

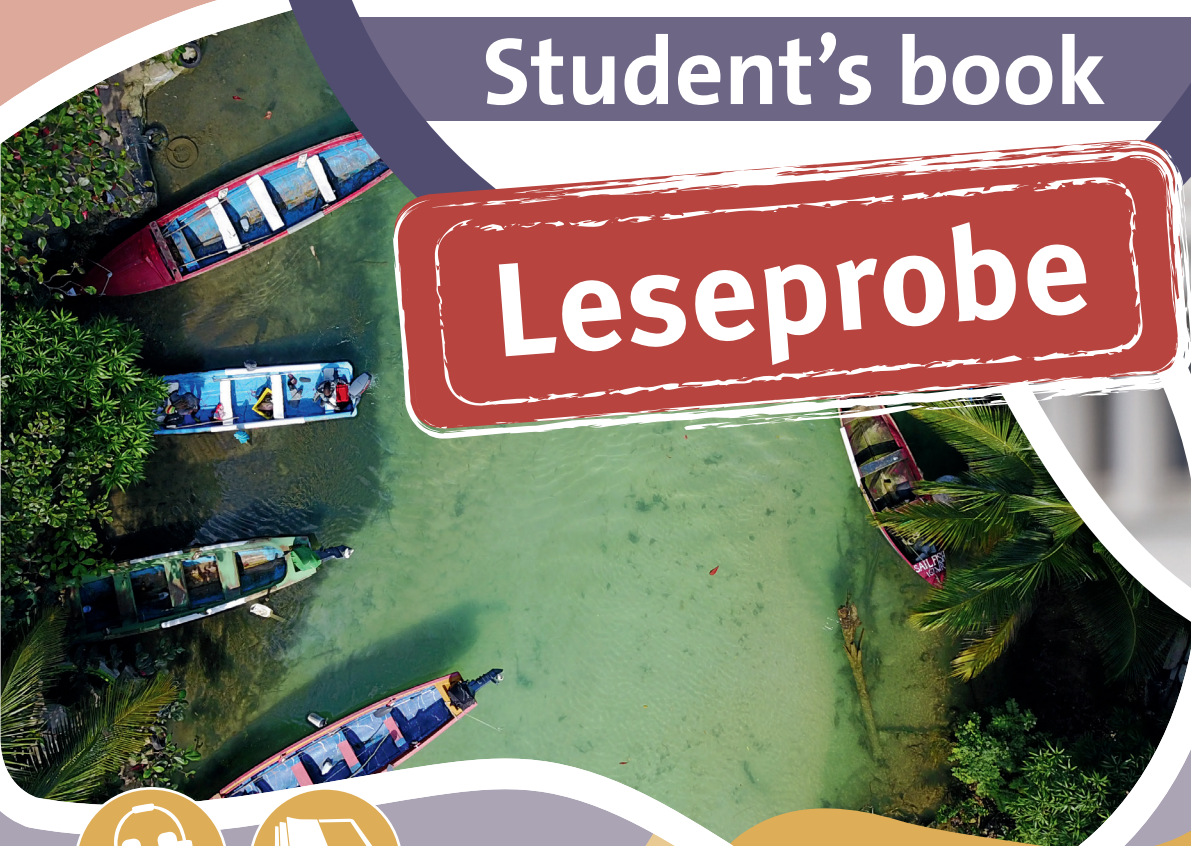


BEST^{AHS} SHOTS 6

DORN | MANDORFER | MELICHA | NEDWED | SCHMIDT

Student's book

Leseprobe



Audiofiles
inklusive



E-Book
inklusive

Who (else) speaks English?

Unit
1

2 e
Lead-in

Talking about a nation's history

When you talk about a nation's history you will need certain words and phrases. Try to complete the collocations. If you get stuck – you can look them up in the text below.

VocabBooster

Collocation	Definition
_____ ¹ population	all people living there
to die _____ ²	to die because of
forced _____ ³	when you are made to work involuntarily
_____ ⁴ cold	typical illness we all have in winter
_____ ⁵ Nigeria (or any other country / city)	today's Nigeria (or any other country / city)
_____ ⁶ islands (or countries / cities)	islands (countries or cities) that are close by
to sign a peace _____ ⁷	an agreement that should bring peace
to _____ ⁸ slavery	to make slavery officially illegal
_____ ⁹ people	a people with many different backgrounds
_____ ¹⁰ political party	an important / large political party
to _____ ¹¹ a flag	to take a flag down the flagpole

2 f
Reading

A history of Jamaica

Read the text about Jamaica's history. Some sentences are missing. Choose the correct sentence (A–J) for each gap (1–7). There are two extra sentences that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.



AE

A history of Jamaica

Christopher Columbus landed in Jamaica on May 4 1494. Here, the Spanish mariners found a gentle American Indian people, the Tainos, who named the island "Xaymaca", meaning

5 "land of wood and water". (0) ___

Under the Spanish settlement the entire Indian population, perhaps a hundred thousand, died from a combination of forced labor and European infections like the common cold, to which they had no immunity. (1) ___

The English captured Jamaica in 1655 and turned the island into one vast lucrative sugar plantation. (2) ___ To grow the sugar cane the English brought many more Africans to work as slaves.

When the English arrived, the Spaniards fled to the neighboring islands. Their slaves escaped into the mountains and formed their own independent groups, called Maroons. (3) ___ For a long time, they fought against the English who sought to re-enslave them.

