 Which outdated rules or laws would you do away with?
- 3 How can today's men and boys stick up for their female peers?
- 4 What factors, in your opinion, does success in life come down to?



The **WOMEN** overlooked by **HISTORY**

Before the mid-20th century, if you wanted to go down in history, you pretty much had to be born a man – or a princess. Throughout the ages, women and girls have faced unimaginable barriers, making it difficult for them to achieve success or fulfil their potential (and still do in many parts of the world). But even those amazing women who somehow overcame overwhelming obstacles still found themselves written out of history, their great achievements even falsely ascribed to men. Here are a few of the most egregious examples.

In the 1950s and 60s, Margaret Keane was one of America's most popular and prolific artists. Art critics looked down on her 'kitschy' paintings of sad-faced children with huge eyes, but that didn't reduce their appeal for ordinary Americans. There was just one problem: it wasn't Margaret who found fame as the painter of these pieces, but her husband, Walter. The deception had started shortly after their marriage in 1955, when Walter offered to help Margaret to sell her distinctive pictures. For two years, she was unaware he was passing off her work as his own. By the time she became aware of the deception, it was too late: Walter had already made his name as a successful artist. For years, Margaret stayed at home, spending up to 16 hours a day painting, while Walter became famous. It wasn't until 1970 that the now-divorced Margaret revealed the truth, but few believed her. Only in 1986 did she finally get the recognition she deserved, after winning a high-profile court case by completing a painting in front of the judge and jury in just 53 minutes.

As a girl growing up in 1940s Northern Ireland, Jocelyn Bell Burnell was expected to study cooking at school, not science. But after becoming the only woman in a class of 50 students to graduate in the male-dominated world of radio astronomy, she made it onto a team led by Anthony Hewish at Cambridge University studying quasars – the cores of distant galaxies. After spending two years building a telescope, Bell Burnell was given sole responsibility for operating it and analysing its results. One day, she spotted something incredible: a star that seemed to be sending intermittent radio waves. Hewish was convinced Bell Burnell had made a mistake, and ignored her claims at first, but Bell Burnell kept studying to confirm her

findings. Eventually, she managed to get it through to her supervisor that her pulsating radio star – or pulsar – was real. Professor Hewish went on to win the Nobel Prize for 'his' discovery, together with Martin Ryle, the head of Cambridge Radio Astronomy Group. Bell Burnell was overlooked – officially because she had been a mere student under Hewish's supervision at the time.

Look at a list of the greatest 20th century business leaders. You'll see plenty of familiar names, from Ford and Disney to Gates and Jobs. But good luck finding many women! Perhaps because many female entrepreneurs made their fortunes from cosmetics, their achievements were not taken seriously. Madam CJ Walker was one of the first black female self-made millionaires. Having grown up in extreme poverty and come up against severe challenges, she refined and manufactured a product to help black women care for their hair, when indoor running water was still a rarity. However, it wasn't her products that made her a legend, but the groundbreaking way she sold them, using a network of over 10,000 highly-trained women to demonstrate them in action. Despite being a renowned business leader during her lifetime, after her death in 1919, her legacy was almost completely erased from the history books. It was only in 2001, when her great-great granddaughter published a biography, leading to a TV dramatisation of her life, that Madam Walker reclaimed her rightful place as one of the business greats. Even better, hair care products bearing her name are once again on sale.

As we face up to the injustices of the past, many of these unsung heroes are finally getting the recognition they deserve, but countless others remain anonymous. And despite massive progress towards equality over recent decades, much remains to be done to ensure women and girls have as great a chance of making history as their male peers do.



SUSTAINABLE FUTURE

The United Nations aims to achieve gender equality and empower all women and girls.



CITIZENSHIP Work in pairs. Think about ideas from the text. Discuss what can be done to help achieve greater gender equality in the world.

5

GENDER
EQUALITY



- 1 **CULTURAL AWARENESS** Read about one of the earliest time capsules. How many times has it been buried?

TIME IN A BOX

(A) **Having already made their mark as heroes of the American revolution**, businessman and politician Samuel Adams and silversmith Paul Revere decided to seal their place in history. On 4th July, 1795, they placed a leather box filled with artefacts, like a medal to commemorate George Washington becoming the first President of the United States, beneath Boston's State House, (B) **intending it to remain hidden for generations**.

