

uncorrected proofs

# Prospects

STUDENT'S BOOK

# 2

**LEVEL 2  
SAMPLE**

Student's Book  
**UNIT 3**

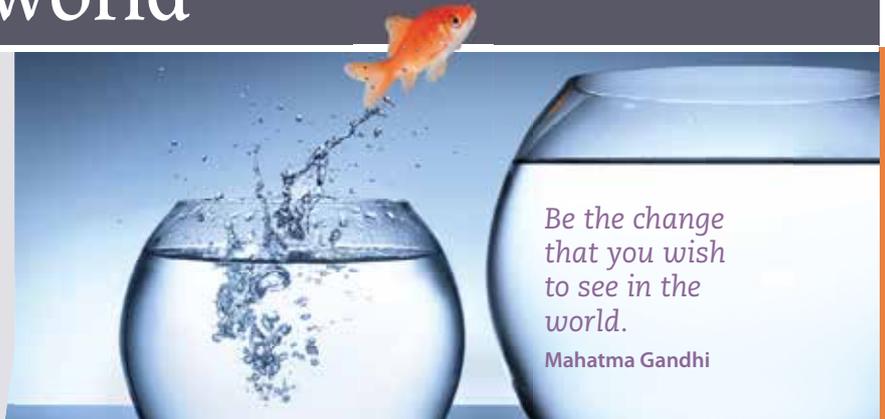


**Eoin Higgins**

**Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato**

# 3 A better world

<b>Vocabulary</b>	Change; Multi-word phrasal verbs: change
<b>Grammar</b>	Conditionals; Mixed conditionals
<b>Reading</b>	An article
<b>Listening</b>	A radio programme
<b>Speaking</b>	Reaching a decision
<b>Writing</b>	A problem-solution essay
<b>Presentations</b>	How to convince



What does the quote mean? What changes would you like to see in the world?

## Vocabulary Change

- 1 Read the text. Which person has had the biggest impact? Why?
- 2 Match the highlighted phrases in blue in the text to the definitions.
  - 1 made changes to make something better than it was before
  - 2 having an effect on someone's decisions, options or behaviour
  - 3 make progress in science, technology, human knowledge, etc
  - 4 a time when an important change takes place in a situation, especially one that makes it better
  - 5 make someone or something completely different, usually in a way that makes them better
  - 6 given someone the enthusiasm to do or create something
  - 7 succeeded in dealing with or controlling problems
  - 8 having an extremely important and beneficial effect on something
  - 9 a very surprising or impressive accomplishment
  - 10 trying to find methods to make something better

## THREE YOUNG PEOPLE WHO ARE MAKING THE WORLD OF DIFFERENCE

**DAISY KENDRICK** didn't think climate change was her problem. But the **turning point** came when she saw its effects in the Caribbean. She set up Ocean Generation, a non-profit organisation which is **seeking ways to improve** the lives of people affected by rising sea levels. Already, Daisy's organisation has **made improvements to** the way communities can respond to tropical storms.

Swedish student **GRETA THUNBERG** was only 15 when she went on strike from school with the aim of **influencing** the government to do more to protect the environment. Since then, her protest has **inspired** students all over the world. Greta gave a speech at a UN Summit criticising world leaders for failing to **make advances in** reducing CO<sub>2</sub> emissions in which she said, 'Our political leaders' legacy will be the greatest failure of human history.'

**WILLIAM KAMKWAMBA**, from Malawi, dropped out of school when his family couldn't afford the tuition fees. However, determined to continue his education, William **overcame** these financial **difficulties** by visiting the free library. After becoming interested in electronics, William built a windmill to generate electricity for his village. This **remarkable achievement** was able to **transform** life for his community, and his story was made into a film in 2019.



3 Complete the social media thread with the words and phrases in blue in the text on page 34.

 **Tom040**  
 Hopefully actions like the #ClimateStrike will (1) ..... people to put pressure on governments all over the world to (2) ..... in tackling climate issues. These strikes could (3) ..... to our planet's future, if our politicians would only listen.  
 — 28 minutes ago — 4 likes — reply —

 **Ali\_Brazil**  
 I am supporting #ClimateStrike to help (4) ..... we are facing here in my country because of mining.  
 — 26 minutes ago — 2 likes — reply —

 **McDougal**  
 But it's not just the politicians, Tom040. We all have a responsibility to (5) ..... to the way we live in order to reduce our own energy use.  
 — 22 minutes ago — 1 like — reply —

 **thisiskendra**  
 You're right, McDougal. We are now at a crucial (6) ..... when we all have to decide what we will do. My university friends and I have been (7) ..... by the (8) ..... of other young climate activists like Greta Thunberg and we have set up a campaign group.  
 — 16 minutes ago — 8 likes — reply —

 **Shangri\_La**  
 That's brilliant, thisiskendra! There is no doubt that scientists and politicians must collaborate to find a global solution, but ordinary people should also (9) ..... things in their local area, for example, by recycling and encouraging people to use their cars less. It is only by working together that we can (10) ..... the way people think.