So successful were the Maroons, fighting from their fortresses, that the English were forced to sign peace treaties granting the Maroons self-government and giving up on the mountain lands that they inhabited. (4) ___ This was ended by the treaty in 1739 that gave them a measure of local autonomy that they still retain today.

Slavery was abolished in 1834. In the economic chaos that followed emancipation, one event stood out: the Morant Bay Rebellion of 1865. The uprising was led by a black Baptist deacon named Paul Bogle and was supported by a wealthy Kingston businessman, George William Gordon. (5) ___ In the years that followed, much of modern Jamaica was forged. Migrants from India and China came to initially work on sugar estates and rapidly moved to other occupations. (6) ___ All together these groups created the diverse people of Jamaica today, shaping the national motto "Out of Many, One People".

Baptist deacon:
clergyperson
who assists the
pastor

to forge
(in this context):
to shape

to seek (sought
– sought): to
want to

(7) ... Two very dissimilar men, Norman Manley and Alexander Bustamante (who, in a uniquely Jamaican coincidence, happened to be cousins), founded the two major political parties, the People's National Party and the Jamaica Labour Party, respectively. On August

6 1962, at a midnight ceremony witnessed by Britain's Princess Margaret and US Vice president Lyndon B. Johnson, the British Union Jack was lowered; the new black, gold and green Jamaican flag was raised and Jamaica became an independent nation.

A	In England, they used to say "as rich as a West Indian planter" to mean the richest person around.
B	Both were executed and are now among Jamaica's national heroes.
C	They were not allowed to enter the country.
D	In their century and a half of rule, the Spaniards brought sugar cane, and later, slaves from Africa to cultivate the cane.
E	The runaways periodically staged rebellions.
F	Some of the words we use today, namely "hurricane", "tobacco" and "barbecue" are derived from their language.
G	In the 1930s, politics in Jamaica was born.
H	Soon Jewish settlers came to Jamaica, followed by traders from the Middle East.
I	The English slaves were able to keep their culture alive.
J	The Maroons were in time joined by other slaves who escaped from the English.

0	1	2	3	4	5	6	7
F							

Test format
Multiple matching
» page XY

Bermuda

Another gorgeous island, Bermuda, too is a former British colony made famous by the shorts it shares its name with and the infamous Bermuda Triangle.



3

The mystery of the Bermuda Triangle

There are numerous stories of ships and planes having disappeared in the Bermuda Triangle – an area of the sea. Come up with your own (crazy, if you want) theory about the many disappearances. Make sure you talk as if you were a highly knowledgeable expert in this field. In your talk you should:

- » explain the disappearances
- » contradict your classmates' theories
- » give fake scientific evidence

Prepare to talk for at least three minutes. Take notes. The phrases below will help you to sound like an expert. After the talks, vote on your favourite theory.

The research our team has carried out shows ...
I can say with absolute confidence that ...
There is a lot of evidence that ...
There is no evidence to suggest that ...
Some seem to overlook the fact that ...

In my professional opinion ...
Having done extensive research, I can ...
Having studied waves / clouds, I can say ...
Most certainly you will agree that ...
Contrary to what my colleagues think ...
During our extensive research trips ...

3 a
Speaking



VocabBooster

Who (else) speaks English?

Unit
1

7

Review

7 a

Language in use

The story of Paulette Wilson

Read the text about what happened to Paulette Wilson a child from the Windrush Generation. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–12). Write your answers in the spaces provided. The first one (0) has been done for you.



BE

The story of my mum Paulette Wilson

Thirty-seven years of paying (0) ___ and my mum got a letter (1) ___ that she was an illegal immigrant. How could she be illegal? I don't understand that word at all. When she got the letter she thought, "Am I British? (2) ___ am I? And I couldn't even answer that in my head."

The Windrush Generation you know, they came at the invitation (3) ___ the British government. They were citizens of British colonies or newly independent Commonwealth countries. Their passports were (4) ___ "indefinite leave to remain". But for some who were children then, that was a (5) ___ promise.

Mum came to England at the age of 10 and she has lived here all her life for 52 years. She was sent here (6) ___ a better life. But when I opened the letter and I saw "illegal immigrant". I just threw the letter down. I sat at home and I thought, what do I need to (7) ___ that my mum was in this country before 1971? I need to get as much information on my mum that I can, like pictures, letters ... So I tried to (8) ___ all that information.

Two years in constant contact with the Home Office and my phone starts ringing. It's my mum. And she's crying and she says, "They've detained me, they've detained me." And I just dropped (9) ___ the stairs.

"I was in the detention centre for six days and on the sixth day, they told to pack my things. And I (10) ___ up at Heathrow airport because they were going to (11) ___ me on the plane the next day. To a country I had not set foot in in 52 years. Who knows what would have happened? Going (12) ___ detention centre is not nice, you see people in wheelchairs, on walking stick, old people, you know, and you get thinking with yourself, what's gonna happen to them when they go back to their 'own' countries and that? When I think about it, it just brings heartache."

