

# Tracing digital footprints

Unit  
2

## 3 The dark side of big data

### 3 a *Somebody's Watching Me*

Listening



Find Rockwell's song *Somebody's Watching Me* on Spotify, YouTube or any other streaming portal. Listen to the song until you reach 01:25. While listening, complete the lyrics below.



I'm just an average man with an average life  
 I work from nine to five, hey, hell, I pay the \_\_\_\_\_<sup>1</sup>  
 All I want is to be left \_\_\_\_\_<sup>2</sup> in my average home  
 But why do I always feel like I'm in the twilight zone and ...?  
 I always feel like somebody's watchin' me  
 And I have no \_\_\_\_\_<sup>3</sup>

I always feel like somebody's watchin' me  
 Tell me is it just a dream?

When I come home at night  
 I bolt the door real tight  
 People \_\_\_\_\_<sup>4</sup> me on the phone, I'm trying to avoid  
 But can the people on TV see me or am I just \_\_\_\_\_<sup>5</sup>?

*The Twilight Zone* was a US TV series with episodes in various genres, including fantasy, sci-fi, dystopia, horror, supernatural and black comedy that often ended with a macabre or unexpected twist, and usually with a moral.

### 3 b *Diving into the matter*

Follow-up

- Read the lyrics in 3 a. Then get together in pairs and discuss the following questions:
- » What is the main message of the first three verses of the song?
  - » How does the singer feel and why?
  - » Why do you think did he refer to the TV series *The Twilight Zone*?
  - » In which sense is a smart TV really watching you? What kind of "watching" does it do?

### 3 c *In China, your digital footprint determines your life*

Language in use

Read the text about China's social credit system. 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

#### Under the microscope

For years, the government of China has been designing and refining a system of social credit with the (0) \_\_\_ (**collaborate**) of tech companies. This system takes the idea of creditworthiness and exports it to all areas of life with the help of big data. Every piece of data on every citizen is used to rate that person on a scale of (1) \_\_\_ (**trust**). "Good" actions make you win points and "bad" actions make you lose points. Buying nappies earns you points. Playing video games, buying alcohol, or spreading "fake news" loses you points.

One of the marks of totalitarian (2) \_\_\_ (**social**) is that power controls all aspects of life. For instance, playing loud music at home might make your neighbours hate you, and it might even earn you a visit



from the police (3) \_\_\_ (**ask**) you to keep it down, but it will have no effect on your work life, or your financial credit score (unless your neighbour is your boss or your banker). In China, playing loud music, jaywalking or cheating in a video game will make you lose points in a score that is used to grant and limit opportunities in all spheres of life.

Citizens with a high score are sometimes (4) \_\_\_ (**public**) praised, and enjoy perks such as shorter waiting lists, and (5) \_\_\_ (**count**) on products and services. They rent a car without paying a deposit, and they even get better (6) \_\_\_ (**view**) on dating sites. Citizens with a low score can be publicly shamed; they can find it hard or (7) \_\_\_ (**possibility**) to get a job, a loan, or to buy a property; they can be blacklisted even from travelling by plane or train.

During the coronavirus pandemic, Chinese (8) \_\_\_ (**surveil**) went as far as forcibly installing cameras inside people's homes, or just outside their front doors, to make sure they complied with quarantine rules.

Write your answers here:

0	collaboration	
1		5
2		6
3		7
4		8

jaywalking: crossing the street where it isn't allowed  
perks: advantages

**Test format**  
**Word formation**  
» page 184

### While big data report on people you should report on it

Read the text in 3 c again and summarise it briefly. Then discuss with a partner what you think about the system.

**3 d**  
**Follow-up**

### Your school is now watching you

Your school board decided to implement a tracking system in your school. The system is based on social credit and aims to motivate students to do even better in school.

**3 e**  
**Writing**



CartoonStock.com

Your principal has asked you to send an informative email to all the students at your school. In your formal **email** you should:

- » describe how the system will work
- » discuss how the social credit system in China functions
- » speculate about the effectiveness of such a system at your school

Write around **250 words**.

**Writing reference**  
**Formal email**  
» page 194

# Coming of age – flying the nest

4

## Stages of life

4 a

### Speaking

#### The journey of life

1. Together with your partner, talk about the stages of life you have gone through so far.
2. Describe the picture.
3. Speculate on the message it conveys about a twentysomething's journey through this phase of life.
4. Predict where you see yourselves in ten years' time.