AIM HIGHER ▲ Collocations with *change* (n)

Rewrite the sentences, replacing the underlined words with the adjectives in the box and the word *change(s)*.

considerable dramatic far-reaching  
 refreshing subtle unexpected

- The government made some changes that people would hardly notice to the climate policy.
- We've made some changes that we weren't expecting to make to the demonstration.
- Seeing so many people getting involved in this issue is a change that is different and exciting.
- There has been a change that is large and noticeable in people's attitudes to environmental issues.
- The UN has made a change that will affect a lot of people in an important way to ocean conservation laws.
- The community wants to make changes that are sudden and surprising to this technology.

CRITICAL THINKING

- 4  Work in pairs. Discuss the following changes that are predicted to happen in the near future. What do you think some of their effects will be?
- Almost 30% of the world's car users will be driving electric or hybrid cars.
  - Low-lying regions like Florida and Bangladesh will be under water.
  - There will be three times more plastic waste in our oceans than there is now.

VIDEO Global English



Flow

A  In pairs, talk about the questions. Make a note of your ideas.

- Have you ever heard about the charity, Greenpeace? What do they do?
- What are renewable and solar energy and what are the benefits to using them?

B  Watch the video. What is *The Rainbow Warrior* and why is it doing a tour of The Mediterranean?

C  Watch the video again. Answer the questions.

- Where does *The Rainbow Warrior's* tour of The Mediterranean start and when and where does it finish?
- What is the objective of 'The sun is for free' campaign?
- What three things are they trying to tell the Lebanese people about solar energy?

D  In pairs, discuss the questions.

- What other environmental campaigns have you seen recently?
- What do you think would be the most effective way to get younger people motivated to save the planet?

Reading An article

VIDEO Quick clip

Critical thinking



A Watch the video. What suggestions does Sonny make for how to attract wildlife to your garden?

B Answer the questions.

- 1 In what ways do you think that attracting local wildlife can be beneficial to the local environment?
- 2 What is being done to protect the local wildlife in your area/country?
- 3 Some people argue that it is cruel to have a pet if you live in a city. What do you think?

1 Look at the title, photos and text with the images on page 37. What do you think the text will be about? What consequences do you think there will be for wildlife and humans in the future?

2 Read the text quickly. What is it about? Were your predictions in Ex 1 correct?

EXAM SKILL True/false tasks

When you do a true/false task in an exam, read through each true/false statement carefully and decide what the key words are. Then locate the part of the text where the information is given and compare the statement to the information in the text. Look out for synonyms and negatives, and pay attention to words expressing degree or quantity.

3 Read the true/false statements in Ex 4 and find the key words. Think of synonyms for these words.

4 19 EXAM Read and listen to the text. Are the statements true (T) or false (F)? Explain your answers in your own words based on evidence in the text.

- 1 People in cities are seldom surprised to see foxes in cities where they live.
- 2 Many urban-living animals are easy to spot and can often be dangerous.
- 3 Some scientists think that urban life is having a negative effect on animals' abilities.
- 4 People have caused one Sri Lankan mammal to become an endangered species.
- 5 The text provides only examples of behavioural changes but not physical developments in city-living animals.
- 6 The author predicts that studying city animals will reveal less about evolution than previous animal research.

5 EXAM Answer the questions in your own words.

- 1 According to the text, why do animals choose to live in cities?
- 2 How do biologists know that cities develop some animals' intelligence?
- 3 What are some of the skills that animals have developed in cities?
- 4 What warning does the author give at the end of the text, and why?

6 EXAM Complete the sentences in your own words.

- 1 Police found the 'sandal thieves' by ...
- 2 A larger brain helps animals ...
- 3 Mice and voles ...
- 4 Larger brains ...
- 5 Crested anoles have changed their ...
- 6 Changes in city animals ...

Words in context

7 EXAM Find words in the text that mean:

- 1 a small step outside a house or building (paragraph 1)
- 2 become larger in size and fill more space (paragraph 2)
- 3 become very successful, happy or healthy (paragraph 3)
- 4 complicated or difficult to understand (paragraph 5)
- 5 describes a person or animal that lives in an urban setting (paragraph 6)
- 6 the things and conditions that are around a thing or person (paragraph 7)

8 EXAM Find the phrase 'under the radar' in the text and choose the correct meaning.

- a have a broken radio signal
- b keep a low profile, remain unnoticed
- c know the exact position of something

CRITICAL THINKING

9 Write short answers to one or more of the questions.

- 1 What can humans do to protect animals which are under threat?
- 2 Do you think zoos are good places for protecting certain species?
- 3 How can we protect animals' natural habitats?



