

I have included an approximate breakdown of the costs to attend below:

- Conference Registration: £300.00
- Travel, accommodation and meals: £350.00

If you would like to find out more about the conference, their website is Londonbusiness.org.

Thank you in advance for taking the time to consider this and I very much look forward to hearing from you.

Best wishes,
Tom

7
a 3 b 2 c 6 d 8 e 7 f 1 g 5 h 4

8

Dear Sir or Madam,

Below is my reference for Ms Marta Masini

Marta Masini joined Waterwells Books in January last year and since then she has been a reliable, effective and valuable member of the sales team.

Marta is professional and efficient in her approach to her work and has a sound knowledge and understanding of both the book-selling business and the wider retail industry.

She has consistently shown that she is able to work both independently and as part of a team. Her communication skills are excellent and she is very well-liked by her colleagues and always has a good rapport with customers and (with) other clients.

I believe that Marta will be a valuable addition to any organization that she may join. While we regret Marta's decision to move on, I would recommend her without hesitation.

Please get in touch if you should require (any) further information.

Yours faithfully,
Carmen Napoli

WRITING 2

1

- Being culturally appropriate makes a good impression.
- If you make a mistake with cultural norms, it can offend.
- Cultural differences can be difficult to spot.
- They need to be taught to business people to make business run more smoothly.

2

1 c 2 d 3 b 4 a

3

- 'Culture' is the differences in how people act in different social groups.
- A strong handshake can be too dominant for Filipino customers.

3 You should take small amounts of food throughout the meal, not all of your food at the start.

4 It can influence the negotiations, for example the prices people are willing to pay.

5 They don't expect you to understand everything, but it can increase their respect for you.

4

1 subtle 2 overly 3 explicitly 4 a faux pas
5 nuances 6 norms

5

1 back 2 to 3 To 4 in 5 to 6 for
7 of 8 with 9 of

6

1 d 2 b 3 e 4 a 5 c

7

- 3: frankly unrealistic
- 5: creativity blossoms
- 2: instant gratification
- 4: patently true
- 1: beneficial change

8

People don't engage with the world around them.

Attention is divided and there is a lack of focus.

The Internet gives you access to a lot of information.

It is easy to communicate and work with people in other places.

10 Sample answer

When historians look back on the invention of the smartphone, they may well say that it was revolutionary. The key question, however, is whether this is a beneficial change or not.

Firstly, the fact that people can access the Internet from wherever they are has led to a desire for instant gratification. There is an impatience in society that demands an instant answer to any question and an instant solution to any problem, creating a frankly unrealistic impression of what knowledge is available to us and what we are currently able to use it for. Some people undoubtedly believe that you can find anything on the Internet, even though that is patently not true.

That is not to say that having a powerful computer in our pockets at all times is entirely a bad thing. On the contrary, it is a valuable tool in many situations, from finding directions in an unfamiliar city to telling people you are alive and safe after a natural disaster.

The biggest change that smartphones have brought with them is a new inability for their owners to deal with boredom. No longer are people's minds allowed to wander and their creativity to blossom. As soon as they start to feel the smallest hint that the situation they are in might not interest

them, they immerse themselves in the world of their phones, rather than focussing on what is in front of them. To the detriment of relationships, they split their attention between this small device and the people they are with.

In conclusion, I believe that, while the smartphone brings many advantages, we must ensure that we do not allow it to take over our lives completely.

UNIT 5

5.1 The magic washing machine

1

1 F – (There is no information about qualifications gained in Mozambique – He studied statistics and medicine at Uppsala University, and then public health at St. John's Medical College, Bangalore, India ... He has also received honorary degrees from universities in Sweden, Norway and the UK and is a member of the Swedish Academy of Sciences.)