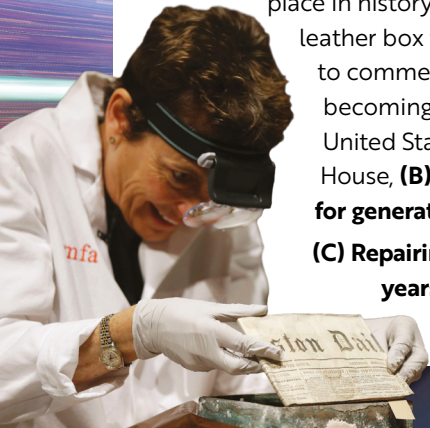
(C) **Repairing the State House sixty years later**, workers stumbled across the box and its fascinating

contents, including a silver plaque engraved by Revere himself. (D) **After adding several 19th-century items**, such as newspapers and a range of coins from the time, the workers returned it to its hiding place.

(E) **Not found again until 2014**, the box revealed its secrets to a group of engineers working on the building. After carefully documenting the box's contents, historians added 21st-century items and filled the box with argon gas, (F) **ensuring its contents will remain intact for centuries**.

Having now been returned to its hiding place, the box will hopefully be forgotten again, if possible.

(G) **Left undisturbed for generations**, perhaps it won't reveal its secrets again (H) **until rediscovered in the 22nd century**.



Participle clauses

- 2 Look at the examples in bold in the text in Exercise 1. Then complete the rules in the grammar box with the words below.

condition ■ extra ■ prepositions
reason ■ result ■ time

- We use participle clauses:
 - to give information about the subject of the main clause (example A and E).
 - to express instead of words like *when, while, before* (example C).
 - to express a instead of *because* (example B).
 - to express a instead of *and as a result* (example F).
 - to express a instead of *if* (example G).
 - with and conjunctions. (examples D and H).

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- 3 Match each sentence to rules 2–6 in Exercise 2.
- He worked hard, **becoming** the best in his team.
 - Used** correctly, AI can have a positive impact.
 - Despite **writing** it down, he forgot the answer.
 - Looking** at the list, he saw his name.
 - Having played** many times, Tia knew the rules.

- 4 Match the halves in each pair of sentences.

- Doing her homework, ...
- Having done her homework, ...
 - Clara went out with her friends.
 - Angela guessed several of the answers.
- Written with an old-fashioned ink pen, ...
- Writing with an old-fashioned ink pen, ...
 - the document looks old and impressive.
 - I got my hands covered in ink.
- Having asked to leave, ...
- Asked to leave, ...
 - I got my coat without arguing.
 - I waited for a response.

- 5 Rewrite the sentences as participle clauses, using the words given.

- If the objects are stored in the correct conditions, they won't deteriorate. **STORED**
- I kept my discovery a secret because I didn't want to share the treasure. **NOT**
- While I was digging in the garden, I came across a mysterious box. **DIGGING**
- I had never heard of time capsules, so I had no idea what the strange package was. **NEVER**
- The newspapers reported on the time capsule and it generated a lot of interest. **GENERATING**

Verbless clauses

- 6 Read the grammar box. Then find a verbless clause in the text in Exercise 1. What is the full form of the clause?

We form verbless clauses with conjunctions such as *although, as soon as, if, once, when, while, unless* and *until*, followed by an adjective or prepositional phrase. We omit the subject and the verb *be* because the meaning can be understood from the context. *Although it ~~was~~ difficult, they managed to finish the project on time.* *Once they ~~were~~ on paper, the author's ideas started to make more sense.*

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- 7 Rewrite the full clauses in bold and italics as verbless clauses.

- We'll show you our time capsule **when we're ready**.
- Don't open the box **unless you're in a safe place**.
- If it's necessary**, I can leave **as soon as it's possible**.
- Once it's under the ground**, the box shouldn't be moved.
- Although it was hidden for decades**, the time capsule was eventually discovered
- Leave the equipment there **until it's needed**.