Unit  
3

twentysomethings:  
people between  
20 and 30

4 b

### Reading

#### “Wandering” like Odysseus

Read the text about a new life phase. 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.

### The odyssey years

There used to be four common life phases: childhood, adolescence, adulthood and old age. Now, there are at least six: childhood, adolescence, odyssey, adulthood, active retirement and old age. Of the new ones, the least understood is odyssey, the decade of wandering that frequently occurs between adolescence and adulthood.

During this decade, twentysomethings go to university and take breaks from education. They live with friends and they live at home. They fall in and out of love. They try one career and then try another. Their parents grow increasingly anxious. These parents understand that there's bound to be a transition phase between student life and adult life. When they look at their own grown children, they see the transition stretching five years, seven, or even longer. The parents don't even detect a clear sense of direction in their children's lives. They see the things that are being delayed.

They see that people in this age bracket are pondering marriage. They're reconsidering having children. They're delaying permanent employment. People who were born before 1964 tend to define adulthood by certain accomplishments – moving away from home, becoming financially independent, getting married and starting a family. In 1960, roughly 70 percent of 30-year-olds had achieved these things. By 2000, fewer than 40 percent of 30-year-olds had done the same.

Yet, with a little imagination, it's possible even for baby boomers to understand what it's like to

be in the middle of the odyssey years. It's possible to see that this period of improvisation is a sensible response to modern conditions.

Two of the most prominent social scientists in the US, William Galston and Robert Wuthnow, have been trying to understand this new life phase. Through their work, you can see the spirit of fluidity that now characterises this stage. Young people grow up in tightly structured childhoods, Wuthnow observes, but then graduate into a world characterised by uncertainty, diversity, searching and tinkering. Old recipes for success don't apply, new norms have not been established and everything seems to give way to a less permanent version of itself.

The job market is fluid. Graduating seniors don't find corporations offering them jobs that will guide them all the way to retirement. Instead, they find a vast menu of information economy options, few of which they have heard of or prepared for. Social life is also fluid. There's been a shift in the balance of power between the genders. 36% of female workers in their twenties now have a college degree, compared with 23% of male workers. Male wages have stagnated over the past decades, while female wages have risen.

This has fundamentally scrambled the courtship rituals and decreased the pressure to get married. Educated women can get many of the things they want (income, status, identity) without marriage, while they find it harder (or, if they're working-class, next to impossible) to find a suitably accomplished mate.

fluidity:  
Ungewissheit,  
Instabilität

tinkering:  
moving about

information  
economy:  
an economy  
in which  
knowledge and  
information ser-  
vices are more  
valuable than  
manufacturing

to scramble  
(here):  
durcheinander  
bringen

accomplished:  
fähig

The odyssey years are not about slacking off. 70 There are intense competitive pressures as a result of the vast numbers of people chasing relatively few opportunities. Rather, what we're seeing is the creation of a new life phase, just as adolescence came into being a century ago. It's 75 a phase in which some social institutions flourish like knitting circles or Teach for America, while others, such as churches or political par-

ties, have trouble establishing ties. But there is every reason to think this phase will grow more pronounced in the coming years. European nations are travelling this route ahead of us, Galston notes. Europeans delay marriage even longer than we do and spend even more years shifting between the job market and higher education.

80 Teach for America: programme that recruits graduates from top universities to serve as teachers in low-income communities for two years  
85

**0 The concept of odyssey is**

- A about a lack of orientation.
- B about a lifestyle of travelling.
- C about taking gap years.
- D something that young people worry about.

**1 Many parents are increasingly worried by**

- A their kids not getting a proper education.
- B their kids not looking for a job.
- C their kids living with friends.
- D postponing certain life decisions.

**2 For experts the odyssey years are marked by**

- A the experiences of growing up.
- B technological changes.
- C a lack of new standards.
- D by a growing pressure of parents.

**3 After leaving college young people are faced with**

- A negative salary perspectives for women.
- B a lack of long-term employment opportunities.
- C too few offers of IT jobs.
- D a lack of job offers in general.


**4 Romantic relationships are getting more complicated because**

- A people in their 20s are expected to marry.
- B for women acceptable partners are not easy to get.
- C women's attitudes towards marriage have changed.
- D people don't fall in love easily.

