

WHAT DO YOU ALREADY KNOW?

- 1 Think about the words you know for weather. Write the words.
- 2 **IN PAIRS** Share and compare your ideas. Add more words to your lists.

Weather

Severe weather



VIDEO

DISCUSS & SHARE

- 3 **IN GROUPS** Watch the video and answer the question.

SYM Do you think the changes in severe weather are natural or caused by people?

In this unit, you will ...

- discuss global warming problems, talk about solutions, and brainstorm products.
- use thinking skills: summarize, analyze, and categorize.
- read about climate change.
- use strategies to start speaking for a group, talk about problems and solutions, and comment on ideas.
- use global-competence skills to explain your ideas about environmental projects.
- learn strategies to improve reading speed.



VOCABULARY

A Match the words in the box with the definitions.

climate degree forest fire melt trap weather

- 1 _____: a unit to measure temperature
- 2 _____: to keep something like air or gas in one place
- 3 _____: conditions in the atmosphere like temperature, rain, clouds, etc.
- 4 _____: a large area of trees burning
- 5 _____: the type of weather that a country or region has
- 6 _____: to change a solid material to a liquid



MAKE IT YOURS

Do these words used to describe climate change describe the changes where you live?

B **IN PAIRS** Test your partner. Take turns reading definitions from A and saying the correct word.

READING

A **5.01 IN PAIRS** Choose *True* or *False*. Then read the article to check your answers.

- | | |
|--|--------------|
| 1 Global warming and climate change are the same thing. | True / False |
| 2 Global warming is caused by the greenhouse effect. | True / False |
| 3 If the Earth's temperature rises just a little, there won't be any problems. | True / False |
| 4 If the polar ice caps melt, the seas will rise. | True / False |
| 5 If we do nothing, some coastal cities may disappear. | True / False |

FAQs About Climate Change

Followers

1 Are climate change and global warming the same thing?

Global warming refers to the general rise in the Earth's temperatures that has happened since the beginning of the Industrial Revolution. Climate change refers to all of the changes in weather and climate that are caused by global warming, such as hotter summers, more severe storms, and more forest fires.

2 What causes global warming?

Global warming began with the Industrial Revolution when we started using fossil fuels—carbon-based fuels like oil and gas—but most global warming has happened since the 1970s. When we burn fossil fuels, they produce carbon dioxide. The carbon dioxide in the atmosphere traps heat and holds it near the Earth. Other types of gases, like methane, also trap heat near the Earth. This is called the greenhouse effect.

3 Does it really matter if the Earth is only a few degrees warmer than it was?

It is true that the Earth is only about 0.99°C warmer than it was in the mid-20th century, but if temperatures go up even a small amount, big changes take place. Sea levels rise and more severe weather events happen. The United Nations predicts that if temperatures rise more than 1.5°C, the effect on our lives will be extreme. If we didn't burn so many fossil fuels, the effects of global warming wouldn't be so serious.

4 What are the effects of global warming and climate change?

Unless we stop global warming, the polar ice caps will melt and sea levels will rise. This will affect Arctic and Antarctic species like polar bears and penguins, and it will mean more floods in coastal cities. Some areas will have hotter summers with long droughts and terrible fires. Other areas will have colder winters with bad ice and snowstorms. There will be more severe weather events like tornadoes and hurricanes.

If we don't do anything about global warming, there will be terrible consequences. Some coastal cities like Miami, Osaka, and parts of Rio de Janeiro may disappear. Many species of animals may also disappear, and this will change the Earth's ecosystems. One thing is certain: our planet will not be the same place it is today.



GLOSSARY

drought (n): a long period of time when there is little or no rain and plants die

B READING SKILL—Identify explanations, definitions, and examples Find and underline the following things in the text in A.

- 1 definitions of global warming and climate change (Question 1)
- 2 three examples of changes caused by global warming (Question 1)
- 3 an explanation of what fossil fuels are (Question 2)
- 4 an explanation of what the greenhouse effect is (Question 2)
- 5 two examples of severe weather events (Question 4)

C THINKING SKILL—Summarize Explain why scientists say that today's climate change and global warming are primarily caused by human activity.

GRAMMAR review of conditionals



A Match the conditionals (1–3) to the verb forms (a–c) to complete the rules.

If temperatures go up even a small amount, big changes take place.

If that happens, the effect on our lives will be extreme.

Unless we stop global warming, the polar ice caps will melt.

If we didn't burn so many fossil fuels, global warming wouldn't happen so quickly.

1 (zero conditional) *If/Unless* + simple present verb, _____

a + *will/won't* + base verb

2 (first conditional) *If/Unless* + simple present verb, _____

b + *would/wouldn't* + base verb

3 (second conditional) *If/Unless* + simple past verb, _____

c + simple present verb

For more practice, go to page 148.

B Label the sentences zero, first, or second according to the rules in A.

- 1 If we stopped using fossil fuels, there would be less carbon dioxide. _____
- 2 If sea levels rise, some cities will be in danger. _____
- 3 Ice melts if the temperature goes above 0°C. _____
- 4 If you watch a program about global warming, how do you feel? _____
- 5 If you buy a new car, will you buy an electric one? _____
- 6 If you could change one thing in your town or city, what would it be? _____

C IN PAIRS Discuss questions 4, 5, and 6 in B.

SPEAKING

A IN PAIRS Discuss which of the effects of global warming are affecting your country. Make some suggestions about what will happen and possible solutions. Make notes in your notebooks.

- Rising sea levels
- Drought
- Severe rainstorms
- Hurricanes
- Tornadoes
- Severe winters

If sea levels continue to rise, we will probably lose three of our major coastal cities.

There are already more droughts in the center of the country, and they will get worse. This will affect our food supply because ...

If we changed to electric cars, we would produce less pollution.

B IN GROUPS Work with another pair. Compare your ideas from A. Do you all agree? Use the Confident Communicator box to help you.

A: We think that if sea levels rise, we'll lose ..., ..., and

B: We agree about ... and We might not lose ... because it's higher.

CONFIDENT COMMUNICATOR

START TALKING

To start the conversation when speaking for a group, use the following phrases:

We think ... / We believe ... / As we understand it, ... / As far as we know, ... / Our view is ... / We decided ...