- 8  **COMMUNICATE** Write instructions for how to create a time capsule. Use at least five participle clauses or verbless clauses in your instructions. Think about the following:

- What objects to put into the time capsule
- How to keep the contents safe
- Where to hide the capsule
- How long to wait before you open it
- How to find it again

When choosing objects, think about what best represents different aspects of life today.

Listening

A monologue



- 1  **COMMUNICATE** Do you think the statements are true or false?

- It's already possible to send people a few nanoseconds forward in time.
- Modern technology already uses some principles of time travel.
- It's theoretically possible to witness events that happened long ago.

- 2  31 Listen to a talk about time travel and check your answers in Exercise 1.

EXAM HACK  In activities where you complete sentences, don't paraphrase the information; use the actual words you hear. Check what you write fits the sentence grammatically as well. Then use the second listening to check your answers.

- 3  31 Listen again and complete the sentences with a word or short phrase.

- Scientific research suggests that time is a flexible
- The thought experiment involves imagining a travelling faster than you.
- The next part of the thought experiment involves observing a(n) from a spacecraft.
- The Earth and the Sun are travelling at different speeds and in different directions relative to distant
- In an experiment with atomic clocks, time passed faster or more slowly depending on whether the clock had travelled
- GPS technology relies on adjustments to satellites' to take account of time travel.
- When we look at an object one light year away, we see it as it was
- In theory, a mirror away could allow you to see dinosaurs living on Earth.

- 4  **COMMUNICATE** What might happen if people were able travel back in time and change the past?

Comparing photos

- 1**  **COMMUNICATE** Look at these ways of learning about the past. How might young people benefit from each one?

- visiting museums or old buildings
- looking at photos and paintings of the past
- doing traditional or historical activities
- talking to older generations

- 2**  **32** Listen to an examiner explaining a speaking exam. Are instructions 1–5 true or false?

You should ...

- 1 choose two photos.
- 2 speak for two minutes.
- 3 answer two questions about your partner's photos.
- 4 talk about similarities and differences between the photos.
- 5 answer one question about your photos.

- 3**  **33** Listen to a student doing the speaking task in Exercise 2 and answer the questions.

- 1 Which things from Exercise 1 do her photos show?
- 2 Does she do everything the examiner asked her to do in Exercise 2?

- 4**  **33** Complete the phrases in the Speaking bank with the words below. Then listen to the speaking task again and check.

back ■ both ■ least ■ regards ■ similarity
speculate ■ striking ■ while

SPEAKING BANK

Comparing photos

Describing similarities

- Both photos convey the idea of ...
- The key/main/principal **(1)** between them is ...
- In **(2)** cases, ...
- In neither photo are the people ...

Describing differences

- Unlike the first photo, this one shows ...
- There are some **(3)** differences between them, not **(4)** the fact that ...
- This one represents ..., **(5)** /whereas the second photo says far more about ...

Referring back to something

- Coming **(6)** to the questions, ...
- As **(7)** the other photo, ...
- You also asked me to **(8)** on ...

EXAM HACK  In tasks in which you describe photos, try to talk about each photo for the same amount of time, alternating your comments between the two photos. Remember to leave time to answer the examiner's questions, which are also printed above the photos.

- 5**  **EXAM TASK** Work in pairs A and B. Student A, compare two of the photos 1–4 and answer the questions. When you have finished, ask student B this question:

Which activity do you think is most important? Why?

Student B, do the same task with the two remaining photos. When you have finished, ask student A this question.

Which activity do you think is most important? Why?

Use phrases from the Speaking bank.

- What are the people trying to preserve?
- How might these activities help future generations?



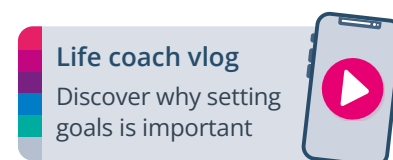


- 1 **COMMUNICATE** Read what these people say about their future career and life goals. To what extent do you identify with each statement?