**5 In the years to come the odyssey stage will**

- A play an even bigger role to explain social changes.
- B provide new chances for religious institutions.
- C become less important.
- D will also turn up in Europe.

0	1	2	3	4	5
A					

 **Test format**  
**Multiple choice**  
» page 178

**Working with words**

Match the words underlined in the text with the following definitions.

1. a period of uncertainty in young adults' lives	
2. certain or extremely likely to happen	
3. age range / group	
4. person born between 1945 and 1965	
5. likely to change	

**4 c**  
**Vocabulary**

# India – diverse and divided

Unit  
4

## VocabBooster

2 d

### An abundance of spices and tastes

#### Vocabulary



India's cuisine is rich in spices. Look at the assortment of spices below. Together with a partner match the spices with their names using the VocabBooster. Use your vocab booklet / a dictionary and images from the internet if necessary. You do not need to use all the words.

turmeric (ground) •  
nutmegs • clove •  
cinnamon • star anise •  
mace • red chilli pepper •  
black pepper • brown  
mustard seeds • carda-  
mom • fenugreek seeds •  
yellow mustard seeds •  
piri piri flakes • cumin  
seeds • fennel seeds •  
charoli • pomegranate  
seeds • ginger • garam  
masala • curry leaves •  
coconut • saffron



2 e

#### Listening

#### Track 11

### Learning about the spice trade

You are going to listen to a talk about spices and spice trade. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–8) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.



India – home to spices



0	What had a significant impact on India's development in the past?	the spice trade
1	Who established lucrative trade relations with India? (Give <u>two</u> answers.)	
2	What did spices mean for people in Europe? (Give <u>one</u> answer.)	
3	In which part of India are most spices produced?	
4	Which flavours are popular in the northern parts of the peninsula? (Give <u>one</u> answer.)	
5	What is the reason for using these ingredients there?	
6	What ingredients are preferred in the south? (Give <u>one</u> answer.)	
7	Who left traces in North Indian cooking? (Give <u>one</u> answer.)	
8	Which typical flavour of Indian cuisine was imported from Europe?	

to flout: to ignore

entrant (here):  
imported plant

Test format  
Note form  
» page 177

## A country deeply divided

3

### Approaching the concept of caste

Read the following explanation of the concept of caste which still kind of segregates India's society and underline the most important information. Compare your results with a partner.

3 a

Reading

### India's caste system: weakened, but still influential

Despite laws that aim to create equality, the caste system in India continues to have a strong impact on society. India's caste system, which splits up Hindus into different societal groups according to their occupation and birth, is thought to go back some 3,000 years.

In the system, Hindus are divided up into four classes based on the principle of "varna," which literally means "colour": the Brahmins (the priestly class); the Kshatriyas (the ruling, administrative and warrior class); the Vaishyas (the class of artisans, tradesmen, farmers and merchants); and the Shudras (manual workers). There are also people who fall outside the system, including tribal people (e.g. Adivasi) and the Dalits, previously known as "untouchables," although the term is somewhat contentious. The concept of "jati," meaning "birth," also underlies the caste system and causes its differentiation into thousands of sub-groups based on lineage or kinship that are difficult to define. The system has led to the upper castes being privileged over the lower castes, which were of-

ten repressed by those higher up on the caste scale. For centuries, inter-caste marriage was forbidden, and in villages, castes mostly lived separately and did not share amenities such as wells.



25

30

The caste system was bolstered under British rule, which appointed only upper-caste Hindus to senior positions and administrative jobs. After protests during the 1920s, however, the colonial administration introduced a system of quotas under which a certain percentage of government jobs were reserved for lower-caste Hindus.

bolster: ver-  
stärken

35

After India became independent in 1947, the country introduced laws to make discrimination against lower castes illegal and to improve their socioeconomic positions. Quotas were introduced for college admissions and jobs. As a result, some Dalits have made it to leading positions, such as BR Ambedkar, who wrote the Indian constitution, and KR Narayanan, who was elected president in 1997.

tribal people:  
indigenous  
people, such  
as the Adivasi;  
8,6% of India's  
population

40

Inequalities under the system still exist in modern India despite these measures, which have even served to reinforce the divisions to some extent. Violence based on caste has also erupted in recent times, much of it involving attacks on Dalits.

contentious:  
controversial  
lineage: Her-  
kunft (Ahnen-  
reihe)

45

kinship: Ver-  
wandtschaft

50

55



### Caste and its consequences

In groups of three discuss what you have learned about caste. Also refer to the photograph.