VOCABULARY taking action



A Complete the sentences with words and phrases from the box.

create laws
don't allow

pay a fine
provide

reduce
require

Air and water pollution: Make companies that produce pollution **1** _____.

Have lower taxes for people and companies that use clean energy.

Trash: **2** _____ free recycling services. **3** _____ the use of plastic.

Make people pay for plastic bags in stores and grocery stores. Make products that

4 _____ less packaging.

Overfishing: Limit fishing of certain types of fish. **5** _____ certain types of fishing nets.

Endangered species: **6** _____ to protect species that are disappearing.



PRONUNCIATION word stress in verb phrases



A **5.02** Listen to the phrases and underline the stressed word in each phrase. What type of word is stressed?

verb + noun

1 reduce pollution

2 provide recycling

3 create laws

verb + adjective/adverb + noun

4 pay for plastic bags

5 require less packaging

6 use clean energy

B **IN PAIRS** Practice reading the sentences with stress on the correct words.

1 They should create a law that requires less packaging.

2 The city should provide recycling and support businesses that use clean energy.

LISTENING

A Discuss the questions as a class.

Do you think young people in your country are very concerned about environmental problems? Why or why not?

B **5.03 LISTENING SKILL—Listen for main ideas** Listen to four short radio interviews. Which four environmental problems do the speakers talk about?

C **5.03** Choose the correct options. Then listen again and check.

1 The first person thinks the main cause of global warming is companies using ...

a fossil fuels.

b taxes.

c clean energy.

2 According to the second person, ... of the people in the world don't have clean water to drink.

a thousands

b millions

c billions

3 The third speaker is worried about trash, especially ...

a glass.

b plastic.

c metal.

4 The fourth speaker says that overfishing could destroy her country's ...

a oceans.

b ecosystems.

c economy.

5 The host says that he hopes ... are taking environmental problems seriously.

a governments

b all countries

c young people

D **IN GROUPS THINKING SKILL—Analyze** Prioritize the environmental issues mentioned in B. Which two are the most important?



A Write whether the sentences refer to the present (P) or the future (F).

- 1 I hope our generation is taking environmental problems seriously. ____
- 2 I hope our generation makes a lot of changes to help save the planet! ____
- 3 I hope all cities will provide free recycling soon. ____
- 4 I wish fossil fuels didn't exist! ____
- 5 I wish every country had stronger laws against water pollution. ____
- 6 I wish my government would make fishing companies reduce certain types of fishing. ____

B Match the structures (1–4) with the functions (a–d).

- | | |
|---|--|
| 1 wish + would or could ____ | a something that you want and expect to be true in the present |
| 2 hope + simple present, present progressive, or can ____ | b something that you want and expect to happen in the future |
| 3 hope + will, can, or simple present ____ | c something that you would like to be true in the present but isn't |
| 4 wish + simple past ____ | d something that you would like to happen in the future but probably won't |

For more practice, go to page 148.

C Complete the conversations with the correct forms of the words in parentheses.

- A: I hope it **1** _____ (not rain) this weekend!
- B: Let's see ... My phone says it will be clear on the weekend. I hope that it **2** _____ (be) correct!
- A: I wish I **3** _____ (have) more time to do volunteer work.
- B: Me, too. I hope I **4** _____ (can) do some volunteer work next semester.
- A: I wish my brother **5** _____ (help) me with my ecology project, but he says he can't.
- B: I wish I **6** _____ (not have) so much work because I would help you with it.
- A: I hope the government **7** _____ (create) a new soda tax law.
- B: Yeah. I wish they **8** _____ (create) a tax on plastic bottles, too!

D IN PAIRS Change the underlined information in C to make new conversations with your own ideas.

SPEAKING

A Think about the answers to these questions. Make notes.

- 1 Which environmental issues are most important in your country? Why?
- 2 What do you wish your country would do about these issues?
- 3 What do you hope your generation will do about environmental problems in the future?

A: I think global warming is the most important issue for us because we have two coasts.

B: I agree. If the seas rise, we'll lose some of our cities, and also, we'll have a lot of hurricanes and other bad storms. I wish we had stronger air pollution laws.

C: I hope young people will help educate the public about the problem of global warming.

B IN GROUPS Discuss your answers to the questions in A. Do most of you have similar ideas? Use the Confident Communicator box to help you.

CONFIDENT COMMUNICATOR

KEEP TALKING

To talk about problems and solutions, use the following phrases:

Problems

One problem/issue is ...

The biggest/main problem/issue is...

... is a big/major/serious problem.

Solutions

If we had stronger laws, we wouldn't have so much pollution.

What if we had stronger pollution laws?

I think we need / should have stronger pollution laws.

LISTENING

A Match the environmental solutions (1–8) with the photos (a–h).



- | | |
|------------------------------------|---|
| 1 plant pots made from tires _____ | 5 fog catchers _____ |
| 2 recycled paper flip-flops _____ | 6 school desks made from recycled materials _____ |
| 3 super trees _____ | 7 living walls _____ |
| 4 recycled plastic houses _____ | 8 green roofs _____ |

B **5.04 LISTENING SKILL—Listen for details** Listen to a class discussion. Under the photos a–h in A, write the name of the country where each environmental solution is taking place.

C **5.04 THINKING SKILL—Categorize** Listen again and decide who should do each of the eight projects. Categorize the projects as *private companies*, *the government*, or *either*. Give reasons for your opinions.

I think the government would have to ... because it would be very expensive.



MAKE IT REAL

Informal ways to say strange or unusual: *weird, bizarre, wild*

VOCABULARY materials and products

A Match the descriptions with words from the box.

coconut flip-flop net pot roof rubber steel tire

- a material with spaces made of string, rope, or metal wire: _____
- the part of a wheel that is filled with air: _____
- a container used to cook or to plant flowers or other plants: _____
- the fruit of a kind of palm tree: _____
- a strong metal made of iron and carbon: _____
- the top of a house or other building: _____
- a type of sandal with a V-shaped strap: _____
- a flexible material similar to plastic that comes from a tree: _____

B **IN PAIRS** Think of other things that can be made from recycled materials. Discuss.

WRITING

- A** Read the essay. Does the writer have a generally positive or generally negative opinion of his country's actions on the environment? Tell a partner.