2 F – (In 1981, Rosling encountered an outbreak of a paralytic disease called konzo.)

3 F – (... was one of the initiators of Médecins Sans Frontières in Sweden – not the global organization)

4 F – (his main field is global health)

5 T – (Rosling's lectures using Gapminder graphics have gained a global reputation for their creativity and originality and have won numerous awards ... Rosling has received a number of awards and accolades, including 'Speaker of the Year')

2

a

3

1 Kamkwamba and Venkatraman
2 Gosier and Venkatraman 3 Turere and Kamkwamba 4 Gosier

4

1 all-important, solar-powered, trickle-down, electricity-generating, low-cost

6

She talks about how young he is and how his age made her curious to hear him. She describes how he had to deal with solving a major problem.

7

1 by trying out different solutions 2 not giving up

8

1 animals 2 being determined in the face of a challenge 3 win his family's respect
4 both

9

1 c 2 b 3 b 4 a 5 a

5.2 Energy-hungry world

1

2 More appropriate in the passive: Piezoelectricity is the electrical charge produced in certain materials (such as crystals and ceramics) when physical pressure is applied.

3 Both active and passive would be appropriate: The United States is the world's second largest energy consumer. It obtains the majority of this energy (around 68%) from fossil fuels. / The United States is the world's second largest energy consumer.

The majority of this energy (around 68%) is obtained from fossil fuels.

4 More appropriate in the passive: The existence of the greenhouse effect was first proposed in 1824. However, the term 'greenhouse' was not used in this way until the beginning of the 1900s.

2

2 World energy consumption is the total energy (that is) used by humans. It is usually calculated and measured per year.

3 Wind power is currently being used by more than 80 countries. In 2013, almost 3% of the world's total electricity was generated by wind.

4 Solar energy has been used (by humans) since ancient times and today it is predicted that, by the middle of the century, a third of all global energy could be provided by solar power. CO₂ emissions would consequently be reduced to 'very low levels'.

5 Construction of the new nuclear power plant is expected to be completed by 2025. The government insists that enough energy will be generated to power six million homes.

6 It is generally agreed that energy independence and security is one of today's key political issues and one which needs to be addressed urgently.

3

- to be reassessed/reassessing
- not to have been informed
- not having been consulted
- being forced, to be introduced/being introduced
- Having been found, to be sentenced
- Being beaten, to be sacked

4

2 generated 3 embedded 4 were placed
5 to be tested 6 to be 7 be generated
8 was developed / has been developed

5

- Professor Helen Stephenson was given the award for her work on climate change. / The award was given to Professor Helen Stephenson for her work on climate change.
- The court was shown CCTV footage of the incident (by the prosecution lawyer). / CCTV footage of the incident was shown to the court (by the prosecution lawyer).

4 I guess I was sent the email by mistake. / I guess the email was sent to me by mistake.

5 In total, the charity was given over a million dollars. / In total, over a million dollars was given to the charity.

6

1 make an attempt/a decision/an announcement/an assessment/a complaint/an allowance/progress/a compromise

2 reach agreement/a compromise/a decision/a conclusion

3 give consideration (to)/priority (to)/ preference (to)/thought (to)/information/an order/an answer

7

2 allowance was made for any delays in the development process.

3 consideration has been given to everything in making this decision.

4 complaints were made about the service.
5 agreement has been reached on most aspects of the deal.

6 priority needs to be given to renewable energy sources.

7 that a compromise seems to have been reached regarding CO₂ emission quotas.

8 progress was/has been made regarding trade in ozone-depleting substances.

8

- being released from organic matter
- can be converted
- which conversion process has been used
- results in hydrogen being produced
- is currently being developed
- have already been developed

5.3 Land for all

2

c

3

- Over 10 million
- Under 25 million
- it's becoming stronger
- Floods, earthquakes, epidemics
- unemployment, urban poverty, crime, road congestion, inefficient public transport and shortages of food or water
- do things differently
- worst case scenarios
- complaining about government policy / government policies and budgets
- (injustice of) wealth inequality
- encourages long-term solutions

4

1 centre 2 meeting 3 smaller 4 once
5 stronger 6 pessimism 7 apparent/clear

5

- interest 2 bankrupt 3 recession 4 meet
- recovery 6 Unemployment 7 debts
- boom 9 operations 10 employees