- Freya:** I don't really mind what job I get, as long as the money's good. Once you've finished your working day, money gives you the freedom to do whatever you want.
- Leo:** My number one priority is a job where I can help people and feel like I'm making a difference. For me, the reward of helping make the world a better place far outweighs financial concerns.
- Henry:** I hate the idea of a repetitive, mechanical job. I want a job where there are always new opportunities, new things to learn and, yes, where there's the chance of promotion, too.
- Ivy:** My dream job would be one with long holidays and few hours, even if that means a lower salary. That's simply because I want to have as much time as possible for my hobbies. Life is more than just work.

- 2 **COMMUNICATE** Answer the questions.

- 1 What ideas do you have for the kind of job you would like to do?
- 2 What are your goals for your life in general?
- 3 How important do you think it is to have goals in life? Why?



- 3 **VIDEO** Watch a video about setting goals. Does it mention any of your ideas from question 2 in Exercise 2?
- 4 Look at the key points below from the video about the importance of setting goals. What do you remember about each point? What do you think of the advice in the video?

- | | | |
|---|---------------------------------------|------------------------------|
| 1 Focus | 3 Greater effort and enjoyment | 5 Improved confidence |
| 2 Problem-solving and resilience | 4 Feeling of progress | |

LIFE HACK Have a plan B

Not everything in life goes according to plan. You may decide you no longer want your original goal. Or you might find your preferred career no longer exists, as the world of work evolves. There will also be new jobs in the future. So, have a goal and a plan, but be ready to adapt according to changes in your life and in the world.

- 5 **LIFE COACH TASK** Follow the instructions and set career and life goals.

- 1 What are your career and life goals? Think of two or three things you want to achieve.
- 2 Identify the steps you need to take in order to achieve each goal.
- 3 Write down your goals and ultimate aims to help you stay focussed.

A report (1)

1 **COMMUNICATE** Discuss the questions.

- 1 How much sleep do you typically get each night?
- 2 What time do you naturally feel sleepy?
- 3 What impact does a lack of sleep have on you?
- 4 What could be done to solve this problem?

2 Read the exam task. What three things must the report include?

Your school year group recently experimented with changes to the school day, to make it more compatible with teenagers' sleep patterns. The experiment has now ended and your principal has asked you to write a report in order to decide whether to roll out the changes across the whole school. In your report, you should outline the changes that were tried, summarise the results of the experiment and make a recommendation based on those findings.

3 Read the report a student has written for the task in Exercise 2. Are you surprised by the report's conclusion?

4 Look at the Writing bank. Which of the expressions does the writer use in the model text in Exercise 3?

WRITING BANK

Writing a report

Introducing the aim

- This report aims/sets out to present/review ...
- The aim/goal/objective/purpose of this report is to ...

Presenting the background

- Research indicates/shows/suggests/reveals that ...
- In light of these concerns/findings/incidents, ...
- To support this conclusion, we set out to discover ...
- The exercise/experiment/trial involved ...

Describing results

- (Initial/Overall) responses to the experiment were broadly/generally/mostly ...
- However, many students expressed concerns that ...
- Anecdotal evidence also suggested (significant) improvements/reductions/changes ...

Making recommendations

- Despite ..., it seems clear that the (undeniable/considerable) benefits/drawbacks of ... were outweighed by ...
- In the absence of ..., my conclusion is that ...

Report on the school schedule experiment

Aim

The purpose of this report is to review a recent experiment into an alternative schedule for the school day and analyse its impact on students' performance and wellbeing.

Background

Research indicates that not only do adolescents struggle to fall asleep before 11 pm, but they also need up to nine and half hours of sleep per night. Class 4B recently experimented with a later start to the school day in order to better match the circadian rhythms of young adults. Conducted over approximately six weeks, the experiment involved shifting the school day back by three hours, with a midday start.

Results

Initial responses to the experiment were generally positive. However, many students expressed concerns that the delayed school day would adversely affect their after-school commitments, such as taking part in sports and extra lessons. Having completed the experiment, most students reported an overwhelmingly positive impact on their health and wellbeing. Anecdotal evidence also suggested significant improvements to grades and learning in general.

Recommendations

Despite the broadly enthusiastic reaction to the experiment, it seems clear that the undeniable benefits of healthier sleeping habits were outweighed by disruptions to activities after school. In an ideal world, extracurricular activities would also begin and end later in the day, but in the absence of such coordinated changes, my conclusion is that the experiment should not be implemented in the long term.