# URBAN ANIMALS:

## HOW WILD ANIMALS ARE INVADING OUR CITIES



By 2050, over half of the world's population will be living in urban areas.

- Residents of a Kyoto neighbourhood and the police were totally confused. Forty pairs of sandals had been stolen from doorsteps over a period of ten days. Who could possibly be stealing so many sandals? The thieves would never have been identified if local police hadn't kept a close watch throughout the night. It turned out to be a pair of foxes who had instinctively taken the footwear as food. Foxes, considered wild animals, are now such a common sight in cities around the world that if residents catch sight of one in their neighbourhood, they hardly even react.
- As cities expand, animals' natural habitats are cleared to make way for new housing or are taken over by agriculture to sustain cities' inhabitants. If you were made homeless, what would you do? Some animals, like foxes, raccoons or coyotes, choose to move into suburban neighbourhoods in order to survive. Most of them are no threat to humans and live under the radar by going through rubbish bins at night for scraps of food.
- Now biologists are beginning to study how animals are adapting to city life and some believe that cities are actually making some creatures more intelligent. One study by the University of Minnesota demonstrated that urban mice and voles have brains six per cent larger than those that live in rural areas. A bigger brain in animals means better learning skills, which helps them to survive and thrive in urban areas.
- An animal conservationist in Sri Lanka, Anya Ratnayaka, has been tracking and studying members of a small community of wild cats called the fishing cat, whose survival, like that of so many other large mammals, is threatened by human activity. Ratnayaka discovered that the animals have learnt how to navigate the busy streets of Colombo to steal dragon koi from ponds and gardens, including from a pond in front of her shiny, modern office building.
- Crows, who have very large brains relative to their body size, are extremely good at solving complex problems. In the Japanese city of Sendai, these birds have worked out a new way to crack open the shells of walnuts. Rather than dropping them from a height, they found that if they place the walnuts carefully on the road in front of oncoming cars, the wheels crack them open for them.
- Not only are some city-dwelling wild animals demonstrating greater intelligence than their country cousins, but there is evidence of anatomical changes as well. It has been observed that crested anoles, a type of lizard native to Puerto Rico, have developed longer legs and adapted their toepads for life in the city over a period of less than 40 years. These evolutionary adaptations have enabled them to run longer distances and climb up and perch on slippery surfaces like windows and tiles, rather than tree trunks, which are easier to grip on to.
- These subtle behavioural and physical changes are happening faster than even Darwin himself could have imagined. If human migration to cities continues, it is inevitable that animals will accompany us and adapt to their new surroundings. Indeed, in the future, city-living animals may well reveal as much about the evolution of certain species as the animals on the Galapagos Islands did. Wildlife is everywhere – so be careful where you leave your sandals.

### WILD ANIMALS THAT LIVE IN CITIES



#### Phrasal verbs

- turn out (line 6) – have a particular result
- take over (line 12) – take control of something
- move into (line 15) – start living in a place
- go through (line 17) – search something carefully

► Vocabulary list page 118

## Grammar / Conditionals

## Zero, first, second and third conditional

Read the text and answer the questions.

- Match the sentences in bold (1–4) to the types of conditionals: zero, first, second and third.
- Which conditional do we use to talk about the following?
  - future situations or events that are unlikely or hypothetical
  - past situations or events that are impossible or hypothetical
  - present or future situations or events that are real or possible
  - facts and situations that are generally true
- When can we omit a comma from a conditional sentence?

**<sup>1</sup>If you go to the cinema, you expect to be entertained.**

However, some films do something much more important – they change the world. In 2016, SeaWorld, the marine theme park, announced that it was going to end its killer-whale shows. **<sup>2</sup>Would the company have taken these measures if it hadn't been for the documentary *Blackfish*?** The film told the story of Tilikum, a captive killer whale at SeaWorld, and argued that **<sup>3</sup>if you keep killer whales in captivity, it will have negative consequences on their behaviour.** After *Blackfish* was released, many bands and singers who were due to perform at SeaWorld announced **<sup>4</sup>they would cancel their performances if SeaWorld didn't change their policies** towards keeping killer whales in captivity. The company's revenues declined sharply afterwards.

► Grammar reference & practice page 103

## Watch out!

We can use *were* for the first and third person forms in the second conditional.

### 1 Choose the correct form of the verb to complete the sentences.

- Eve **wouldn't go / wouldn't have gone** to see that film if I hadn't told her about it.
- If you **see / saw** how those animals lived, you would understand the film.
- The company **wouldn't have changed** its policy if they **hadn't produced / didn't produce** that film.
- It shows that if we put pressure on companies, they **sometimes change / would sometimes change** how they do business.
- Would you go / Would you have gone** to see a show with killer whales if you had the chance?
- If I download the film, **will / would** you watch it this weekend?