6

1 landlocked 2 landmark 3 dry land
4 plot of land 5 strip of land 6 live off the land 7 wasteland 8 landslide

7

1 c 2 a 3 b

8

1 landscape 2 landmark 3 landscape
4 landslide 5 landmark

5.4 I can well believe that

1

1 ✓ 2 × 3 ✓ 4 × 5 × 6 ✓ 7 ×
8 ✓

2

1 believe 2 pinch, case 3 surprise
4 doubt 5 old, truth 6 true
7 misconception 8 believe 9 spot

3

- I'd take that with a pinch of salt.
- That's (just) an old wives' tale.
- I suspect that's true.
- That's a common misconception.
- I'd be surprised if that was the case.
- I can well believe that. It doesn't/wouldn't surprise me at all.
- I very much doubt that. I think it's nonsense, to be honest.
- That's what they'd have you believe. I'd have some reservations about that.

4

- Many students take years to pay off their debts.
- Can I have a receipt please?
- I doubt they'll reach an agreement today.
- He was a colonel in the army.
- Can I have an aisle seat please?
- We need a more subtle approach.
- Can you pass me the scissors?
- Would you like a biscuit?
- My sister's an architect.
- He was found guilty of all charges.

5

1 it is predicted that 2 it is estimated that
3 is believed to 4 it is thought to
5 are thought to

6

- It is thought that ten thousand people took part in the anti-fracking demonstration. Ten thousand people are thought to have taken part in the anti-fracking demonstration.
- It is expected that the minister will/is to resign within the next 24 hours. The minister is expected to resign within the next 24 hours.
- It is feared that thousands have been left homeless after the hurricane. Thousands are feared to have been left homeless after the hurricane.

Note: Ensure your students understand the differences between *imply* and *infer* (*implication* and *inference*). A writer or speaker may imply something in their text, i.e. not state it explicitly but suggest it nonetheless, but it is the reader or listener who infers meanings from a text, which may or may not be there.

PRESENTATION SKILLS Presenting statistics

10

- Put students in pairs to discuss the questions. Ask them to think about talks they have been to where a lot of statistics have been presented. What has worked? What hasn't worked?
- Ask them to apply their experience to the questions, then discuss as a class.
- Do not confirm answers at this stage.

11

- Ask students to look at the Presentation tips box and read the tips about presenting statistics. Do they reflect the students' experience? How have they felt in presentations that have used a lot of statistics?

12

- Before they watch the clip from the TED Talk, ask students what they can remember about Hans Rosling's use of statistical information.
- ▶ Play the clip. Ask students which of the techniques Hans Rosling used, and discuss if they found them effective.

Answer

Hans Rosling used infographics with icons and images and he used dynamic visuals to indicate economic change and growth.

13

- Put students in pairs and tell them they are going to look at some statistical information. Direct them to page 175 and give them a few minutes to digest the statistics.
- Ask them to discuss how they would put that information in a dynamic slide. Then they follow the instructions to make a sketch of the slide, and the changes that will be shown in it.
- Together they write a short commentary to go with the slide and practise presenting the information to each other.

Suggested answers

The information could be presented in the same way as Hans Rosling's, i.e. with bars or squares representing 10% 'chunks' of the people who fly abroad on holiday. There could be two columns under each of the years mentioned, one representing the EU and North America and one representing the rest of the world. The figures could be the same for each year to begin with but as the presenter mentions the growth, the bars could move from one column to the other.

Another possibility might be with a dynamic pie chart, i.e. have a pie chart divided into two sections, one representing the EU and North America and the other the rest of the world; each section should be in a different colour, and start with the 1975 distribution. As the presenter moves on to 2014 the pie chart could reappear under that heading and the colours could change to represent the new distribution, and the same for 2025.

- Optional step.** You could get your students to actually create the slides, if they are used to working with PowerPoint or a similar programme.