to detain sbd: to
arrest sbd

detention centre: a
kind of prison

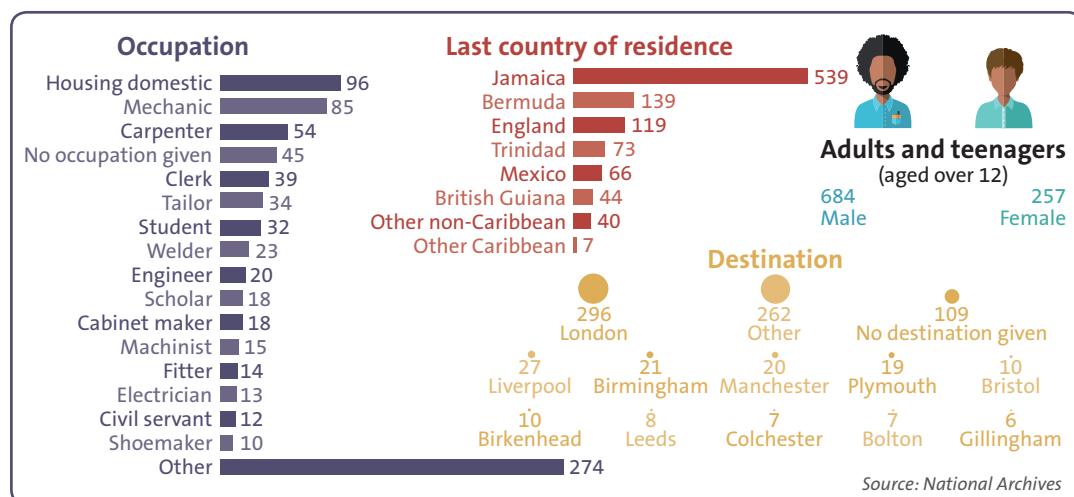
- | | | | | |
|----|---------------|--------------------|------------|------------|
| 0 | A money | B taxes | C food | D benefits |
| 1 | A saying | B stood | C about | D in it |
| 2 | A Which | B Where | C Why | D What |
| 3 | A of | B from | C by | D with |
| 4 | A said | B stamped | C made | D given |
| 5 | A false | B binding | C vague | D yearly |
| 6 | A through | B down | C for | D to |
| 7 | A investigate | B prove | C evidence | D give |
| 8 | A take | B detail | C need | D gather |
| 9 | A for | B in | C off | D down |
| 10 | A came | B ended | C broke | D added |
| 11 | A put | B sit | C give | D hold |
| 12 | A for | B to | C into | D around |

Test format
Multiple choice
» page XY

0	1	2	3	4	5	6	7	8	9	10	11	12
B												

Who was on board?

On the blog *History 4 U* by Nash Clearwater you came across a post that depicted the first Windrush passengers as “a group of poor, badly educated African men who wanted claim some benefits – they knew you could get the most in Leeds – and then ship back off”. Yet the diagrams you have on this topic show a different picture.



7 b
Writing

Writing reference
Blog comment
» page XY

You have decided to react to this false information. In your **blog comment** you should:

- » show which facts the blogger got wrong
- » illustrate which effects wrong information on blogs can have
- » suggest how the blogger should react to your comment

Write around **180 words**.

What you might not know about Bermuda

You are going to listen to some facts about Bermuda. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–5) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.



7 c
Listening

Track 6

What you might not know about Bermuda

0	What does the speaker feel ashamed of?	bad geographical knowledge
1	What is better about going to Bermudas compared to Caribbean islands?	
2	What's the advice given about St. George's?	
3	Why is "Bermudas" a better word for the country?	
4	Why are there no rental cars?	
5	Which area should you avoid?	

Test format
Note form
» page XY

2 Shopping, browsing, bargain hunting



In this unit you are going to ...

- | | | |
|---------------|--|-----------------|
| 6 a, 6 e | » describe shopping habits and outfits | Speaking |
| 1 f, 3 a, 5 b | » read about different payment options, about different types of shoppers and about loot gaming | Reading |
| 2 c, 4 c, 6 c | » write about fashion trends and problems that might happen while shopping | Writing |
| 5 a | » listen to a song about money, to a shopping dialogue and to a talk about online shopping returns | Listening |
| 2 d, 6 d | » complete texts about outfits and shopping | Language in use |
| | » practise structures: phrasal verbs, using synonyms to paraphrase, reported speech | |
| | » boost your vocabulary: shopping, money, clothes, synonyms, agreeing, word families | |

1

Warm-up: shopping – everything you need for it

1 a

Speaking

Everyone needs to shop, but does everyone love it?

Get into pairs and answer the following questions.

- | | |
|---|---|
| » How often do you go shopping? | » What are your favourite brands and why? |
| » Where do you shop? | » Have you ever (re)sold anything? Why / why not? |
| » Do you like shopping? Why / why not? | |
| » Who pays for your shopping? | |
| » How much of your money do you spend per month on average? | |

1 b

Vocabulary

It's all about shopping

Describe the shape of the word cloud below and discuss what it stands for. Afterwards, have a closer look at the words. Choose at least five words for each of the three categories noun, verb, adjective and write them in your notebook. Then get into pairs and compare your results.



Shopping, browsing, bargain hunting

Unit
2

3 d

Different kinds of shoppers

Speaking

Get into pairs and discuss the following questions.

- » Is the text in 3 a objective? Why / why not?
- » What are the stereotypes used in this text?
- » Which changes could you make to this text to make it less stereotypical?
- » Do men and women shop differently? Explain why / why not.



3 e

Inside the dual life of a student and professional reseller

Vocabulary

Read the article about reselling. While reading, fill in the missing prepositions of the phrasal verbs from the box. Then get into pairs and compare your results.

into (4 x) • up (2 x) • off • out

to be product-savvy: to be an experienced shopper who knows the value of items

sustainable: able to continue over time
to expand: to make bigger
to ensure: to make sure

AE Jordan, Yeezy and Nike – for most people these are just brand names, but for others they're a way of life. For Keyshawn Jokhoo, a second-year finance student, these brand names mean opportunity. As a reseller – someone who buys clothes or shoes in order to resell them for profit – he has turned his love for sneakers ¹ a profitable business.