1. Explain the origin of the system.
2. Work out the consequences for people from the lowest classes.
3. Discuss possible reasons why this system still has an impact in modern India.
4. Assess reasons why this system could be called segregation.
5. Go to the internet and search for a notable Dalit person. Find out how they overcame the social restrictions of the caste system.

3 b

Speaking



# Work the world

2 d

Listening

Track 14

Unit  
5

## Becoming a digital nomad

You are going to listen to Lamarcus, talking about how he has become a digital nomad. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–7). Write your answers in the spaces provided. The first one (0) has been done for you.



### A career whilst travelling

- 0 Right now, Lamarcus**  
 A lives in the USA.  
 B is a student.  
 C has come back from a trip.  
 D has finished his Master's degree.
- 1 In order to become a nursing assistant Lamarcus**  
 A attended a course at university.  
 B had to work an extra job.  
 C did two degrees.  
 D studied after his regular classes were over.
- 2 He started studying IT because**  
 A he loves to think over a problem.  
 B he felt overwhelmed by his old job.  
 C he wanted a promotion.  
 D he felt insecure.
- 3 After finishing school,**  
 A he worked in the aviation industry.  
 B several companies were interested in him.  
 C he talked to several IT specialists.  
 D he went on a journey around the world.
- 4 Lamarcus started to go on short trips first**  
 A to test if he would manage.  
 B because he didn't want to take time off.  
 C to test the infrastructure.  
 D because he enjoyed going on holiday.
- 5 On his trip to Asia, Lamarcus**  
 A didn't manage to get up in the morning.  
 B had to go back to the US several times.  
 C worked anti-social hours.  
 D couldn't see all the sights.
- 6 Lamarcus' company**  
 A offers an unlimited vacation policy.  
 B pays for accommodation.  
 C operates with a scattered team.  
 D closed down in July.
- 7 In the future, Lamarcus wants to**  
 A make friends abroad.  
 B buy a house.  
 C change careers again.  
 D settle down.

Test format  
Multiple choice  
» page 179

0	1	2	3	4	5	6	7
B							

2 e

Vocabulary

## Career talk

Match the words in A with the appropriate expressions in B to make meaningful phrases. Then get into pairs and summarise Lamarcus' story using the phrases from the VocabBooster. Discuss if you would like to lead a similar lifestyle in the future.



VocabBooster

A	B	A	B
to put in	1 <input type="checkbox"/>	towards	4 <input type="checkbox"/>
geared	2 <input type="checkbox"/>	at a career	5 <input type="checkbox"/>
to excel	3 <input type="checkbox"/>	for vacation	6 <input type="checkbox"/>
		to push	4 <input type="checkbox"/>
		a brick-and-mortar	5 <input type="checkbox"/>
		to make	6 <input type="checkbox"/>
			the boundaries
			a career move
			building

## What does the future hold for us?

Review the structures on pages 71–72. Then think about what the future of the world of work could look like. Write five complex sentences using future perfect and future progressive.