14

- Ask students to change partners and present their ideas to their new partner. They should also compare their ideas for dynamic slides.
- Optional step.** If your students have prepared actual slides, they could present them on laptops or tablets to each other, or to the whole class using a projector if you have one in the classroom.
- Discuss the ideas as a class and compare the pros and cons of all of them.

- ▶ Set Workbook pages 44–45 for homework.

5.2 Energy-hungry world

GRAMMAR Passive forms

1

- Books closed. Either write the questions on the board or read them out.
- Give students a couple of minutes to discuss their answers in pairs or small groups.
- Discuss students' energy use as a class.

2

- Ask students to look at the infographic. Check they understand the difference between the industrial and commercial sectors: industrial = factories, manufacturing, power stations, etc.; commercial = shops and offices.
- Students answer the questions. Check around the class.

Answers

- The USA uses the most energy per person and Nigeria uses the least.
- The biggest user of energy is the industrial sector and the smallest is the commercial sector.
- heating (space and water) and cooling
- 26%: refrigeration 8%, appliances 9%, computer and electronics 9%

- Now ask the class if any of the statistics surprised them. You could ask also if they think these figures are likely to change in the future.

Suggested answers

Students may find it surprising that India consumes so little energy per person, given that it is an emerging economy. However, it also has a very large population, many of whom live in poverty or in very basic conditions and consume little energy.

They may also find it surprising that the commercial sector uses less energy than the other sectors in the infographic.

3

- Explain that students are going to listen to an energy expert talking about the statistics in the infographic. Tell them to listen for the reasons he gives for the three issues in the exercise.
- ▶ Play the recording for students to note the reasons.

Transcript

The disparity in energy use between different countries is linked of course to their level of economic development, but that's not the only factor. Both Germany and the USA are highly industrialized nations, but in the United States, much more energy is being consumed by each person. In part that's because it's a bigger country, so people travel more, but it's also down to attitudes. American energy consumption could easily be reduced if greater priority was given to energy efficiency. Actually, I'm confident that efforts will be made in this direction, particularly by industry – cleaner fuels, cleaner industrial processes and so on – because the evidence for climate change is now so strong.

The big question is: will developing countries do the same? Transport's a big issue – air travel in particular. People in developing countries have been restricted by the cost up to now, but as they get richer and air travel becomes cheaper, its impact on energy consumption is bound to grow.

The statistics for energy use in the home show that the main area which needs to be addressed is heating and cooling. The solution is relatively cheap and simple. It just means homes being insulated properly. People complain about their energy bills, but it's pretty clear, to me at any rate, that energy is still too cheap, otherwise people would do something about reducing them – instead of leaving lights on at home and driving gas-guzzling cars.

Answers

- The USA is a big country, so people have to travel long distances, but also energy efficiency isn't a priority.
- More people from developing countries will travel by air more in the future as it becomes cheaper and they have more money to spend.
- Energy is too cheap so people don't bother to do anything about reducing their energy bills.

4

- Direct students' attention to the sentences in the Grammar box. Tell them to answer the questions a–c.
- Students can check their answers and overall understanding of passive forms by turning to the Grammar summary on page 150. If you feel that students need more controlled practice before continuing, direct them to Exercises 1 and 2 in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers

- 1 present simple 2 present continuous 3 past simple (including modal *could*) 4 future with *will* 5 present perfect 6 infinitive 7 *-ing form* / present participle
- 2 each person 4 industry 5 the cost
- It is unknown, unimportant or obvious.

Answers to Grammar summary exercises

1

- Nothing is said in the report about how these measures are going to be funded.
- Numerous tests have been carried out on the engine's reliability and the findings will be published in due course.
- While the drone was being developed (by a team of French engineers), several technical issues came to light.
- While it is claimed by some experts that global temperatures have risen by around 1.5 degrees, this fact / it is disputed by other experts.
- This is the actual spacesuit (that was) worn by Neil Armstrong when he took those first historic steps on the moon.
- It has just been announced by the travel agency that customers who cancelled their holidays because of the heatwave in Spain last month will not be compensated.
- Extra concert dates would have been added to their tour if demand had been stronger.
- The main building should be finished by the end of the year, but more time will be required to complete the ancillary buildings.