When Jokhoo (known as @reseller_central on Instagram) first got ² shoes in 2014, it was all about collecting the best pairs he could get his hands on. Two years later, he noticed his friends rocking the hottest sneakers and asked them how they managed to afford such expensive limited-edition items. Their answer: resale.

Breaking ³ the resale market isn't as easy as simply buying and selling. Jokhoo said he only made \$2 ⁴ his first pair of sneakers. Now, almost four years later, Jokhoo has perfected his process. He uses a member-only online group which provides him with special information, to ensure he's one of the first people in line when sneakers are released. To set his prices, Jokhoo uses sites like Stock X and GOAT but says pricing is still risky as no one really knows what will or won't resell. According to Danny Erickson, store manager, a

high-end streetwear retailer, resellers need to be on their A-game if they want to make a profit. "You have to be very particular and very smart on your purchases as a seller. Customers today are more price conscious and product-savvy as ever. You need to keep ⁵ with popular trends and have products that are desirable." 30

In addition to reselling, Jokhoo also works as a delivery driver, rounding ⁶ all his tips at the end of the week to buy the latest sneakers. As a full-time student, Jokhoo says finding a balance between work, school and reselling can be quite a challenge. "There's been nights where I'm up at like 11, 12 taking pictures of shoes and it's just like, 'What am I doing?'" he said. 35

While resale is only his side hustle now, Jokhoo says he sees it as something that could turn into a sustainable career. He hopes to expand his business beyond just local sneaker resale. Jokhoo is also looking ⁷ app development. Bots and software can make it easier to get shoes before they sell ⁸ so that he can resell them for hundreds and sometimes thousands of dollars. 40 45 50



3 f

Do you need more pocket money?

Vocabulary

Read the article in 3 e again. Then match the underlined terms with their definitions (1–8) below.

1.

to know how much items cost and avoid buying expensive products

2.

to successfully wear the newest sneakers and look fashionable

3.	to purchase the newest sneakers
4.	to be one of the first people to get something
5.	to have a job that you get paid for doing in addition to doing your main job
6.	to fix your prices
7.	to find, get, or control something
8.	to be on your highest level of performance

Buying and selling

Get into pairs and discuss the following questions.

- » Have you ever sold anything? What? When? Where?
- » Could you imagine buying products simply to resell them at a profit? Why / why not?
- » What is your area of expertise? Which products do you know really well?

3 g

Speaking

Going shopping

Listen to the conversation between a shop assistant and a customer. All the sentences in the VocabBooster below express agreement. While listening tick the ones that you hear.

3 h

Listening

 **Track 7**
VocabBooster

- | | | |
|--|--|---|
| <input type="checkbox"/> I guess so. | <input type="checkbox"/> You can say that again! | <input type="checkbox"/> You're telling me! |
| <input type="checkbox"/> I suppose so. | <input type="checkbox"/> I feel the same. | <input type="checkbox"/> Exactly. |
| <input type="checkbox"/> Why not? | <input type="checkbox"/> I share your view. | <input type="checkbox"/> Absolutely. |
| <input type="checkbox"/> I know. | <input type="checkbox"/> That's (so) true. | <input type="checkbox"/> I couldn't agree (with you) more. |
| <input type="checkbox"/> I see where you're coming from. | <input type="checkbox"/> I have to side with you on this one. | <input type="checkbox"/> I completely / totally agree with you. |
| <input type="checkbox"/> You're / That's right. | <input type="checkbox"/> I'm with you. | <input type="checkbox"/> There's no doubt about it. |
| <input type="checkbox"/> You've got / That's a (good) point. | <input type="checkbox"/> I agree with you / what you're saying / your point of view. | <input type="checkbox"/> I agree (with you) 100 percent. |

Shopping conversations

Listen to the dialogue again and fill in the gaps. Then get into pairs and compare your results.

3 i

Listening

 **Track 7**

1. Customer: "Do you have this coat in a different _____¹?"
2. Shop assistant: "I'll have a look in the _____²."
3. Shop assistant: "It should be here by _____³."
4. Shop assistant: "I can guarantee that it will be here in the early _____⁴."
5. Customer: "Can I pay by _____⁵?"
6. Shop assistant: "Sorry but our machine's broken; we only accept _____⁶ at the moment."
7. Shop assistant: "It is not my fault that you didn't read it when you _____⁷."
8. Shop assistant: "Keep the _____⁸."

Grammar reference
» page XY

Who said what?

Report what the people said in task 3 i. Paraphrase the reporting verbs by using eight different reporting verbs in the past simple. Write the sentences on an extra sheet of paper.

3 j

Structures

Shopping, browsing, bargain hunting

Unit
2

4

When shopping does not equal happiness

4 a

What goes with what?

Vocabulary

Match the beginnings in A (1–10) with the sentence endings in B of typical phrases from letters of complaints. Then get into pairs and compare your results.



VocabBooster

A	B
I am writing 1	<input type="checkbox"/> an error in the invoice.
I am writing to draw 2	<input type="checkbox"/> below the standard I expected.
I am writing to complain 3	<input type="checkbox"/> in connection with my order.
The goods were 4	<input type="checkbox"/> your company your staff was unfriendly.
There seems to be 5	<input type="checkbox"/> about the quality of one of your products.
To make matters worse when I called 6	<input type="checkbox"/> in poor condition.
The product I received was well 7	<input type="checkbox"/> your attention to an error in your delivery service.
Please replace 8	<input type="checkbox"/> no choice but to cancel my order.
I must insist on 9	<input type="checkbox"/> the faulty goods as soon as possible.
Unless I receive the products 10	<input type="checkbox"/> a replacement or a refund.
by Monday, I will have	

4 b

Language in use

Something needs to be done as soon as possible

Read John Doe's letter of complaint. Some words are missing. Use the words in brackets to form the missing word for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.