## EXAM SKILL

## TRANSFORMATIONS

Transformations often test conditionals. Look out for sentences with *only*, *provided (that)* or *unless*, as these usually need a conditional. Decide what the condition is and what the consequence is. The condition becomes the *if* clause and the consequence is the other clause with *will / would*, etc.

### 2 EXAM Rewrite the sentences using the third conditional.

- Mo told me about this film. That's how I knew about it.  
If Mo .....
- My mum was given free tickets so she took my sister to see the killer-whale show.  
My mum and my sister .....
- There was a bear in our garden so we couldn't go out.  
We .....
- The company lost a lot of money, so they decided to improve their image.  
If the company .....
- The singer saw the film so she decided to cancel her performance at SeaWorld.  
The singer .....



## Mixed conditionals

Read the information and answer the questions.

We use mixed conditionals when the time reference in the *if* clause is different to the time reference in the main clause. The most common use of mixed conditionals is with the second and third conditionals, although other combinations are possible.

- 1 What are the most common forms of mixed conditionals?
- 2 Identify the conditional forms in bold in the sentences below.

*If I had seen the documentary, I would know how badly some animals are treated.*

*If they didn't live near the sea, their house wouldn't have been destroyed in the storm.*

► Grammar reference & practice page 103

### 3 Match the parts of the sentences.

- 1 We would have seen the fox
  - 2 If the water level hadn't risen during the storm,
  - 3 I would have made more headway on the project
  - 4 These seabirds wouldn't have died
  - 5 They wouldn't have discovered where the foxes lived
- a if I had a faster internet connection.
  - b if they didn't understand their habits.
  - c if we knew where to look.
  - d if there wasn't so much plastic in the sea.
  - e those houses would still be there.

## Consolidation

### 4 Complete the book review with the correct form of the verbs in brackets.

**To Kill A Mockingbird, Harper Lee (1960)**  
 ★★★★★ 1,208 ratings

The classic novel *To Kill A Mockingbird*, by Harper Lee, has as its central themes courage and compassion. In the novel, Atticus Finch, a lawyer, defends a black man, Tom Robinson, who was accused of a crime which he didn't commit. Atticus knew that if he (1) ..... (not defend) Tom, nobody would, and he would be found guilty. The novel was published in 1960, at the height of the civil rights movement in the USA and was incredibly popular. Perhaps if Harper Lee (2) ..... (not write) the story from the perspective of a child, it (3) ..... (not make) such a big impact. And maybe if it (4) ..... (not publish) at that time, it (5) ..... (not become) such an instant classic. The novel showed that if nobody (6) ..... (stand up for) people who are discriminated against, there will be no justice in the world. The world (7) ..... (be) a more heartless place if there (8) ..... (be) people like Atticus Finch. I promise that if you (9) ..... (read) this novel, you (10) ..... (understand) the meaning of tolerance.

## AIM HIGHER ▲ Inverted conditionals

A Rewrite the sentences with *if* and identify the type of conditional in each one. Then complete the rules.

- 1 Should the fox steal my shoes again, I'll inform the police immediately.
- 2 Were she to ask me for advice, I would tell her to complain.
- 3 Had they made some changes earlier, they wouldn't have been criticised.

We use inverted conditionals in formal or literary language instead of conditional structures with *if*.

- We use ..... + subject + infinitive instead of *if* + subject + present simple in first conditional sentences.
- We use ..... + *to* + infinitive instead of *if* + subject + past simple in second conditional sentences.
- We use ..... + subject + past participle instead of *if* + subject + *had* + past participle in third conditional sentences.

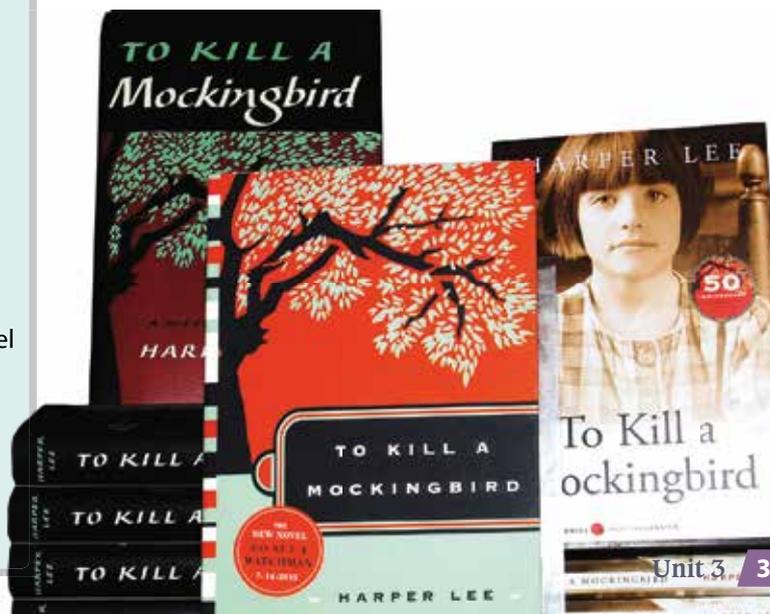
► Grammar reference & practice page 103

B Rewrite the parts of the text in bold, using inverted conditionals.