My country has changed a lot since I was a small child. Twenty years ago, air pollution was terrible in big cities, and water pollution was very bad, too. The government has given tax breaks to industries that moved to new locations, and they have created strong anti-pollution laws. Companies that pollute the air or water have to pay big fines. My city has built new parks and other green spaces, and it has created new pollution laws for vehicles.

The results from the changes have been positive, but I wish we would do more to help with problems like deforestation and global warming. If universities offered programs to train people in rural areas to do different jobs, they wouldn't have to cut down trees to get money. Also, my city gives people free trees to plant in their yards. There will be a lot more trees if all of the cities do that. Another thing that helps with the problem of air pollution and global warming in general is roof gardens. If companies put gardens on their roofs, the plants would put oxygen into the air and take out carbon dioxide. I believe that my country is doing some good things for the environment, and I hope we will do many more things in the near future.

- B IN PAIRS** Find and underline actions and their results in the second paragraph of the text in A. Say which is the action and which is the result in each case.

If universities offered programs to train people in rural areas to do different jobs (action), they wouldn't have to cut down trees to get money (result).

- C** Think about environmental projects in your country. Make a list of actions your government or companies have taken and the results for the environment. Make another list of actions you recommend and the results.

Action

Reduced taxes for companies that move to new locations

Result

Less air pollution in big cities

Recommended action

Plant more trees in the cities

Result

More oxygen in the air

- D** Use your notes from C to write a short essay similar to the one in A.

SPEAKING

- A IN PAIRS** Brainstorm new ideas for programs or products to help the environment in your country.

- B IN GROUPS** Discuss which ideas are practical. Use the Confident Communicator box to help you.

A: The government could create a law that requires all buildings to have living walls.

B: If they did that, it would be too expensive for a lot of people.

A: That's true. What if just big companies had to do it?

C: I think that's an awesome idea! It wouldn't be too hard, and it would help with air pollution.

CONFIDENT COMMUNICATOR

KEEP TALKING


To comment on good or unusual ideas, use the following phrases:

Good ideas: *What a cool / awesome / brilliant idea!*

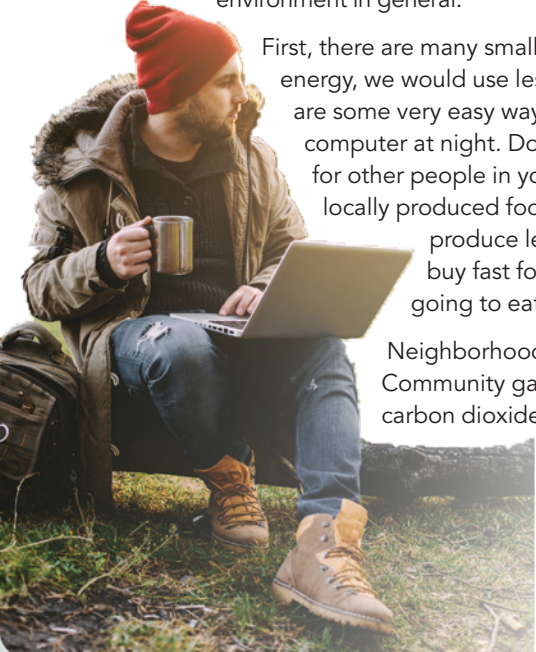
Unusual ideas: *That's a (very) weird / bizarre / different / strange idea!*

Language and Life

Global Competence – Environmental Issues

A  5.05 Read the blog. What is the blogger's main point?

- a Governments should do more to help the environment.
- b Individual people and communities can only help the environment in very small ways.
- c Individual people and communities can help the environment a lot.



Evan the Eco Guy—Micro-Ecology

How often have you heard or said this about a problem: “Why don’t *they* do something?” Who is *they*? In the case of environmental problems, *they* probably refers to the government or to the world in general. But what if we stopped saying *they* and started saying *we*? There are many things that we, the people, can do to reduce global warming and to help the environment in general.

First, there are many small things that individual people and families can do. If we all tried to save energy, we would use less oil and gas, and there would be less carbon in the atmosphere. There are some very easy ways to save energy. Turn off lights when you are not in a room. Turn off your computer at night. Do several errands when you go out in your car, and offer to do errands for other people in your family. Share rides to school or work with family or friends. Try to buy locally produced food and other products. There are also many things that we can all do to produce less trash. Use reusable shopping bags for all types of shopping. When you buy fast food, don’t take too many napkins, and don’t take plastic forks if you are going to eat the food at home.

Neighborhoods and communities can also do many things to help the environment. Community gardens help in several ways. First, plants put oxygen into the air and use carbon dioxide. Second, if people eat food from local gardens, they are not eating food that was transported by trucks or planes. Third, flowers attract insects and birds that pollinate plants. Communities can also set up neighborhood websites to share rides, recycle things like clothes or toys, or organize volunteers to pick up trash in local parks and recycle it. If we did a little more as individuals and communities, we could have a very positive effect on our environment.

B **IN PAIRS** Answer the questions about the blog in A.

- 1 According to the blogger, who does the word *they* usually refer to?
- 2 What would happen if everyone did a few small things to save energy?
- 3 How do you think sharing rides and doing errands for other people can help save energy?
- 4 Why do you think buying local products helps the environment?
- 5 How many reasons does the writer give for having community gardens?
- 6 How can people use neighborhood websites?



- C** Look at some ideas for individual environmental projects. Check (✓) the Yes column for the ones that you already do or think you would do. For the ones that you would not do, write the number of the reason in the No column.

	Yes	No	Reason Not to Do It
Use a carpool to go to work or school.			1 I don't think it works.
Plant trees or flowers.			2 It's expensive.
Use my own coffee cup or water bottle.			3 It takes too much time or effort.
Combine errands with friends and neighbors.			4 I don't know how/where to do it.
Use my own shopping bags.			5 I won't remember to do it.
Use energy-efficient light bulbs.			6 I don't want to do it.
Take shorter showers.			7 It isn't possible in my area.
Have a vegetarian day once a week.			
Save gift wrapping and use it for other gifts.			
Buy locally produced food and products.			

- D IN GROUPS** Discuss your answers to C. Encourage your classmates to take action and try some of the ideas.

A: It's easy to buy local products. For example, you can shop at the farmer's market.

B: We should take shorter showers. Why? Because it saves water, and it also takes less time!