BE



To: customerservice@company.com
From: john.doe@email.com
Subject: Issues with my T-shirt purchase (order number: 01234)

Dear Sir or Madam,

I am writing to express my strong (0) ___ (**dissatisfy**) with the goods I received this morning.

Firstly, the items you sent me were not the ones that I had ordered. My order dated 5 October (1) ___ (**clear**) stated that I wanted 30 T-shirts. However, I only received three. Furthermore, I asked you to print the slogan on the front and our school's logo in the back which you (2) ___ (**fail**) to do. I enclose photographs of the front and the back of the T-shirt.

To make matters worse, your staff was extremely unhelpful when I called. No one felt (3) ___ (**responsibility**) to sort out the problem. I was simply passed from person to person which frustrated me and led me to (4) ___ (**unsuccessful**) end the call after 20 minutes. Your customer service agents all claimed that my order was not (5) ___ (**process**) by them which is why they could not help me but that they would connect me with another colleague.

The whole matter was treated by your staff as though it was an inconvenience that was completely (6) ___ (**important**). Taking everything into (7) ___ (**consider**), I must insist on a replacement order, at no cost. If you cannot, I insist on an immediate full refund.

I hope that you will deal with this urgent matter (8) ... **(prompt)** as it is causing me considerable inconvenience.

Yours faithfully,
John Doe

Write your answers here:

0	dissatisfaction		
1		5	
2		6	
3		7	
4		8	

I really need to complain

You are the customer from **3 h**. On Monday, the coat had not arrived yet. You decide to write to the customer service centre of this shop. In your **email of complaint** you should:

- » explain the situation
- » describe the problems (e.g. coat, broken machine ...)
- » suggest what the company / store should do

Hint: Use at least one reported statement as proof. And remember to stay polite.

Write around **250 words**.

I know my rights!

Read the short story about an incident at a shop. Then highlight the reporting verbs that are followed by to + infinitive and the reporting verbs that are followed by verb + -ing. Compare your results with a partner. You can find a list of different reporting verbs in Best Shots 5.

The security guard asked a man to open his backpack. However, the man refused to let the guard look inside it because he denied stealing anything. So, the police were called and arrived. The man still claimed to be innocent. Therefore, the police officer suggested checking the security video, but the camera wasn't working. Finally, the man agreed to open his backpack and let the police search it. There was no stolen merchandise inside. So, the security guard had to apologise for causing the man trouble.

A violation of my rights

You are the customer from **4 d**. After the incident, you write to complain to the shop. In your **email of complaint** you should:

- » explain the problem and the situation
- » suggest what company / store should do
- » comment on the consequences if they don't act



Write around **250 words**.

4 c

Writing

Writing reference
Email of complaint
» page XY

4 d

Structures

BE

Grammar reference
» page XY and Best Shots 5

4 e

Writing

Writing reference
Email of complaint
» page XY

Shopping, browsing, bargain hunting

Unit
2

5

The downsides of shopping

5 a

Listening

Track 8

I don't like it, where can I return it?

You are going to listen to a talk about online returns. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–8) with the sentence endings (A–K). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Where do your online returns go?



0	Aparna overordered because she didn't ...
1	During the holidays, the returned clothing items of the company she works for ...
2	Annually, four billion pounds of returned clothing ...
3	Companies offered free returns because they hoped to ...
4	Retailers try to sell the returned items themselves or sell and ...
5	Aparna suggests a system where mint-condition clothes ...
6	She believes that shoppers would participate in her system if they ...
7	She also stated that shoppers ...
8	If every adult in the US returned five items less per year, this would ...

A	end up in the laundry
B	amount to 240 million pounds
C	make a profit from them
D	send them directly to another buyer
E	had an incentive
F	know what she wanted
G	send them to a discount partner or liquidator
H	had to reflect more before each purchase
I	end up in the landfill
J	amount to 7.5 million
K	make radical changes

0	1	2	3	4	5	6	7	8
F								

Test format
Multiple matching
» page XY

5 b

Reading

Spending money playing video games

Read the text about losing savings while playing an online multiplayer game. First decide whether the statements (1–8) are true (T) or false (F) and put a cross (x) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Loot boxes: I blew my savings gaming online

"I have loved video games since I was a child," says Jonathan. Now 21, I am fortunate to have made some of my closest friends online. However, I feel compelled to tell my story of how

5 loot box gambling led to one of the worst experiences of my life.

I played huge online football trading card game, and users can then add these players to their teams. Better

10 players give you an advantage and market where these cards are trad-

ed. You can buy packs containing a random selection of cards.

I remember when I first asked my parents if I

15 could use my money to buy packs, and my frustration when my dad said the packs were "gambling", before finally agreeing. The idea that it was gambling seemed ridiculous to me at the time. I understood that the chances of "pack-

20 ing" my favourite players were low. I spent the money, opened my packs, got lucky a couple of times, and tried to be positive, despite feeling slightly disappointed.

As time went on, I was becoming increasing-

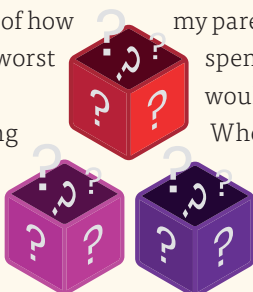
ly secretive about spending more and more money on packs. I would buy a voucher from a High Street shop and hide it in my room, so my parents wouldn't find out how much I was spending. At the time, I had nothing else I would rather spend my money on.