- 5  **COMMUNICATE** Read the writing task and identify the three points you must include. Then discuss ideas about what you might say for each point.

Your school recently introduced a new study-support programme aimed at helping students manage their workload more effectively. After one term, the principal would like to know whether the programme has been successful. Write a report for your principal in which you explain what the programme involved, summarise students' reactions and the effects it had and make recommendations for the future.



EXAM HACK  When you write a report, make sure you divide the information from the task into clear sections, each with a heading saying what the section refers to. Remember to refer to research (either data or feedback from people) and in your recommendations.

- 6  **EXAM TASK** Write your report for the task in Exercise 5. Use expressions from the Writing bank.

Would you like some help? >>> Yes? Go to:

Writing coach, Workbook page 40

Text Analysis  **Plan**  **Draft**  **Write**

- 7 When you finish your report, use these tips to check it.

- 1 I've covered all the points in the exam task. ☐
- 2 I've included section headings to organise my report. ☐
- 3 I've used phrases from each section of the Writing bank. ☐

Design thinking competence

Communication

In Design thinking project 2 you will practise communication. Read the description. Then do the questionnaire. There are no right or wrong answers.

Our communication skills enable us to express our ideas clearly. We all develop strategies for communicating effectively in a group.

- 1 I focus better when listening by ...
A making eye contact. B taking notes.
- 2 I communicate ideas better if I ...
A speak spontaneously.
B plan my thoughts in advance.
- 3 If I need clarification from someone, I ...
A wait for the right moment to ask them.
B ask them immediately to avoid misunderstandings.
- 4 After a group discussion, I more often ...
A reflect on what I said and think how to improve.
B ask people for feedback.

Now, compare your answers with a partner. How are they similar or different?

Time to reflect

- 1 Look at the unit question from page 52 again. Has your answer changed? Why?

How can we make the best use of our time?

- 2  **COMMUNICATE** In groups, reflect on the whole unit. Answer the questions.

- 1 Did you enjoy learning about time, historical events and people? Why/Why not?
- 2 What can you remember best from the unit? Why?
- 3 What was your favourite lesson in the unit? Why?

Want more practice?

Kahoot!



Emphatic structures

We can use word order to change the focus or emphasis of a sentence. There are several ways to do this.

We use cleft sentences to add emphasis and change the focus of the sentence.

They want to watch the match tonight. →

What they want is to watch the match tonight.

Cleft sentences are formed in the following ways:

- *It + be + focus of the sentence + relative clause.*
It was Charles who answered the door.
- *What + clause + be + focus of the sentence.*
What he did was take his books with him.
- *All + clause + be + focus of the sentence.*
All I have eaten today is a piece of toast.
- *The + thing/person/place/reason, etc. + clause + is/ was + focus of the sentence.*
The music that I most love to listen to is jazz.

We can use inversion with *so* or a negative word or phrase. We invert the subject and an auxiliary or modal verb. If there is no auxiliary or modal verb in the original sentence, we use the correct form of the verb *do*.

- *so + adjective/adverb + be/do/have/modal verb + subject (+ verb) + that clause.*
So tired did the girl feel that she fell asleep on the chair.
- *negative word or phrase + be/do/have/modal verb + subject + verb.*
Never has she greeted her fans after a performance.

We use structures like *Not/Only + conjunction* to emphasise that one action depends on another. With these structures, we invert the subject and the auxiliary verb in the second part of the clause, not the first.

- *Not + before/since/unless/until + clause + be/do/ have/modal verb + subject + verb.*
Not until you finish your main course may you eat dessert.
- *Only + after/if/when + clause + be/do/have/modal verb + subject + verb*
Only after he became manager did the team start winning awards.

We can use *subject + do/did/does + verb* to express contrast or correct a misunderstanding.

- **I do like** vegetables. *I just prefer sweet things!*

We can move an object or adjective in front of the subject. We may need to change the order of the subject and verb too. We mainly use this in spoken English.

- **That watch** is his most valued possession. **Old** it may be, but he adores it.

We can move a prepositional phrase to the beginning of a clause. If the subject is a full noun phrase (not a pronoun), it usually comes after the verb.