C: It doesn't matter if you don't know how. If you look online, you can find out how to ...

D: It's really important to ... because ...

- E** With your group, think of more ideas to take action and help the environment. Make a list of ideas.

- F** Share your ideas with the class and discuss whether you think they would work in your community. Agree on the top three ideas.

A: I think a community garden is a great idea.

B: Me too. We could sell the vegetables we grow.

C: I'm not sure. You would need lots of volunteers.

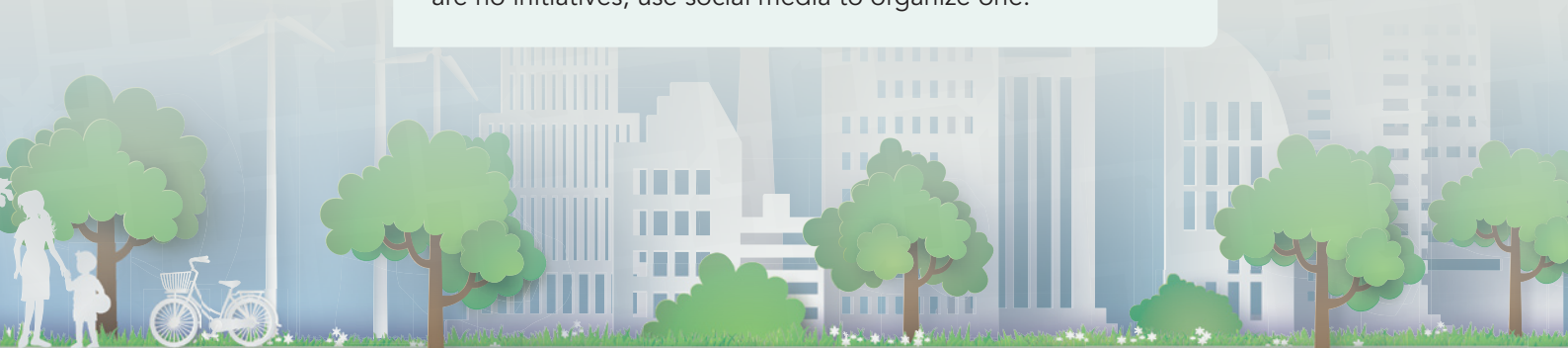
- G** Discuss the questions.

- 1 Was it easy or difficult to encourage people to try your ideas? Why or why not?
- 2 How can we encourage people to change their every day habits?
- 3 What global impact would there be if we made these changes?



MAKE IT DIGITAL

Go online to find out what town or neighborhood programs already exist in your community and volunteer to help. If there are no initiatives, use social media to organize one.



VOCABULARY review

SCORE: / 10



A Complete the sentences with words from the box.

finest fog	melts nets	provide reduce	rubber steel	traps weather
---------------	---------------	-------------------	-----------------	------------------

- We need to _____ our use of fossil fuels.
- _____ is a cloud close to the ground.
- We're having bad _____ this week—a lot of storms.
- Cities _____ many services, such as trash collection and electricity.
- The greenhouse effect happens when carbon dioxide _____ heat in the atmosphere.
- Companies that pollute should have to pay _____.
- _____ are often used to catch large numbers of fish.
- If the ice in the Arctic and Antarctic _____, sea levels will rise to dangerous levels.
- _____ is a natural material used to make things like tires and flip-flops.
- _____ is a type of very strong metal.

GRAMMAR review

SCORE: / 10



A Complete the blog entry with the correct forms of the verbs in parentheses.

Earth Citizen



I hope everyone 1 _____ (read) this. If we 2 _____ (not do) something about climate change in the near future, it 3 _____ (be) too late. Years ago, scientists told us that if we didn't stop using so much fossil fuel, there 4 _____ (be) terrible consequences. It isn't too late yet. If we used less fossil fuel, there 5 _____ (be) less carbon in the atmosphere. Climate change would happen more slowly if we 6 _____ (create) stronger laws, but unless we 7 _____ (act) soon, we 8 _____ (not have) our beautiful planet anymore! I wish everyone 9 _____ (understand) the importance of this problem, and I wish world leaders 10 _____ (work) together in the future to save our planet.

16–20 correct: You can talk about environmental issues and offer solutions. You can use conditionals for present and future hopes and wishes.
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

WHAT DO YOU KNOW NOW?

Look back at page 47 and add the words you know now to the boxes.

STUDY SKILLS IMPROVING READING SPEED

Take the quiz about improving reading speed. Go to Study Skills on page 131 to find the answers. Then learn more about improving reading speed.

- It is always important to read things quickly.
a True b False
- Reading aloud is always beneficial for reading.
a True b False
- Which two of the following are active reading strategies?
a scanning b questioning c skimming d predicting
- Moving your finger down the page as you read can help you read faster.
a True b False





- A** Time yourself as you read this text as quickly as you can. What environmental problem is described in the text? What possible solutions are given?

IMPROVING READING SPEED

Let's imagine a typical morning. You leave your home for college or work. On the way, you stop and buy yourself a bottle of water. Perhaps you'll be given a plastic straw to drink it with. At lunch, you choose a nice healthy salad in a plastic box—or a sandwich wrapped in plastic. Maybe you'll eat the salad with plastic cutlery. On the way home, you'll stop off at the store for some groceries, probably also wrapped in plastic. All this plastic is used just once before you throw it away and forget all about it.

Here's the problem: plastic never fully biodegrades. It simply breaks down into smaller particles, which can be absorbed by our bodies. This has serious effects on our health; scientific research has linked plastic to cancer, birth defects, infertility, and a weakened immune system. Plastic is also a huge problem for marine animals, who can get tangled up in plastic rope or choke on pieces of plastic packaging. One million sea birds and 100,000 marine mammals are killed every year by plastic in our oceans.

In fact, 50% of plastic is used just once and then thrown away. Single-use plastic is probably one of the easiest things we could cut out of our lives to make a really big difference. Carry your own thermal flask for your coffee or hot drink, and carry your own water bottle. When shopping, try to choose as many items as you can that are not wrapped in plastic. There are lots of online challenges you can take part in to help you get motivated—or why not try a “no single-use plastic” challenge with a friend? You could also ask your college campus and local businesses to become “no single-use plastic” zones.