2 f

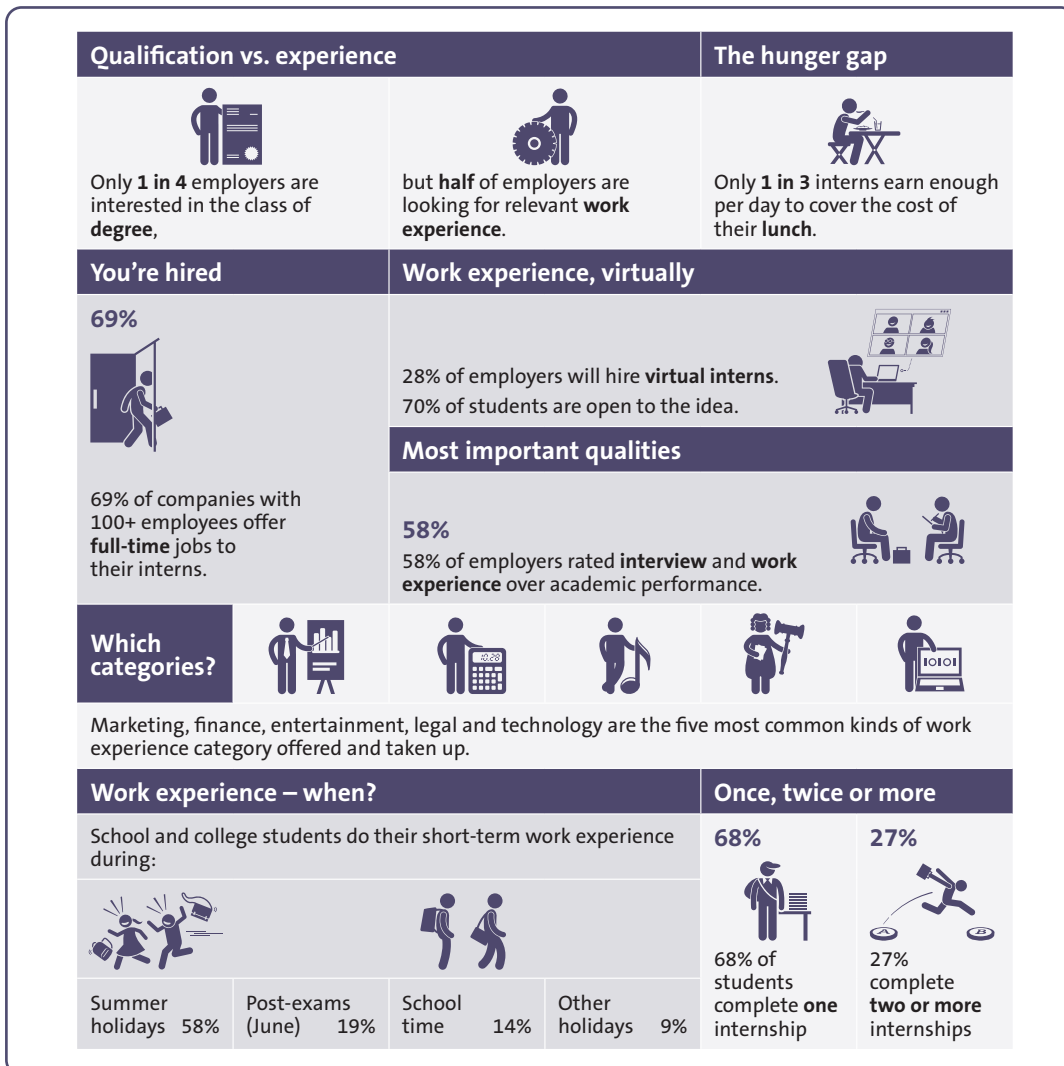
Structures

1. ....
2. ....
3. ....
4. ....
5. ....

## Internship, yes or no?

2 g

Speaking



Test format  
Individual long  
turn

You have five minutes to talk about the following:

- » interpret the infographic,
- » evaluate what students can expect from an internship,
- » suggest ways to find an appropriate internship.



## Taken to extremes

3. Assess the influence of climate change on the number of disasters.
4. Speculate which countries are often hit hardest by disasters like drought, floods and tropical storms.

### 2 f Revision of the passive: describing what happens to people or things

#### Structures

When describing the effects of disasters and measures taken to rescue people and property we often use passive forms as the focus is on what is done and not so much on who did it.

- » Go over the text in 2 d again and highlight the passive forms.
- » Pick two of the passive sentences and explain why the passive is the preferred mode here.

#### Passive reporting structures

There are two patterns how we can use passive reporting verbs as follows:

it is / was *said* that | subject + is / are / was / were *said* + to-infinitive (also passive)  
+ perfect infinitive (active or passive)

Grammar  
reference  
» page 171

**Reporting verbs:** to allege • to believe • to claim • to estimate • to expect • to know • to report • to say • to suppose • to think • to understand

It *is said* that most of the Australian wildfires *were started* by lightning.  
Most of the Australian wildfires *are said* to have *been started* by lightning.



### 2 g It is reported ...

#### Structures

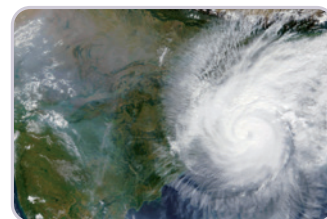
Rephrase the following sentences by starting with the subject. Write in your notebook.