(1) **If I asked** you to think of famous paintings by women, would you be able to think of many? In 1984, a group of female artists called the Guerrilla Girls launched a protest against a major art exhibition in New York. (2) **If the museum had included** more women artists in the exhibition, they said, this protest wouldn't have been necessary. The group continues trying to address issues of discrimination in the art world. (3) **If you go** to most galleries in the world and count the number of paintings by women and compare them to those by men, you'll see what they mean.

### Get online

Find out about something else in the art world that is discriminatory. How would you go about changing this discrimination?



## Vocabulary Multi-word phrasal verbs: change

### WORD SMART

Some phrasal verbs are a **combination** of three words: a verb and two particles, eg *get on with*, *look forward to*.

### 1 Choose the correct word to complete the phrasal verbs. What does each one mean?

- When she **looks back on / down** her childhood, she feels lucky.
- I really admire people who **stand up for / through** the things they believe in.
- They felt they were **missing up / out on** things living so far away from their friends and family.  
Do you usually **keep up / down with** the latest news?
- If you **come up for / against** problems, you should try to see them as challenges.
- I don't want to start this long essay, but I know that I just have to **get on with / for** it.

### 2 Complete the text with the correct form of the phrasal verbs in Ex 1.

When Rob Long, a British former Brazilian jiu-jitsu medal winner, lost his eyesight, his life changed dramatically. He (1) ..... problems he could never have imagined. But Rob was determined to (2) ..... his life, despite his disability. Like many of us, Rob likes to keep up with the news on social media sites. Voice technology helps him to 'read' posts, but Rob knew he (3) ..... a lot of content because he couldn't see the photos. Rob decided to (4) ..... his rights as a disabled person, and tell users how to write a description of the images they post. (5) ..... his decision to do this, not only has he made content more accessible for blind people, he has also raised awareness with sighted people everywhere.

### WORD SMART

Phrasal nouns are nouns that combine a noun and a particle. They are written as one word or with a hyphen. Some phrasal nouns have the particle first, eg *input*.

### 3 Match the phrasal nouns in the box to the definitions (1–6).

breakthrough drop-off changeover  
downfall setback upbringing

- a sudden loss of power, status or success
- a place where passengers are let out of vehicles
- the way that parents look after their children and teach them to behave
- a discovery or achievement that comes after a lot of hard work
- a problem that delays or stops progress or makes a situation worse
- a change from one method, system or activity to another

## Listening A radio programme

### 4 20 Listen to the words and phrases and check you understand the definitions.

*orphan* – a child whose parents have died  
*swipe* – move your finger across the screen of a smartphone  
*asylum seeker* – someone who asks to live in another country because they are in danger in their own country  
*supply chain* – the process of getting a product to someone

### EXAM SKILL Distractors

Before you do a multiple-choice listening task, use these strategies to help you identify distractors:

- read the questions and options carefully
- identify the key words in each question or statement
- eliminate options that are obviously wrong or not true
- look out for questions that use the word *not*

### 5 Read the statements and multiple-choice options in Ex 6 and use the strategies in the Exam skill box to help you identify the distractors.

### 6 21 EXAM Listen to a radio programme about apps and choose the correct options.

- The *Feedie* app ...
  - is similar to Facebook and Twitter.
  - gives you recipes for restaurant dishes.
  - can be used to upload photos to social media.
  - can be used in all restaurants.
- You can use the *Feedie* app to ...
  - find new restaurants.
  - meet people for a meal.
  - send messages to other users.
  - post reviews of restaurants.
- The *Ankommen* app ...
  - is used by all immigrants to Germany.
  - has been downloaded over 100,000 times.
  - is only available in German.
  - can help with an official procedure.
- Which of these statements about the *Ankommen* app is **not** true?
  - It helps immigrants to learn German.
  - It has information about German culture.
  - Other European countries have similar apps.
  - It also helps users find employment.
- What is the purpose of the *Not My Style* app?
  - It helps shoppers find cheaper clothes.
  - It provides information about how fashion brands treat their workers.
  - Shoppers can save money by using the app.
  - It helps consumers make decisions about the quality of clothes.

### 7 21 Listen again and check your answers.

# Speaking Reaching a decision

SUB SKILL

## Discussing and reaching a decision

When you are asked to discuss something and reach a decision, use these strategies:

- express your own opinions; explain and justify them.
- ask for your partner's opinion; respond to what is said.
- discuss several options before making a decision.