When I was 17, I got my first debit card, and suddenly the decision to spend money on the game became instant, with no need to buy the vouchers.

A few weeks before my A-levels, whilst my parents thought I was upstairs revising, the moment came when the money ran out. I had blown almost £3,000.

My parents were heartbroken when they found out. We had family rules with restrictions on gaming time. I was addicted to the buzz of chance when I bought packs. I agree now with what my Dad said: "Video game packs and loot boxes are a form of gambling."

The makers of the game deny any aspect of my game is gambling. They say it can be played without spending any money and that purchases are entirely optional.



BE loot boxes: in-game purchases involving chance
fortunate: lucky

25 compelled: having to do sth because you feel it's necessary
30

35 to blow £: to waste £

40 restriction: a limit on sth

45

Statements

- | | |
|---|--|
| 0 | Jonathan feels grateful that he made friends through video games. |
| 1 | You can exchange cards with your friends at your school. |
| 2 | Jonathan's father did not allow Jonathan to buy packs at first. |
| 3 | Jonathan's parents knew how much he was spending on card packs. |
| 4 | With his debit card, Jonathan could buy gift cards to get card packs. |
| 5 | Jonathan was addicted to the possibility of winning big with each purchased pack. |
| 6 | The creators of the game agree that it's gambling because players have to buy packs. |

Write your answers here:

	T	F	First four words		T	F	First four words
0	x		Now 21, I am	4			
1				5			
2				6			
3							

Test format
True / false with
justification
» page XY

3 There is no planet B



In this unit you are going to ...

3 g, 6 f	» describe ocean pollution, the carbon footprint and how to make a difference, give a presentation about plastic pollution	Speaking
4 a	» read about Generation Green, about climate change and about the zero-waste movement	Reading
3 f, 8 d	» write a report about reducing the use of bottled water and a continuation to a story	Writing
3 a	» listen to an interview about girls fighting plastic bags and to a speech by Greta Thunberg	Listening
3 c, 8 a, 8 c	» complete texts about water bottles, climate change and flight shame » practise structures: conditional forms » boost your vocabulary: environment-related vocabulary and collocations	Language in use

1




Warm-up: how eco-friendly are you?

1 a

Reading

Testing your lifestyle – part I

Do the test below. Read the statements and tick off only those that apply to you. Then add up the points for your answers.

	✓	points
Eating habits 		
1. The majority of your food is local and not imported.		2
2. You pay attention to ingredients to avoid palm oil for instance.		2
3. You're vegan or vegetarian.		3
4. You eat meat at least once a week.		1
Zero-waste 		
5. You avoid fast fashion and mainly buy second-hand clothes.		2
6. You separate waste carefully (plastic, paper, glass, can etc.)		2
7. You repair or donate instead of throwing away things that are not used any more.		2
Plastics 		
8. You take reusable bags for shopping instead of plastic bags.		1
9. You always bring your water bottle instead of buying water in plastic bottles.		1
10. You refuse to buy items with plastic packaging.		3

Energy

11. You turn off the charger of your phone immediately when it hits 100%.
12. Your showers do not take more than 3–4 minutes (length of a song).
13. You turn off non-used light.
14. You always unplug machines during the night or when out (TV included).
15. You prefer having showers over baths.

	2
	1
	1
	3
	1

Social

16. You talk about your eco-friendly habits with other people to share your ideas.
17. You participate in a climate strike or have joined an activist group.
18. You have sent an email to a brand or city to ask for eco-friendly changes.
19. You have planted a tree.
20. You have requested plastic-free gifts for yourself.

	2
	2
	3
	3
	2

Transportation

21. You avoid flying.
22. You choose public transportation over the car.
23. You walk or use a bike for getting to school.

	3
	1
	3

Testing your lifestyle – part II

Have a look at the score. Compare your result with three other students and discuss what you could change about your lifestyle to get a better result.

1 b Speaking

23 or less: You should challenge yourself, start with one topic to become more eco-friendly. Take the test again in a couple of weeks.

24–31: You have got the basics and you are on the way to becoming more-eco-friendly. Keep it up and get inspired by what other people do.

32–38: You are interested in this topic and know that what you do matters. But you can still do better!

39–45: You can be proud; you are an eco-friendly person. Continue focusing on your lifestyle and be an inspiration to other people.

Combating global warming – useful words and phrases

Look at the VocabBooster below. Match each word with a word / phrase from the test to form meaningful collocations like *combat global warming*. Sometimes there is more than one option. Then get into pairs and form a sentence for each of the collocations. Take turns.

1 c Vocabulary

to avoid	
to (not) buy	
	waste
	a clean up
	things not used any more
	bags / bottles
to turn off	
eco-friendly	
	climate strike
to ask for / to demand	
	public transportation
	machines

VocabBooster

collocation: a group of two or more words that usually go together

There is no planet B

4

Climate change

Unit
3

4 a

Reading

The Earth is getting hotter

Read the text about global warming. Choose the correct answer (A, B, C or D) for each question (1–5). Write your answers in the spaces provided. The first one (0) has been done for you.

BE

Climate change and global warming



Many people consider climate change and global warming the greatest environmental challenges facing the world today. These issues affect

everyone in the world, but the good news is that everyone in the world can be a part of the solution if they so desire.