1. It is reported that the imminent eruption forced a large number of people to flee.
2. It is thought that the water supply will be disrupted.
3. It is estimated that the first eruption killed more than 30 people.
4. It is believed that rain eventually stopped the wildfires.

### 2 h Extreme weather – man-made disasters?

#### Language in use

Read the article about extreme weather from *National Geographic*. Some parts are missing. Choose the correct part (A–P) for each gap (1–13). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.



AE

#### Wild weather

Torrential hurricanes, devastating droughts, crippling ice storms, and raging heat waves – all are extreme weather phenomena that can claim lives and (0) \_\_\_. Climate change influences severe weather by (1) \_\_\_ and higher temperatures in some regions and more intense deluges in others, say climate experts. Among the most vulnerable (2) \_\_\_ in exposed mountain and coastal regions. In those settings worldwide, citizens (3) \_\_\_ to new weather realities by strengthening warning, shelter, and protection systems.

**Surviving storms.** A fierce cyclone hits Bangladesh about every three years. In 1991 Cyclone Marian killed 140,000. In 2007 Cyclone Sidr flattened 565,000 homes, but a warning system and fortified shelters (4) \_\_\_ to 3,500. Today restoring coastal mangroves and hillside forests aims to stave off surging seas, landslides, and floods during (5) \_\_\_.

Different names for similar phenomena:  
cyclone (Indian Ocean)  
typhoon (South-East Asia)  
hurricane (Atlantic)

deluge: Regenguss



**Succumbing to heat.** The global average temperature in May 2020 was the highest on record. In India some 2,200 people (6) \_\_\_ a ten-day heat wave when reported highs hit 113°F (45°C). To cope, the city of Ahmadabad offered (7) \_\_\_ and cooling centers in high-risk areas and trained health aides to (8) \_\_\_.

**Rising seas, rising concerns.** Climate change may not cause a particular storm, but rising sea levels (9) \_\_\_ its impact. In 2012 a nine-foot storm surge from Hurricane Sandy hit New York City at high tide, (10) \_\_\_ 14 feet higher than normal at the tip of Manhattan. Flooding destroyed neighborhoods and beaches in outer boroughs. The sea level in this area is rising by more than an inch each decade – twice as fast as the global average – and (11) \_\_\_ to rise 11 to 21 inches by 2050. To prepare, the city is (12) \_\_\_ coastal resilience measures. A multiuse project will create more green spaces for city residents as well as a system of floodwalls and retractable barriers for enhanced (13) \_\_\_.



- |                                  |                              |                                     |
|----------------------------------|------------------------------|-------------------------------------|
| <b>A</b> are adjusting           | <b>G</b> future storms       | <b>M</b> potable water              |
| <b>B</b> are communities         | <b>H</b> helped limit deaths | <b>N</b> prevent flooding           |
| <b>C</b> can prevent             | <b>I</b> implementing        | <b>O</b> storm protection           |
| <b>D</b> can worsen              | <b>J</b> is predicted        | <b>P</b> treat heat-related illness |
| <b>E</b> cause untold damage     | <b>K</b> making the water    |                                     |
| <b>F</b> causing longer droughts | <b>L</b> perished during     |                                     |

0	1	2	3	4	5	6	7	8	9	10	11	12	13
E													

to succumb: kapitulieren

borough: Stadtteil, Stadtbezirk

retractable: einziehbar



**Test format**  
**Banked gap-fill**  
» page 185

### Coping with severe weather

In pairs talk about your experiences with severe weather (e.g. heat waves, floods, avalanches) and your coping strategies. Is severe weather anything that worries you? Why / why not? Would you be prepared to volunteer and help people severely affected? In what way?



**2 i**  
**Speaking**

### Helping out in the aftermath of a disaster

African countries are regularly hit by natural disasters such as floods and droughts. The European Youth Council has initiated a programme to support devastated schools and their students to get back to education as soon as possible. You have been invited to come up with ideas how to help.

You have eight to ten minutes to discuss and argue which of the following ideas would be beneficial and doable:

- » starting an awareness campaign on social media
- » organising a school fund raiser
- » organising a community event
- » donating clothes and second-hand mobiles
- » collecting money in the streets and / or religious meetings



**2 j**  
**Speaking**



**Test format**  
**Paired activity**

Come to a clear decision on which three activities you want to suggest.