### Model discussion

8 22 Listen to the end of a discussion about which device has most changed people's lives. Note down the phrases which:

- express opinions
- ask for opinions
- respond to what is said

**Examiner** Thank you. Now you have a minute to decide which device has changed people's lives the most.

**Beth** Well, I really think the personal computer is the device that has most changed people's lives, because they have affected every aspect of life, from education to leisure and communication. Do you agree?

**Ashlinn** Yes, I agree up to a point. Computers have had a huge effect on many aspects of life, but, as we said in our discussion, many people don't have access to a computer, whereas mobile phones are used everywhere in the world. For this reason, I believe that they are the devices that have most changed people's lives. What do you think?

**Beth** Well, what you say is true – even in developing countries, if people don't have a computer or a fast internet connection, almost everyone has a mobile phone. So, yes, I suppose you're right. Mobile phones are very useful and almost everyone uses them.

**Ashlinn** OK, so do we both agree?

**Beth** Yes, the mobile phone is the device which has changed people's lives the most.

**Examiner** Thank you.

### PRONUNCIATION

23 A diphthong is a combination of two vowel sounds said one after the other, as in the words *there* /eə/ and *here* /ɪə/. There are eight diphthongs in English. Each one has common spellings or combinations of letters, for example, the diphthong /eə/ can be spelled *ere*, *air* and *are*.

*there* /eə/   *here* /ɪə/   *go* /əʊ/   *our* /aʊ/

9 24 Copy and complete the table with the words in the box. Listen and check.

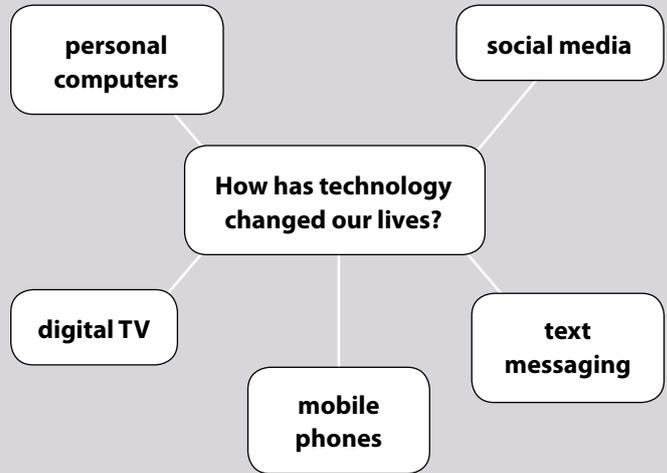
allowed   clear   clothes   found   mayor   mobile  
most   nowadays   repair   show   software   weird

/eə/	/ɪə/	/əʊ/	/aʊ/

## SPEAKING GUIDE

### TASK

Have a discussion with your partner. Here are some technological inventions and a question for you to discuss. Talk about how each invention has changed our lives.



### PLAN

Read the question and the prompts in the mind map. Choose two or three inventions that you have an opinion about, and think of reasons to support your opinions. Make notes and use the model conversation in Ex 8 to help you.

### PRACTISE

Work in pairs. Discuss the question. Give your opinions and explain and justify them.

- Include some of the phrases in the **USEFUL LANGUAGE** box.
- Think of different ways to give your opinion and justify it.
- Interact with your partner by inviting him/her to give an opinion.
- Respond to what your partner says by agreeing or disagreeing.
- Remember you don't have to choose one yet – just discuss the questions in relation to the different technologies.
- Don't worry if you don't discuss all five ideas in the time that you are given.

### USEFUL LANGUAGE

I (personally) think ... / I (strongly) believe ...

In my (honest) opinion / From my point of view, ... / The way I see it, ...

I (truly) feel ... / I would say ... / The reason why I think this is because ... / It's also true that ...

What do you think (of ...)? / What are your thoughts on ...? / What's your opinion on ...?

Do you agree? / Do you see what I mean?

I (totally) agree / I (completely) disagree / I agree up to a point / I couldn't agree more.

## Writing A problem-solution essay

### Model essay

#### 1 Read the problem-solution essay and answer the questions.

- 1 According to the writer, what is the problem with her city?
- 2 What three problem areas does the writer discuss?
- 3 What are the consequences of the problems?
- 4 What solutions does the writer suggest for the three problem areas?

#### 2 Read the text again and find the following features:

- 1 three phrases to order ideas
- 2 three phrases to make additional points
- 3 three phrases to suggest solutions
- 4 a phrase to summarise what was said

#### 3 The writer uses different devices to present their arguments in a persuasive way. Find the following in the text and answer the questions.