- **Next to the fireplace** slept the kitten.

Participle clauses

We can use participle clauses instead of full clauses to give extra information about the subject of the main clause. The implied subject of the participle clause is usually the same as the subject of the main clause.

- Present participle clauses often have an active meaning and are used to give a reason for an action, to talk about two actions that happened at the same time or to add information.
Feeling energetic, they decided to go for a long run.
- Past participle clauses often have a passive meaning and are used to give a reason for an action or to add information.
Scared by the fireworks, the dog hid under the bed.
- Perfect participle clauses are used to show that an action happened before the action in the main clause.
Having arrived late, she decided to go straight to the classroom.

We can also use participle clauses:

- to express time instead of conjunctions such as *when, while, after* and *once*.
Reading through his essay, he realised he'd made a mistake.
- to express a reason instead of *because*.
Knowing the answer, she didn't look it up.
- to express a result.
She missed the bus, **arriving late** to class.
- to express a condition instead of *if*.
Given enough time, we could finish the project today.
- with prepositions and conjunctions such as *until, before, despite, although, once, when* and *while*.
Before leaving, he turned the computer off.
- with *not* and *never* to make them negative
Never having been abroad, he didn't have a passport.

Verbless clauses

We form verbless clauses with conjunctions such as *although, as soon as, if, once, when, while, unless* and *until*, followed by an adjective or prepositional phrase. We omit the subject and the verb *be* because the meaning can be understood from the context.

Although she was tired, she continued working.

When you're in Madrid, try the famous calamari sandwich.

1 Choose the correct options.

- 1 **Rarely she does/Rarely does she** leave the city unless she has to for work.
- 2 **What my sister/It was my sister** loves watching are horror films.
- 3 Not **if/since** I was ten have I gone skiing.
- 4 **So stunning was the sunset/It was the stunning sunset** that we stopped and watched it.
- 5 **All what they did/All they did was** try to make the situation better.
- 6 **Never does she/She did** want to come, but she had to go to her Saturday job.

2 Rewrite the sentences using the words given.

- 1 You can have an ice cream when you've eaten dinner.
Only
- 2 The cricket match didn't continue until the rain stopped.
Not
- 3 The music was so beautiful that we decided to stand up and applaud.
So

- 4 The face that appeared before them was terrifying.
Terrifying
- 5 He really wants to work at NASA.
What

3 Order the words to make sentences. Start each sentence with a participle clause.

- 1 Waiting / I / my / listened / train, / podcast / for / a / to
.....
- 2 the / summit, / from / to / climb / Exhausted / their / climbers / the / rested
.....
- 3 before, / having / felt / travelled / Never / Claudia / alone / nervous
.....
- 4 Although / Shakespeare's / still / is / centuries / ago, / written / popular / work
.....
- 5 lift / pressing / this / call / you / By / can / button, / the
.....

Vocabulary coach

Expressions connected with time 35

around the clock /ə'raʊnd ðə 'klɒk/
at the crack of dawn /æt ðə 'kræk əv ,dɔːn/
at some point /æt 'sʌm pɔɪnt/
a blast from the past /ə ,blɑːst frəm ðə 'pɑːst/
burn the candle at both ends /bɜːn ðə 'kændl ət bəʊθ ,endz/
coming down the road /ˌkʌmɪŋ daʊn ðə 'rəʊd/
crack on with /kræk 'ɒn wɪθ/
down to the hour/minute /daʊn tə ðə 'aʊə/'mɪnɪt/
the eleventh hour /ði ɪ'levnθ 'aʊə(r)/
every so often /ˌevri səʊ 'ɒfn/ ■ first thing /fɜːst 'θɪŋ/
for the foreseeable future /fə(r) ðə fɔːsɪəbl 'fjuːtʃə(r)/
in the near future /ɪn ðə ,niə(r) 'fjuːtʃə(r)/
in the nick of time /ɪn ðə ,nɪk əv 'taɪm/
leave everything till the last minute /liːv 'evriθɪŋ tɪl ðə ,lɑːst ,mɪnɪt/ ■ living in the past /ˌlɪvɪŋ ɪn ðə 'pɑːst/
living in the present /ˌlɪvɪŋ ɪn ðə 'preznt/
more often than not /mɔː(r) ,ɒfn ðən 'nɒt/
the not-too-distant future /ðə ,nɒt tuː dɪstənt 'fjuːtʃə(r)/
once in a blue moon /wʌns ɪn ə bluː 'muːn/
over the course of time /əʊvə ðə ,kɔːs əv 'taɪm/
the small hours /ðə 'smɔːl ,aʊəz/
sooner rather than later /suːnə(r) rɑːðə(r) ðən 'leɪtə(r)/
stand the test of time /stænd ðə test əv 'taɪm/
take your time /teɪk jɔː(r) 'taɪm/
there's no time like the present /ðəz ,nəʊ taɪm laɪk ðə 'preznt/