## Art – behold it!

5 e

Reading

### Art-cycling, yet different!

Read the text about upcycling in art (“art-cycling”) and outline the purposes of turning waste into works of art as a class. Then try to find synonyms for the underlined words with your neighbour.



### The art of upcycling: turning junk into something useful

Upcycling is the process of turning waste, often of the sort that is usually considered “unrecyclable”, into something that is useful or of value. A popular form of upcycling involves creating art with items of waste, and results can both be spectacular and practical. But beauty is in the eye of the beholder. Fashions change, and exceptional artists are few. Many bits of junk are simply upcycled into a different form of junk that will find its way into a landfill within a short space of time, so the question, “what makes for good upcycling?” is worth asking. Upcycling serves many purposes. One of the issues to keep in mind is the item’s longevity. How long will the upcycled item be kept out of the waste stream? Will the upcycled materials replace the use of new materials? Does the upcycled work make a point that will encourage us to change our wasteful ways? Is the upcycled item useful? Does it fulfil a genuine need? Can it be recycled, reused or further upcycled when it is no longer needed? It may be difficult for any one example of upcycling to meet all those demands, but we don’t have to look too far to find highly imaginative exam-

ples of good upcycling.



Humans have probably been upcycling clothing and fabrics since the dawn of civilisation. Creating colourful quilts out of scraps of fabric is an old and practical favourite. Another area where large quantities of waste can be upcycled is building. It seems there’s no end to the old materials that people have incorporated into houses, from tyres and bottles through to timber pallets, aircraft parts and hubcaps. Keeping waste in its current physical state and turning it into something useful makes a lot of sense. Upcycling is a companion to recycling, not a replacement for it. In a world of ever-increasing volumes of waste, it’s important that we strive to turn all types of waste into resources, by whatever means available.



5 f

Speaking

### Cycle it up yourself!

You and your partner will be participating in ECO-UNESCO’s Youth for Sustainable Development programme. You are expected to launch one art project in your local community reusing things and turn trash into treasures.

You have eight to ten minutes to discuss the following projects and narrow the list down to the one you want to launch:

- » an installation made of musical instruments that the wind will play
- » a multi-story water sculpture
- » jewellery made with e-waste, salvaging the precious metals
- » a life-size animal made from discarded toys
- » mosaic portraits of famous citizens done with old tiles

Test format  
Paired activity

to salvage: to save

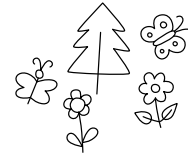
## The benefits of doodling

Read the text about a special form of art in the widest sense of the word and fill in the verbs in their correct forms or tenses.

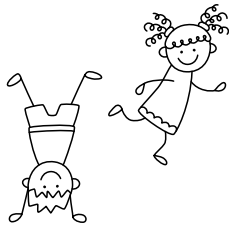
5 g

Structures

.....<sup>1</sup> (you, ever find) yourself listening to something really boring, then drifting off into your own mind, your hand .....<sup>2</sup> (scribble) random things on a piece of paper in front of you? Whether it's a conference call or a tiresome lesson, .....<sup>3</sup> (be) all ears can be a challenge when your hands are busy doing other things. Nobody .....<sup>4</sup> (be) immune to this either. Even American presidents have found themselves .....<sup>5</sup> (sketch) away: 26 of 44 American presidents doodled, from Theodore Roosevelt, who .....<sup>6</sup> (doodle) animals and children, to Ronald Reagan, who doodled cowboys and football players, and John F. Kennedy, who doodled dominoes. Traditionally, we .....<sup>7</sup> (always, think) of these doodles as a sign of distraction – an indication that your mind was not where it .....<sup>8</sup> (suppose) to be. Yet, recent research .....<sup>9</sup> (show) that doodling is not an enemy of attention; it may in fact be a friend.



Spontaneous drawings may relieve psychological distress. We like to make sense of our lives by .....<sup>10</sup> (make, up) coherent stories, but sometimes there are gaps that .....<sup>11</sup> (not, can be) filled. Doodles fill these gaps, possibly by allowing the brain to find the lost puzzle pieces of memories and making the picture more whole again. It seems then that if you .....<sup>12</sup> (struggle) to concentrate or feeling “incomplete,” a time-limited doodle expedition could be just the thing you are looking for. It .....<sup>13</sup> (likely, activate) your brain's “unfocus” circuits and allow you to more creatively and tirelessly solve a problem.