If each one of us committed to cutting out single-use plastic, we could fix one of the most serious environmental problems of our time.



- B** Match the sentence halves to make tips about improving reading speed.

- | | |
|--|--|
| 1 Reading improves with practice, so you should ____ | a you will train your eyes to move more quickly down the text. |
| 2 If you move your finger down the page while you read, ____ | b start with something easier on the same subject. |
| 3 Active reading strategies such as predicting will ____ | c make the words easier to read. |
| 4 Putting a colored filter over the page can ____ | d help you find the information you are looking for more quickly. |
| 5 Reading larger chunks of text at one time ____ | e is less tiring for your eyes and will help you to read for longer periods. |
| 6 If a nonfiction text looks hard, you should ____ | f look for subjects that interest you and read more for pleasure. |

- C** Read the text in A again. This time, try to use as many of the tips from B as you can.

- D IN PAIRS** Which of the tips do you find most useful? Discuss your ideas with a partner.

Malin: I followed the tip about moving my finger down the page as I read. That definitely helped.

Theo: I tried reading larger chunks of text at one time, but I don't think it made a difference. I forgot what I had read!

Malin: I'm going to try that idea next time!



MAKE IT HAPPEN

Work with a partner. Look online and choose a text at an appropriate level that you think your partner would find interesting. Ask your partner to read the text using some of the tips outlined in these lessons. Share your findings in a group.

- E THINKING SKILLS—Apply** What makes a person a good reader? Apart from reading speed, what other ways can we use to measure our skills in this area?

Answers to the quiz on page 56

1 b 2 b 3 b and d 4 a

UNIT 11

Money in the Bank

WHAT DO YOU ALREADY KNOW?

- 1 Think about words you know related to money and finances. Write the words.
- 2 **IN PAIRS** Share and compare your ideas. Add more words to your lists.

Money/Finances



DISCUSS & SHARE



VIDEO

- 3 **IN GROUPS** Watch the video and answer the question.

SYM Is it better to save for the future or enjoy your money now?

In this unit, you will ...

- discuss who you would employ if you were a millionaire, share ideas about what to do with a fortune, and compare your budget with that of a partner.
- use thinking skills: question, apply, and recall.
- read about the gig economy.
- use strategies and language to talk about imagined future situations, collaborate on creative ideas, and politely refuse to answer a question.
- use collaboration skills to manage a budget.
- learn tips for personal development.

READING

A Do you know what the “gig economy” is? Can you figure out what it is from the pictures?



B **11.01 READING SKILL—Read for the main idea** Read the job ad, article, and business profile. Match a title with each one.

- a Every Day is Different! b Calling All Computer Game Fans ... c Changes to Our Working and Home Lives

1 _____ We're **hiring** in your area! Would you like to earn some extra cash? Are you happy to do freelance work from home? If the answer is “yes,” then give Reviews4U a call at 800-555-3210. We're a software company that needs gamers to test our new range of exciting PC games. We'll pay \$40 for each gaming review you send to us. No **contract**, no stress, and hours that work for you.

2 _____ Today's workers no longer expect to have the same job for life. The gig economy means that more and more people are working for themselves, offering their services and time **in exchange for** cash, but with no contract, no **pension**, and no vacation or sick pay. The way we take care of chores has changed at home, too. We have people take care of our gardens and yards, we make someone else walk our dogs because we're too busy to do it ourselves, and we get people to decorate our apartments. We have our groceries delivered and we get our houses cleaned. Interestingly, there are things that we used to get others to do in the past that we now do *ourselves* because of changes in technology. Now, we book our own flights online instead of getting a travel agent to do it for us. We also manage our own money online without the help of a bank clerk.

3 _____ CeeCee Rogers, a tech worker in New York City, was **laid off** in 2018. She knew it might take a long time to find another job in her field. “I wasn't sure what to do,” explains CeeCee. “When I lost my job, it was a big shock. Luckily, I found out about GigGetters and I signed up with them. They have me do various gigs so I can make money while I'm looking for a more **permanent** job. I enjoy it. No day is the same!”

C Read the texts again. Write *True* or *False*.

- The job at Reviews4U pays the same amount of money every month. _____
- Working for Reviews4U would mean working in an office. _____
- Text 2 includes information about disadvantages for workers in a gig economy. _____
- CeeCee wants to work for GigGetters for as long as possible. _____

GLOSSARY

freelance (adj): not employed by a particular company, but working for them on a temporary basis

D **THINKING SKILL—Question** What are the advantages of gig work? What are the disadvantages?

VOCABULARY



A Complete the sentences with a word or phrase in bold in READING B.

- 1 My friend gave me a skirt that didn't fit her _____ a brown jacket that I never wear.
- 2 I was _____ a month ago, so I'm looking for another job.
- 3 When people retire from work, they usually get a regular amount of money called a _____ from the company or government.
- 4 Did you sign a _____ with your company when you started?
- 5 Dave has a temporary job, but he's looking for something _____.
- 6 This restaurant is _____ chefs and servers.



MAKE IT YOURS

Go online or use a dictionary to find job advertisements in English for your chosen career. Are most companies hiring permanent workers, temporary workers, or gig workers?

GRAMMAR causatives with *have*, *get*, and *make*



A Underline examples in Text 2 in READING B of things we pay people to do for us and things we do ourselves.

B Complete the grammar rules with forms from the box.

base form of verb (x 2) infinitive past participle

- 1 Use *have* or *get* to talk about paying or asking someone to do something for you.
subject + *have/get* + object + _____ → I have/get my house cleaned.
- 2 Use *make* when you force or persuade someone to do something.
subject + *make* + object + _____ → I made my brother clean his room.
- 3 Use *have someone do something* to talk about someone who does a job for you.
subject + *have* + person + _____ → We had a mechanic fix the car.
- 4 Use *get someone to do something* when you ask, persuade, or pay someone to do something for you.
subject + *get* + person + _____ → They got a vet to check their dog's health.

For more practice, go to page 156.

C Complete the sentences with the correct forms of the words in parentheses.

If you think being one of the world's wealthiest people sounds like fun, think about all the staff you'd need to hire just to keep your life in order! You'd need **1** _____ (get / housekeeper / clean) the house. You'd have to **2** _____ (have / nanny / take care of) your children and a private tutor **3** _____ (make / them / do) their homework. But think of the advantages! When you came home at the end of a long day, you could **4** _____ (have / your meal / cook) by your personal chef and **5** _____ (make / butler / bring) your slippers for you before you put your feet up in front of the TV!