What are climate change and global warming? Climate change and global warming are pretty much exactly what they say. Climate change is literally a change in the climate of a given area, including changes in its average temperatures, wind patterns and amounts of rainfall. One of the results of climate change is that temperatures are rising all over the world, which is known as global warming. In fact, the ten hottest years ever recorded have all occurred since 1990, and experts predict that in the next century average temperatures around the world could rise as much as an average of 5.8°C.

What causes climate change and global warming? While politicians around the world wrangle about the causes of climate change and global warming, scientists know that when greenhouse gases such as carbon dioxide and methane are released into the atmosphere they contribute to the problem. The United Nations has attempted to limit these harmful gases with the Kyoto Protocol, a set of guidelines that asks countries to meet a target of reducing greenhouse gases to a level that will not interfere with the climate or cause further change.

How are climate change and global warming affecting the UK? The UK is in the enviable position of being relatively well protected

from their effects of climate change and global warming, but it will continue to experience warmer year round temperatures, more rainfall in the winter

and less in the summer, less snow in the winter, and higher surrounding sea levels that could lead to flooding in coastal areas. Unfortunately, many areas of the world are not so well off and remain vulnerable to effects such as floods and droughts that will drastically alter their lifestyles and food supplies.

What can we do to limit climate change and global warming? At home, turn off lights and unplug electrical equipment when not in use. Reduce the number of spray products you use for personal care and recycle as many items as you can every day. When you travel, try to use trains, boats or efficient cars and fly as rarely as possible to limit the carbon emissions from planes. If you find yourself with a little extra time on your hands, put together a fund-raiser for charities and organizations fighting climate change and global warming such as Oxfam, Friends of the Earth and the Climate Outreach and Information Network. With a little creativity there will be no stopping you!

Climate change and global warming are serious issues affecting everyone on Earth. Educate yourself about climate change and global warming, and the ways in which you can reduce your own contributions, and then pass along all that you have learned. The world is literally depending upon it.



drought: long period with no or little rain

to wrangle about: to argue about

0 According to the text,

- A every person can help solve this major environmental issue.
- B climate change does not have an effect on all the people.
- C people cannot do much to change something.
- D everybody must do something to stop global warming.

1 The text says

- A that climate change only makes the world a hotter place.
- B that it has become hotter in the last 30 years.
- C that global warming and climate change mean the same.
- D all parts of the world suffer the same effects of climate change.

2 Experts have found out

- A that climate change cannot be stopped.
- B what causes global warming.
- C how each state can solve the problem on its own.
- D how to cut the release of harmful completely.

3 The United Kingdom

- A could have droughts in summer and floods in winter.
- B will suffer more than other countries.
- C will have problems with food production.
- D will not face rising sea levels on its coasts.

4 The text suggests

- A not using spray cans anymore.
- B giving up flights completely.
- C using bikes for travelling.
- D joining environmental groups.

5 We should become environmentally active

- A because of our lifestyle.
- B to become more aware of the problem.
- C because the state of the planet is severe.
- D because others won't act without us.


0	1	2	3	4	5
A					

Test format
Multiple choice
» page XY

Climate change collocations

Match the words in A with their appropriate collocations in B. Compare your results with a partner.

A			B		
environmental	1	<input type="checkbox"/>	patterns		
be part of	2	<input type="checkbox"/>	gases		
average	3	<input type="checkbox"/>	to the problem		
wind	4	<input type="checkbox"/>	sea levels		
greenhouse	5	<input type="checkbox"/>	challenges		
release into	6	<input type="checkbox"/>	temperatures		



A			B		
limit	7	<input type="checkbox"/>	the solution		
higher	8	<input type="checkbox"/>	the atmosphere		
contribute	9	<input type="checkbox"/>	everyone on Earth		
carbon	10	<input type="checkbox"/>	issues		
serious	11	<input type="checkbox"/>	emissions		
affect	12	<input type="checkbox"/>	harmful gases		

4 b

Vocabulary

VocabBooster

Artists against climate change

You are going to read some extracts from *Earthrise* by Armanda Gorman. The words in the box have been taken from the text. Fill them in. Then find Armanda's performance of this poem on a streaming platform. Enjoy listening and check your answers.



4 c

Language in use



The cartoonists' view

Analysing cartoons

How to describe and analyse a cartoon

When **describing** a cartoon consider the following:

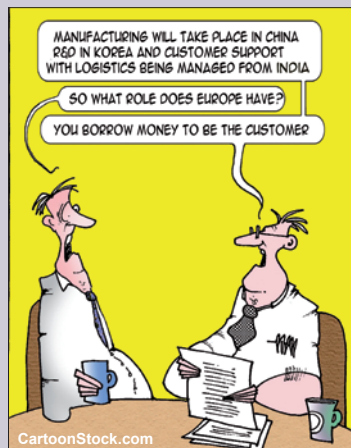
- » the situation illustrated
- » the main objects / persons
- » the information given in the caption / speech bubbles

When **analysing** talk about the following:

- » the social / political / economic / cultural issue that is shown
- » the cartoonist's opinion / message
- » the stylistic devices used (colours, symbols, exaggerations)

When **interpreting** a cartoon state your opinion on the following:

- » how convincing the cartoon is
- » what effect it has on you



3

3 a

Speaking

R&D: research and development

Now look at the cartoon carefully and describe, analyse and interpret the cartoon with your partner. Follow the steps above and use the phrases from the VocabBooster.

The cartoon shows / displays / illustrates ...

There is a caption spoken by ... / which says ... • In the speech bubble it says ...

The figure represents ... / is a cliché / stereotype of ...