## Can the arts go digital?

The website *Teen Speak* has invited teenagers from different countries to write an article on teaching visual arts online. The best article from each country will appear on the website.

5 h

Writing



You have decided to send in an article. In your **article** you should:

- » point out three important elements of art lessons
- » discuss what art supplies could be involved in an online course
- » suggest how requirements can be met in digital environments

Give your article **a title**. Write around **300 words**.

Writing reference  
Article  
» page 189

# Life is not a spectator sport

4

## The road to success

4 a

Speaking

### What does it take to become an athlete?

Athletes are successful because of their determination and a lifestyle dedicated to their sport.



1. Go online and find a video about the daily routine of an athlete you like. Take notes about their lifestyle and what they do to stay fit.
2. Get into pairs or groups of three. Agree on a list of five to seven criteria that all your athletes have in common.
3. Discuss your answers in class.



Unit  
9

4 b

Listening

Track 29

### Learning the ropes

You are going to listen to an interview with Sarah Barrow, a British diver. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–7). Write your answers in the spaces provided. The first one (0) has been done for you.

#### A career in diving



**0 During her career, Sarah**

- A won the Olympic games twice.
- B came in first at the 2014 European Championships.**
- C recovered quickly after she had been badly injured.
- D finished two degrees at Leeds Metropolitan University.

**3 At university, Sarah**

- A studied more when she was injured.
- B struggled with her Master's degree.
- C had to take time off because of an injury.
- D took a semester off because of diving competitions.

**1 When she was younger, Sarah**

- A got hooked on diving after her first success.
- B started diving lessons because she was a gymnast.
- C had 4.5 hours of training from Monday to Saturday.
- D enjoyed competitive swimming a lot.

**4 Because of diving, Sarah**

- A received an Honours Degree.
- B got an internship.
- C had to take extra courses.
- D had to improve her time management.

**2 As a professional sportswoman, Sarah**

- A took diving more seriously.
- B maintained close relationships to her colleagues.
- C liked casual competitions.
- D feared failure.

**5 On a personal level, diving**

- A helped her get a positive self-image.
- B made her raise her voice.
- C sometimes drove her mad.
- D helped her overcome challenges in her private life.

**6 Because of her journeys, Sarah**

- A stopped eating poultry.
- B became a picky eater.
- C broadened her palate.
- D became interested in losing weight.

Test format  
Multiple choice  
» page 179

palate: a person's  
taste

**7 Sarah thinks that diving helped her**

- A overcome feelings of self-doubt.
- B get used to a professional work schedule.
- C develop stamina.
- D develop perseverance.



0	1	2	3	4	5	6	7
B							

**Reaching your goals**

Sarah talked a lot about her qualities, challenges and achievements. Have a look at the Vocabulary Booster with words and expressions she used, as well as some additional ones. Check their meaning, then complete the table.

**4 c**  
**Vocabulary**

to win a medal • to achieve a goal • to get a reward • to put in a lot of effort • to suffer injury • competitive • to be hard to juggle • to use time wisely • energetic • to come out of your shell • to step out of your comfort zone • to score a triumph • to have a good work ethic • determined • agile • to rise to the challenge • to accomplish a lot • a roaring success • to set a record

**VocabBooster**

Qualities of an athlete	Challenges and dealing with struggle	Talking about achievement

**Over to you**

Do you know more qualities, challenges and achievements of athletes? Add your own ideas to the table above. Then share your ideas in class.

**4 d**  
**Vocabulary**

**Capturing the moment**

Choose any athlete you admire, for example Dustin from the story in 3 a or imagine yourself as a professional athlete. Then put yourself in the following situation: It's the evening before an important sporting event in your career. You are in your room, and you can't sleep. You decide to collect your thoughts by writing them down in your diary.

**4 e**  
**Writing**

Write a diary entry of 400 words and consider the following questions and use some expressions from 4 c:

1. How are you feeling?
2. What are your hopes and aspirations?
3. What are your fears?
4. How much work have you put in?
5. What challenges have you overcome?
6. Who will be at the event to support you?
7. What have you achieved so far that you can be proud of?
8. What advice can you give yourself for your big event?