Commonly confused words 36

addition /ə'dɪʃn/ ■ edition /ɪ'dɪʃn/
affect /ə'fekt/ ■ effect /ɪ'fekt/
alternate /'ɔːltənɪt/ ■ alternative /ɔːl'tɜːnətɪv/
complement /'kɒmplɪmənt/
compliment /'kɒmplɪment/
conscientious /ˌkɒnʃi'ɛnʃəs/ ■ conscious /'kɒnʃəs/
principal /'prɪnsəpl/ ■ principle /'prɪnsəpl/
sight /saɪt/ ■ site /saɪt/ ■ stationary /'steɪʃnəri/
stationery /'steɪʃnəri/

Three-part phrasal verbs connected with history 37

come down to /kʌm 'daʊn tuː/
come up against /kʌm 'ʌp ə'geɪnst/
do away with /duː ə'weɪ wɪð/
follow through with /fɒləʊ θruː wɪð/
get through to /get 'θruː tuː/
look down on /lʊk 'daʊn ɒn/ ■ read up on /riːd 'ʌp ɒn/
stick up for /stɪk 'ʌp fɔː(r)/ ■ write out of /raɪt 'aʊt əv/



Design

Learning situation: Design mission objectives for a school committee

In this project you will practise and develop the following skills and competences:

- communication
- collaboration and teamwork
- reflection and self-assessment
- innovating
- problem solving
- social and civic responsibility

Project coach 2, Workbook page 98

1 Empathise

1 **COMMUNICATE** Answer the questions.

- 1 Do you have a student committee, class representatives, or any other form of representation at your school? If so, how does it work?
- 2 How important do you think it is to have some form of student committee or representation at school? Justify your answers.

2 **VIDEO** Watch the video. Are these statements true or false? Explain why.

- 1 Olssen High School has a student committee, but it isn't very effective.
- 2 The students have certain issues they would like to raise with the school authorities.



3 **VIDEO** Watch the video again. Which students at Olssen High School would agree with these statements?