- 1 a common belief or opinion shared by a lot of people
- 2 the result of a particular situation
- 3 an opinion
- 4 an example of the writer's point
- 5 an additional point in his/her argument

### What would you change in your city if you were mayor?

- 1 Many people think that city life is ideal for young people; however, most young people would agree that our city lacks facilities and activities for our age group. It seems that many neighbourhoods are designed either for small children, with playgrounds on almost every corner, or for people who can afford to pay for entertainment. In my opinion, more should be done to provide opportunities and entertainment for teenagers and school-leavers.
- 2 To begin with, the city centre isn't a very pleasant place for young people to spend time. There aren't enough affordable places to hang out with friends; therefore most young people don't bother going there. One solution would be to create more pedestrian areas and social spaces, and also provide free, high-speed internet access to encourage young people to spend time socialising in the city without having to spend money.
- 3 A further problem is that there is too much traffic in the city centre. Furthermore, public transport into the city is expensive. To solve this problem, I would ban cars from the main streets. In addition, I would set up a free, environmentally friendly public transport system with buses, trams, electric bikes and cycle lanes to reduce traffic and make it easier to get into the city.
- 4 Finally, I would create a committee of young people to propose ideas about how to improve facilities for young people in our city. Moreover, the committee would be asked to consult with youth groups and clubs to evaluate their needs. Ideas generated in this way could be submitted to the public to allow them to send feedback and vote on which proposals they would like to become reality.
- 5 In conclusion, our city is currently failing to provide adequate facilities and opportunities for young people. To address this, the measures outlined above could be introduced to make our city more attractive for young people to live in.

Paragraph 1  
Describe the general problem and state your opinion.

Paragraphs 2, 3 and 4  
Explain a specific problem and propose (a) solution(s).

Paragraph 5  
Summarise the problem and restate your opinion.



WRITING GUIDE

TASK

Write a problem-solution essay answering the question: 'If you were the mayor of your town or city, what would you change?'

Write 120–180 words.

PLAN

Work with a partner and brainstorm ideas about the different problems in your town or city that you would like to change. Try to think of a variety of areas, for example, transport, facilities, culture, entertainment, sport, employment and environmental issues. List as many ideas as you can.

ORGANISE

Choose three areas to focus on in your essay. Think of examples and reasons to support your opinion. Organise your ideas into a paragraph plan.

Paragraph 1: Introduce the general problem and state your opinion.

Paragraphs 2, 3 and 4: Describe specific things that you would change and give examples and reasons to support your opinions. Suggest solutions.

Paragraph 5: Summarise and restate your opinion.

DRAFT

Write a first draft of your essay. Use the model text on page 42 and the ideas below to help you. Consider including:

- a common belief or opinion
- a contrast to this opinion or a consequence
- specific examples of things you would like to change
- a conditional sentence
- a variety of linking words of addition, contrast, example, etc
- a variety of expressions to give your opinion

CHECK

Use the checklist to check your work.

Have you ...

- organised your ideas into logical paragraphs?
- written an interesting introduction?
- written a conclusion which summarises your ideas?
- used a conditional structure?
- used a variety of linking words?
- checked that all the sentences have subjects and that they agree with the verb?

WRITE

Write your final draft.

▶ Writing reference page 108

EXAM SKILL

Engage your reader

It's important to write a good beginning to your essay to engage the reader. In a problem-solution essay you should interest your reader in the problem by: stating a common belief, telling a personal story, giving statistics and facts or explaining how the problem began.

4 Match the opening sentences (1–4) to the functions (a–d).

- 1 When I was 18, I left the village where I had grown up to go to live in London.
- 2 It is often said that cities are wonderful places to live when you are young.
- 3 During the last decade, young professionals have been moving back into city centres. However, this has made them expensive places to be.
- 4 The population of Liverpool city centre grew by 181% over the last decade, making it the fastest-growing city centre in the UK.
  - a stating a common belief
  - b telling a personal story
  - c give statistics and facts
  - d explain how the problem began

5 Answer the questions.

- 1 Which of the sentences 1–4 in Ex 4 do you find the most interesting?
- 2 Which of the functions a–d is the opening sentence in the model text?

SUBJECT-VERB AGREEMENT

Make sure that all your sentences have a subject and that it agrees with the verb in the sentence.

6 Find and correct one mistake in each sentence.

- 1 It is often said that parents is not strict enough with their teenage children.
- 2 How is it possible that all the students in my class has the latest model of smartphone?
- 3 The president of the government says are many laws that need to be changed.
- 4 In my view, schools doesn't have to teach values to young people.
- 5 It is important to talk about this issue because is very important in our society.

USEFUL LANGUAGE

Many people believe that ... / It is often said that ... / It is a commonly held belief that ...

Surveys show that ...

It is my view that ... / I firmly believe that ... / In my opinion, ...

It seems to me that ... / As far as I'm concerned, ...

To begin with, ...

Furthermore, ... / On the other hand, ...

For example, ...

Finally, ... / In conclusion, ...

## VIDEO Skills vlog

### Flipped classroom



Watch the video. Are these statements true (T) or false (F)?