D IN PAIRS Talk about things you have, get, or make other people do for you.

SPEAKING

A You have an unlimited amount of money. Make notes about what you would get these people to do for you.

- a hairdresser
- a mechanic
- a chef
- a dog walker

B IN PAIRS Talk about your ideas. Use the Confident Communicator box to help you.

C IN GROUPS What jobs would you like to have people do for you and what jobs you would prefer to do yourself?

CONFIDENT COMMUNICATOR

START TALKING

To start a conversation about things you dream of for the future, use:
You know what I'd do if I were ...?
You know what I'd do if I had enough money? I'd have a chef cook all my meals.



VOCABULARY money verbs and nouns

A Read the definitions. Write the related nouns. Use a dictionary if needed.

Verb	Noun (thing)	Noun (person)
donate: to give something such as money to a charity	1 _____: an amount of something such as money given to a charity	2 _____: a person who donates something
contribute: to give something such as money to help achieve something	3 _____: a gift or payment you make to help achieve something	4 _____: a person who contributes something

B IN GROUPS Do you know individuals who have donated large sums of money to a particular cause in your country or abroad? Discuss.

Examples: George Soros Bill and Melinda Gates Oprah Winfrey Alcario and Carmen Castellano

LISTENING

A IN PAIRS Do you ever donate money to charity? What kind of charities do you support?



animal charities



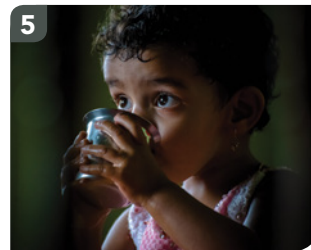
charities that help people with health problems



educational charities



environmental charities



charities that provide food, water, or housing

B **11.02 LISTENING SKILL—Listen for specific information** Listen to an interview. Then complete the sentences.

- The interviewer says that George Soros has donated over _____ billion dollars to charity.
- The charity called *Rainbows* helps _____.
- Pat says that people can offer to work in the charity's thrift _____.
- Danny says you can do online _____ to help charities.
- Danny says an organization called _____ helps people who need food.
- Pat's charity has received _____ thousand dollars in foreign currency collected on planes.

GLOSSARY

campaign manager (n): a person who organizes ways to make money for a charity, organization, or political party
volunteer (n): a person who is not paid for the work they do
foreign currency (n phr): money from another country

C **11.02 IN PAIRS** Compare your answers. Then listen again and check.

D THINKING SKILL—Apply Is it better to donate time or money to a charity? Give reasons.



A Read the examples from LISTENING B. Notice how some verbs are followed by the infinitive (to + base form of verb), the gerund (verb + -ing), or both.

Many people decide to give cash ...

Some people prefer doing these events

Have you considered playing games online?

B Complete the rules with one of the verbs underlined in the examples from A. Then complete the example sentences.

- 1 Some verbs (such as _____ *agree, want, offer, etc.*) are followed by infinitives.
EXAMPLE: Last year, my cousin did a 10k fun run and now, I really _____ to do one too.
- 2 Some verbs (such as _____ *suggest, deny, keep, etc.*) are followed by gerunds.
EXAMPLE: For a charity event, my friend _____ raising money by playing games online.
- 3 Verbs that describe feelings (such as _____ *dislike, like, love, hate, etc.*) can be followed by both gerunds and infinitives.
EXAMPLE: I could never run a marathon! I absolutely _____ running.

For more practice, go to page 157.

C Complete the text with the infinitive or gerund form of the verb in parentheses. If both forms are possible, write both.

Inheriting money can be hard, especially when the person who dies leaves instructions about what the person must (or mustn't) agree **1** _____ (do) to get the money. Leona Helmsley, a hotel owner, left \$12 million to her dog when she died. However, she gave instructions that two of her grandchildren would only inherit money if they promised **2** _____ (visit) their father's grave regularly. Henry Budd of London, who died in 1862, hated **3** _____ (see) men with mustaches so much that he refused **4** _____ (leave) money to his two sons unless they avoided **5** _____ (grow) facial hair. It seems some people just like **6** _____ (give) instructions even in death!

D IN PAIRS Complete the sentences with information that is true for you. Discuss with your partner.

- | | |
|--------------------------|-------------------------|
| 1 I dislike _____ | 4 I really love _____ |
| 2 I sometimes help _____ | 5 I always refuse _____ |
| 3 I avoid _____ | |

SPEAKING

A Imagine that you have inherited \$1 million. Would you spend it, save it, or give it to charity? Make notes.

B IN GROUPS Share your ideas. Give specific information about what you would do with the money. Use the Confident Communicator box to help you.

CONFIDENT COMMUNICATOR

START TALKING

When you collaborate on creative ideas, it's good to start by going around the group, giving everyone the chance to talk about their ideas without interruptions. That way, everyone in the group can express their ideas with the full attention of everyone else.



VOCABULARY paying for things

A Label the pictures (1–6) with phrases from the box.

ATM / cash machine cash change contactless payment credit card debit card



B **IN PAIRS** Talk about what you use to pay for different things.

A: I usually use cash to pay for lunch.

B: I sometimes use a debit card when I buy clothes.



PRONUNCIATION /tʃ/ versus /ʃ/

A **11.03** Listen to how these words are pronounced. Notice the difference between the /tʃ/ and /ʃ/ sounds.

change cash machine

B **11.04** Practice saying these sentences. Then listen and check.

- 1 Do you have any change?
- 2 I'm going to use the cash machine.

LISTENING

A What do you spend money on? How do you manage your money?

B **11.05 LISTENING SKILL—Listen for the main idea** Listen to a radio show. People are talking about the ways they manage their money. Match the speakers (1–4) with the ways to manage money (a–d).

- | | |
|-------------------|---|
| 1 Speaker 1 _____ | a pays someone else to manage their money for them. |
| 2 Speaker 2 _____ | b says that they mostly use debit cards when they shop. |
| 3 Speaker 3 _____ | c uses traditional ways of managing their money. |
| 4 Speaker 4 _____ | d uses an app to help them manage their money. |

C **11.05** Listen again and choose the correct speakers.