The cartoonist tackles / wants to point out / show / criticise / make fun of / comment on ... • The cartoon strongly criticises ... • Its message is ...

I (don't) think the cartoon is funny / convincing / easy to understand / effective / clever / fairly bad / weird / macabre / realistic ...

The cartoon is black and white / brightly coloured.

The cartoonist uses symbols like ...

VocabBooster

Around the world



Give a four-minute talk about the impacts of globalisation in which you

- » interpret the cartoon,
- » evaluate the role of globalisation in your life,
- » discuss potential positive and negative impacts of globalisation on young people.

3 b

Speaking

Test format
Individual long
turn

» page XY

Humankind and modern technologies

4 e

Language in use

Artificial intelligence and the elderly

Read the passage about how AI can support older people's needs. Choose the correct option for each number (1–10).



AE

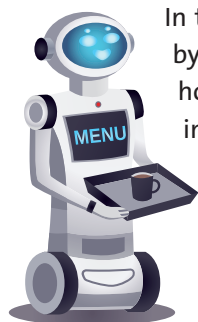
How robots could help the elderly age in their homes

Although / Despite¹ innovations that make it easier for seniors to keep living on their own rather than moving into special facilities, most elderly people eventually need a hand with chores / work² and other everyday activities.

Friends and relatives often can't do all the work. Growing evidence indicates it's neither sustainable or / nor³ healthy for seniors or their loved ones. Yet demand for professional caregivers already far outstrips supply, and experts say this workforce shortage will only get worse. So how will our society bridge / defeat⁴ this elder-care gap? In a word, robots.

Just as automation has begun to do jobs previously seen as uniquely suited for humans, like retrieving goods from warehouses, robots will assist your elderly relatives. As a robotics researcher, I believe artificial intelligence has the potential not only to care for our elders but to do so in a way that rises / increases⁵ their independence and reduces their social isolation.

Personal robots



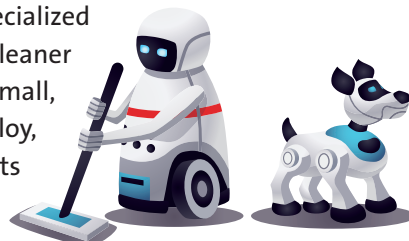
In the 2004 movie *I, Robot*, the robot-hating protagonist Del Spooner (played by Will Smith) is shocked to discover / explore⁶ a robot in his grandmother's house, baking a pie. You may have similar mental images: when many people imagine robots in the home, they envision mechanized domestic workers doing tasks / homework⁷ in human-like ways.

In reality, many of the robots that will provide support for older adults who "age in place" – staying at home when they might otherwise be forced to relocate to assisted living or nursing homes – won't look like people.

Nevertheless / Instead⁸, they will be specialized

systems, akin to the Roomba, iRobot's robotic vacuum cleaner and the first commercially successful consumer robot. Small, specific devices are not only easier to design and deploy, they allow for incremental adoption as requirements disappear / evolve⁹ over time.

Seniors, like everyone else, need different things. Many need help with the mechanics of eating, bathing, dressing and standing up – tasks known as "activities of daily living." Along with daily help with cooking and managing their medications, they can benefit / learn¹⁰ from a robotic hand with more intermittent things such as doing the laundry and getting to the doctor's office.



akin: similar

incremental: step by step

intermittent things: things you do not do regularly

4 f

Writing

An old people's home in 2050

Write a short description (180 – 200 words) of an old people's home in 2050. Consider the aspects below:

- » how AI supports people in everyday life
- » how people communicate with relatives
- » the ability to deal with modern technology

Then let a partner read your text and read your partner's text yourself. Discuss similarities and differences of the two old people's homes you have envisioned.



Autonomous cars

You have just come across the following blog post about cars and artificial intelligence.

Coping with a potential mobility frenzy due to AI autonomous cars

posted by **Lance Eliot**, 30 July 2020

Walk or drive? That's sometimes a daily decision that we all need to make.

A colleague the other day drove about a half block down the street from his office, just to get a coffee from his favorite coffee shop. You might assume that foul weather prompted him to use his car for the half-block coffee quest rather than hoofing the distance on foot. Nope, there wasn't any rain, no snow, no inclement weather of any kind. Maybe he had a bad leg or other ailments? No, he's in perfectly good health and was readily capable of strutting the half-block distance.



Numerous publicly stated concerns have been raised about this kind of mind-set. In the United States, we go about 3.22 trillion miles per year via our cars. That's though based on various barriers or hurdles involved in opting to make use of a car.

Here's an intriguing question: *If we had true self-driving cars available, ready 24 / 7 to give you a lift, would we become more enamored of using cars and taking many more short trips?*

Think of the zillions of daily short trips that might be done via car use. Add to that amount the ease of going longer distances than today you might not do, perhaps driving to see your grandma when you normally wouldn't feel up to the driving task. The 3.22 trillion miles of car usage could jump dramatically.



You have decided to comment on the blog post. In your **blog comment** you should:

- » comment Lance's thoughts about car use today
- » evaluate how self-driving cars might impact our environment
- » outline how AI could be used to limit car usage in the future

Write around **250 words**.

AI and the elderly

Get into groups of four. Go on the internet and search for another blog post about how artificial intelligence might affect us in the future.



Then prepare a mini presentation about your post for your classmates (3–4 minutes). Consider the following aspects:

- » author and publishing date
- » topic and relevance of the blog
- » area of life that might be influenced
- » positive / negative kind of influence

4 g

Writing

AE

Writing reference

Blog comment

» page XY

4 h

Language in use