1 We have far too many exams!

2 There should be a limit to the amount of homework we get.

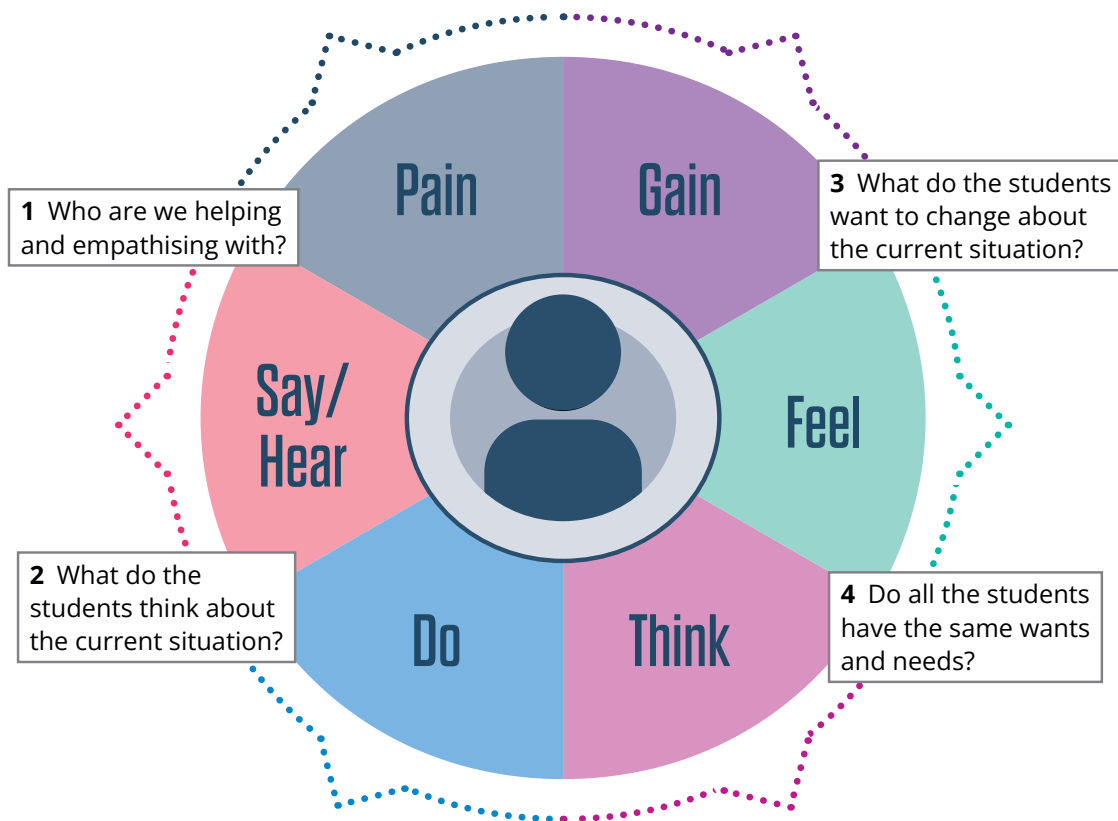
3 A lot of school excursions are a waste of time for us.

4 Isn't it time to change some of those old rules and regulations?

5 It's important to express our views in a polite way.

thinking PROJECT 2

- 4  **COMMUNICATE** What are your initial reactions, thoughts and questions when you put yourself in the shoes of the people in the video in Exercise 2?
- 5 Look at the Empathy map and questions below. Think about the video and answer the questions.



- 6 Look at your answers to the questions in Exercise 5 and write one or two sentences to clearly define the problems of the students in the video.
- 7 Share your sentence(s) with the rest of the class. Agree as a class on the clearest and most complete definition.

2
Define

3 Ideate

Design thinking task

8  **ENTREPRENEURSHIP** You are going to help the students at Olssen High School to design the mission objectives for a school committee so that it meets the needs of all students at the school. Follow the steps below.

Research

- Look back at your answers to the questions in the Empathy map in Exercise 5. Decide which areas you need to research to create an effective student committee with a mission.
- Do your research individually and make notes on the important points.

Brainstorm

- Write all of your ideas somewhere you can share them.
- Make a list of all your group's ideas.

Debate and agree

- Now decide which ideas you want to use. Remember to think about the people in the video who are going to be working with this student committee.

Design thinking skill

Variety is the spice of life!

Groupwork is especially powerful when group members have different skills, ideas, interests and strengths. This gives the group a variety of approaches towards the problem you are trying to solve. Remember that at the Ideate stage it's good to 'diverge' first, with a wide spectrum of ideas to solve a problem, but then you need to 'converge' and agree one or two best possible solutions to the problem.





9 **COMMUNICATE** Work in groups.

- Create a poster, brochure or slideshow to present your ideas for the student committee and its mission.
- Add images to illustrate your ideas.
- Prepare to present your ideas to the rest of the class in a presentation.
- Decide who will say what. Then practise giving the presentation.

4
Prototype

10 **COMMUNICATE** Work in groups.

- Watch your classmates' presentations. Take notes to ask questions and give feedback. After each team has given their presentation, provide constructive feedback.
- When it's your turn, present your ideas to the rest of the class. Then listen carefully to the feedback that other teams give on your ideas and make notes.

5
Test

11 With your team, look at your notes on the feedback you received. Decide which ideas and suggestions you agree with, and what changes you would make to your plans for the student committee and its mission.

12 Discuss how you could make your next design thinking project even better.

6
Review