- To make your presentation easy to understand, you should use a structure with four parts.
- End your presentation saying how you will solve a specific problem.
- In your presentation, you should use facts to back up your argument.
- Being emotional when you give a presentation is often a sign that you're not sure of what you're saying.
- A clear message is not enough to make a presentation persuasive.

1 Look at the headlines (1–4) and match them to the techniques to make messages memorable (a–d).

- A simile: comparing one thing with another.
- Alliteration: a series of words that begin with the same consonant sound.
- Parallelism: repeating the same structure several times.
- Ask a rhetorical question.

### WORD SMART

We can use extreme adjectives (*astounding, huge, etc*) when we want to make an impact on the reader or listener.

2 Find five extreme adjectives in the headlines.

3 Replace the underlined words with an extreme adjective.

- That television screen is very big.
- The church on the hill looks very impressive.
- Your exam results are very surprising.
- It was a very hot day, so there were few people outside.

1 **Have you ever seen such an astonishing photo?**



2 The new Porsche – it's as majestic as a lion.

3 **THE WEATHER'S HOT, THE WEATHER'S BOILING, THE WEATHER'S SCORCHING!**

4 **Heidi Smith wears a hilariously huge hat!**



## GUIDE TO HOW TO CONVINCE YOUR AUDIENCE

### PROJECT

Write and give a presentation to convince your classmates to help to make a positive change.

#### STEP 1

Plan your presentation. Use the following structure:

- Introduce the problem and say why it's important. Try to find some facts from a reliable source to support your argument.
- Explain how you plan to help solve the problem.
- End by motivating your classmates to act.

#### STEP 2

To make your presentation more convincing, consider doing the following:

- Find one or two photos or graphs to make your presentation more memorable.
- Use some of the persuasive techniques you saw in Exercise 2 (rhetorical questions, contrast, etc).
- Use some appropriate extreme adjectives.

#### STEP 3

Give your presentation to your partner or the class.

Make eye contact and speak with passion!

### USEFUL LANGUAGE

Today I want to talk about ...  
According to ...  
As you can see in ...  
I can assure you that ...  
It's crystal clear that ...  
In my view, the time has come to ...  
You can play an active role in ... ing.  
Are you ready for the challenge?

**Exam focus** Unit 3

1 Choose the correct words to complete the text.

# Adapting to climate change



'Survival of the fittest' is the idea that for a species to (1) ..... they need to compete within their environment and reproduce successfully. In order to do that, animals often have to (2) ..... difficulties and adapt to their changing (3) .....: Although this has always been the case, we are now observing more species having to (4) ....., as global climate change means they (5) ..... up against different temperatures and weather conditions. Take for example, tawny owls: they can be either light grey or brown. They use these colours to fit (6) ..... with their surroundings: light grey ones live in areas with lots of snow. It (7) ..... out that with rising temperatures and reduced snowfall in Finland the light grey colour no longer gives the owls an advantage and the population of brown tawny owls has (8) ..... over.

- |              |                |                 |             |
|--------------|----------------|-----------------|-------------|
| 1 A face     | B seek ways    | C stand up      | D thrive    |
| 2 A change   | B overcome     | C correct       | D win       |
| 3 A advances | B surroundings | C environmental | D downfalls |
| 4 A turn out | B take over    | C fit           | D transform |
| 5 A go       | B take         | C come          | D give      |
| 6 A up       | B in           | C on            | D out       |
| 7 A turns    | B takes        | C goes          | D misses    |
| 8 A gone     | B stood        | C moved         | D taken     |

2 Rewrite the sentences using the word given in brackets.

- The fox stole my sandals because I left them outside. (wouldn't)
- The survival of many animals is in danger unless they adapt to changes. (if)
- This app doesn't help people because it doesn't have a map feature. (would)

3 Choose the correct form of the verb in brackets to complete the sentences.

- If she ..... (not see) that film last year, she wouldn't have become a vegetarian.
- You'll change if you ..... (go) to study abroad?
- Most people ..... (not read) books again if they studied them at school.
- If you knew what happened to her, ..... you ..... (feel) better?
- It's clear that if we ..... (ban) cars in cities, it would be much better for the environment.
- If they ..... (visit) Mexico City, they would understand what traffic problems really are.

## Cumulative practice

Unit  1  2  3

4 Find and correct one mistake in each sentence.

- We were lucky. That mistake could had been a terrible setback for our business.
- Pedro was happy because he had be making great improvements with his English.
- Did you had been looking forward to watching the documentary?
- If you wouldn't have been influenced by your friends, you never would have done that.
- Nick shouldn't have read the novel because he doesn't know anything about it.
- I'll plug in the printer if you switched on the computer.
- When I arrived, he hasn't even started writing his essay.
- Melanie missed out on all the fun because she must finish that science project.