Which speaker ...

- | | | | | |
|--|---|---|---|---|
| 1 isn't very good at managing money? | 1 | 2 | 3 | 4 |
| 2 rarely uses a credit card? | 1 | 2 | 3 | 4 |
| 3 would rather earn money than manage it? | 1 | 2 | 3 | 4 |
| 4 likes to keep a physical record of her/his spending? | 1 | 2 | 3 | 4 |
| 5 uses computer programs to manage her/his money? | 1 | 2 | 3 | 4 |
| 6 uses their smartphone to manage her/his money? | 1 | 2 | 3 | 4 |

D **IN PAIRS THINKING SKILL—Recall** Try to remember how much money you spent yesterday. What did you spend it on? How did you pay?

A: I really don't remember. I know I bought a soda and a sandwich.

B: Is that it? I'm sure you bought more than that.



MAKE IT REAL

To *splurge* means to spend a lot of money. Maria used her birthday money to *splurge* on expensive new shoes.

WRITING

A A friend is visiting you from abroad. Read her email. What does she need advice about?

- 1 restaurants 2 sightseeing 3 money

New Message

How are you doing? I'm really excited about seeing you in a few weeks. Can you give me some advice?

- Should I bring cash with me? If so, how much do you think I'll need per day for food, shopping, sightseeing?
- Should I change my dollars into the local currency here or wait until I'm there?
- Can I use my debit card or credit card at the ATMs?
- Please let me know what you think is best. A list of do's and don'ts would be great.

See you soon!
Amelia

Send

B Think about Amelia's questions. Add advice to the table.

Do's	Don'ts
change some money before you arrive	bring too much cash

C Write an email to Amelia. Include the information from your table in B.

D IN PAIRS Share your emails. Did your partner answer all of Amelia's questions?

SPEAKING

A Find out what the average income is for people in your country per month. Write it in the table. Then fill in the amounts of money you think you would need to spend per month on these things.

Item	Amount	Item	Amount	Item	Amount
rent/mortgage	1	food	2	clothes	3
entertainment/going out	4	travel/transportation	5	phone	6
household bills (water, gas, electricity, etc.)	7	other	8		

- 1 Total monthly income: _____ 2 Total monthly spending: _____

B IN PAIRS Compare the amount of money you imagine you would spend on each thing.

A: I think I would spend about \$100 a month on food.

B: Really? I think I'd need to spend more than that. I wrote \$150.

C IN GROUPS Report to the group what you have learned about your partner's budget. What advice would you give to people who have spent too much? Use the Confident Communicator box to help you.

Rico enjoys eating out. He thinks he'd spend between \$60 and \$100 a month. Maybe he should eat out less.



Money can be a hard topic to talk about. There are phrases you can use to refuse, politely, to answer questions you aren't comfortable with:

I'd rather not answer that question, if you don't mind.

That's a personal question. I'd rather not say.


I'm sorry, but that isn't information I want to share.

Language and Life

Collaborate – A Budget

- A** Are there any businesses near you that were set up by local people? What kinds of things do they sell? Are they popular?



- B**  **11.06** Read the newspaper article about two friends who set up a business. Answer the questions.

Business Profile: KylieBelle's Bakery

Meet Annabelle Eggers and Kylie Howell, a pair of high school friends who recently set up KylieBelle's Bakery, a bakery and coffee shop on the North Shore. The pair both left successful careers in law to start their own business. But things didn't get off to a good start.

"It hasn't been easy," Kylie explains, when we meet up at the bakery on a Sunday morning. "I don't think we realized how much hard work it would be. We thought we'd be doing the jobs we love all day, which for us is making cakes and serving customers. But actually, there's a lot more involved, like accounting. Also, we had an awful first day." The pair had to close the bakery after a serious fire in their kitchen on the day they opened. "It was terrible," admits Annabelle. "We thought we might not be able to afford to open again after the accident. We were both in tears."

Luckily, a local resident, Marlene Parks, offered to help by investing over \$10,000 in the business. "I was looking for a small business to invest some money in," says Marlene. "And who doesn't love a nice bakery in their local area? I hope the business does really well and I wish Annabelle and Kylie lots of luck." The women used the money to get builders to repair the kitchen, and the bakery reopened two weeks later.

"Thanks to Marlene, we were able to get the business open again. We need to pay her back, obviously, but it meant we could start making money. The business is doing really well. We're going to have a new seating area built outside so we can serve more of our cakes. People love our white chocolate cheesecake!"



- 1 What profession did Annabelle and Kylie use to work in? _____
- 2 What happened on the first day the bakery opened? _____
- 3 How did the women get money for builders to repair the kitchen? _____
- 4 What are they planning to build outside and why? _____

C IN PAIRS Imagine you want to open a small business in your city or town with your partner. You have a budget of \$10,000 to get the business started. Together, discuss the questions and reach an agreement for each point.

- 1 What kind of small business will you open?
- 2 Where will it be located?
- 3 What is the rent?
- 4 What will you call it?
- 5 What product or service will you sell?
- 6 How much will the product or service cost?
- 7 What kinds of payment will you accept (cash, credit cards, debit cards)?
- 8 What kinds of problems do you think the business might have?
- 9 What can you do about these problems?

D IN PAIRS Before you open the business, you need to decide which jobs you can do yourself and which you are going to get someone else to do for you. Decide together and write the jobs and the costs in the correct column.

Jobs we can do ourselves	Jobs we need to get someone else to do	Expected costs for jobs other people will do
<i>delivering leaflets</i>	<i>installing new kitchen equipment</i>	

E Underline the jobs in **D** that will cost a lot to have someone else do. Could you do any of them yourself? Negotiate with each other to decide who could do which job.

F IN GROUPS Share your ideas. Find out which businesses are within the \$10,000 budget.

G Discuss the questions.

- 1 Did you and your partner work well together? How did you overcome any disagreements?
- 2 In what other situations might you have to collaborate and agree on a solution?



MAKE IT DIGITAL

Find and read an online article about starting a new business. What other things should you consider that were not discussed in this lesson?

VOCABULARY review

SCORE: / 10



A Complete the sentences with words from the box.

contract contribution donor pension permanent

- 1 In some countries, you can receive a _____ from the government at the age of 60.
- 2 Did you sign a _____ when you started your new job?
- 3 This is a _____ job, so you'll have a fixed schedule.
- 4 A generous celebrity _____ has given \$1 million to this charity.
- 5 Did you make a _____ to any charities last year?

B Choose the five correct answers to complete the sentences.

- 1 I don't like borrowing money, so I don't have any **credit** / **debit** cards.
- 2 Do you have any **ATMs** / **cash**? This machine doesn't accept **change** / **contactless** payments.
- 3 The **credit card** / **ATM** isn't working so I haven't got any **cash** / **cash machines** at all.

GRAMMAR review

SCORE: / 10



A Choose the correct words.

- 1 She is **having** / **making** her hair cut at the hairdresser at the moment.
- 2 Did you **have** / **get** a mechanic fix your car?
- 3 They are **getting** / **making** a painter to decorate their new bathroom.
- 4 Mom **made** / **got** the kids mow the lawn before they had lunch.
- 5 Will he **get** / **have** a taxi to take him to the airport at 3 a.m.?

B Complete the sentences with the correct forms of the verbs in parentheses. Write both forms where possible.

- 1 My manager has agreed _____ (give) me time off when I move.
- 2 I've decided _____ (save) some money every month for a vacation.
- 3 Marcus promised _____ (not/spend) a lot of money on his fiancée's Christmas gifts.
- 4 I prefer _____ (pay) for things with my debit card rather than with a credit card.
- 5 I avoid _____ (waste) money buying things I don't need.

16–20 correct: You can talk about money and paying for things. You can use *have*, *make* and *get* and verbs with the gerund, infinitive, or both.

0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

WHAT DO YOU KNOW NOW?

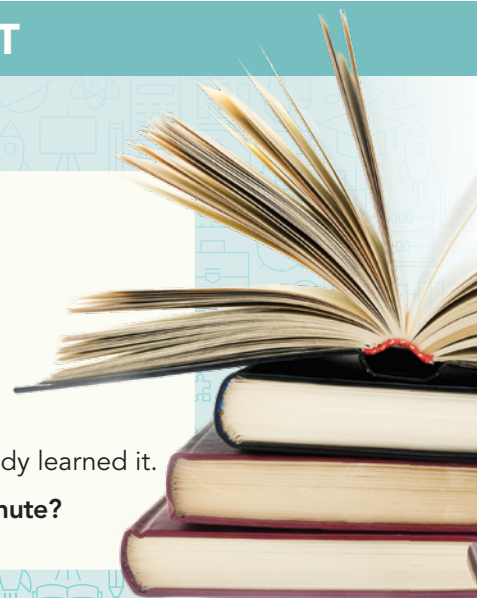
Look back at page 107 and add the words you know now to the box.

STUDY SKILLS

PERSONAL DEVELOPMENT

Take the quiz about personal development. Go to Study Skills on page 137 to find the answers. Then learn more about personal development.

- 1 Recording yourself answering questions is a useful study technique.
a True b False
- 2 Studying for short periods of time is not effective.
a True b False
- 3 What is overlearning?
a It's when you work too hard and get very tired.
b It's when you go over to a friend's house to study.
c It's when you continue learning something even when you think you've already learned it.
- 4 What percentage of students admit to studying for exams at the very last minute?
a 99% b 90% c 65% d 51%





A Read the conversation. Is this study session productive? What challenges are the friends facing?

PERSONAL DEVELOPMENT

Marco: Ah, I love study nights! It's so much more fun than reviewing my notes on my own. More pizza, anyone?

Jill: Yeah, it is good fun, Marco, but we need to focus now.

Liz: Sure, Jill. We can't let this delicious pizza get cold, though, can we?

Jill: I guess not ... It's just that the exam is in only two weeks.

Marco: We're probably going to fail it, Jill. No one does well in Mr. Leaper's class.

Liz: Yeah. He's right. I guess we can try again next year, though, right?

Jill: Don't say that! I've been trying to study all month. This is my first night out of the house in weeks!

Liz: Hmm. You are looking really pale, Jill. Are you eating well?

Jill: I don't have time to eat! And I'm not hungry, to be honest. I'm way too stressed out.

Marco: Well, I studied all day yesterday. I sat at my desk for six hours. I'm not sure if I learned much, though. The view from my window is pretty cool ...

Liz: Lucky you, having the time to look out the window! I'm just so busy ... Getting the bus to work, working, looking after my brother. He's been sick this week, so I've been taking care of him ...

Marco: Yeah, if only we had more time! Speaking of time, that new series everyone is talking about starts in 10 minutes. I know we haven't finished but we've done a lot, right?

B Which student would benefit from each piece of advice? Write M (Marco), J (Jill), or L (Liz).

- 1 Add your favorite TV shows to your timetable. Use TV shows as a reward for finishing a study session. ____
- 2 Surround yourself with people who are positive and will encourage you. ____
- 3 Seek help from a professional counselor at college if you feel you can't deal with things. ____
- 4 Always carry your notes with you and study on the bus or while you wait. ____
- 5 Study with friends if you struggle to study alone, but make sure you use the time constructively. For example, explain something to your friend and see how well your friend understands your explanation. ____
- 6 Keep an exam question in your head and write points down as they occur to you. ____

C Match each piece of advice (1–4) to a way to follow it (a–d).

- | | |
|---|--|
| 1 Get organized and focused. ____ | a Brainstorm answers to past questions. |
| 2 Manage your time carefully. ____ | b Create a realistic schedule. |
| 3 Stay healthy. ____ | c Include regular exercise in your schedule. |
| 4 Use exam papers from past years. ____ | d Make flashcards with key information. |

D IN PAIRS Role-play the study session in A. Make it more positive and productive.

Lucille: Why don't we take a break and have some ice cream?

Rob: Why don't we wait until we've finished this chapter? Hey, can I try explaining what I've just read to see if I've understood it?

Lucille: Sure!

E THINKING SKILLS—Apply What do you find hardest about studying for tests? What are your challenges, and how can you improve your study habits?

✓ MAKE IT HAPPEN

Talk about your study habits with your partner. Share what you think you are doing well and talk about the areas you need to improve.



Answers to the quiz on page 116

1 a 2 b; It can be very effective. 3 c 4 a