2

- being bitten 2 to be told 3 Being pressured
- being treated 5 Being made 6 to be called, not to be called 7 to be met 8 not to be asked, not to be involved

5

- Ask students to read the sentences and rewrite them in the passive individually, including the agent if necessary.
- When they have finished, let them compare their answers in pairs.

- If your class is up to it, you could ask whether they feel the sentences are better expressed in the passive or active. (They can all be expressed in the passive but students may feel that 1 is better in the active as it is important to mention experts, and that 6 is better in the active as it includes the implicit idea that people use too much energy.)

- Check answers around the class by asking students to read out a sentence at a time.

Answers

- 1 Electricity consumption is expected to double by 2050.
- 2 Twenty-five per cent of the world's electricity is generated by coal power plants.
- 3 If CO₂ emissions are to be reduced, alternatives to fossil fuels need to be found. *or* Alternatives to fossil fuels need to be found if CO₂ emissions are to be reduced.
- 4 Wind power was discovered by whoever first used a sailing boat, probably around 5,000 years ago.
- 5 If a solution can be found to the problem of electricity storage, wind power will be more practical. *or* If a solution to the problem of electricity storage can be found, wind power will be more practical.
- 6 A lot of energy could be saved if people were more careful about switching off lights and appliances.
- 7 Energy consumption will be reduced in future by the use of smart appliances, like intelligent fridges.
- 8 I wouldn't be (at all) surprised (at all) / It wouldn't surprise me at all if these issues were still being discussed in thirty years' time.

6

- Allow students to do this exercise in their pairs if they wish.
- Elicit the answers from the class.

Answers

- 1 Millions of homes across Europe could be powered by African sunshine (more appropriate if you want the emphasis on 'millions of homes') / African sunshine could power millions of homes across Europe (more appropriate if you want to focus on the fact that the power comes from African sunshine)
- 2 The electricity generated by the farm will be shipped
- 3 it would be distributed
- 4 is known
- 5 reflect the light
- 6 the light heats pipes filled with salt
- 7 This salt is used

Note: As the passage describes a plan as yet unfulfilled, it is likely that most verbs will be in the future; as the first verb is a hypothetical possibility expressed by *could*, however, it is equally possible that subsequent verbs would express hypothesis and use *would*. Once the name is given and the process of generating electricity is under discussion, the present or *will* can be used.

- ▣ Teaching tip: Grammar choices, Unit 4.2, page 62

LANGUAGE FOCUS Nominalization in passive sentences

7

- Remind students of the work they have already done on nominalization in Unit 1, and recap on the fact that nominalization usually involves changing a verb structure to a noun structure.
- Students read the sentences and answer the questions.

Answers

- a prioritize → priority
- b The verb *give* is introduced in the passive form (*was given*), *to* is introduced before *energy* and the adjective *greater* is introduced to premodify *priority*.

- Refer students to the explanation in the Grammar summary on page 151. If you feel that students need more controlled practice before doing Exercise 8, ask them to complete Exercise 3 in the Grammar summary.

Answers to Grammar summary exercise

3

- 1 announcement, will be made
- 2 Has, attempt been made
- 3 thought was given
- 4 conclusion was reached
- 5 meeting is being held
- 6 research has been done
- 7 allowances must be made
- 8 Consideration needs to be given

8

- Ask students to work in pairs to rewrite the sentences. Remind them that they will need to form a noun from the bold verb and add a new verb in each case.
- Check answers around the class by asking students to read out a sentence at a time.

Answers

- 1 Agreement has been reached on the main points, but not the details.
- 2 A decision was taken/made / has been taken/made to restrict CO₂ emissions from large industries.
- 3 Research is being done / carried out / conducted / undertaken into the consequences of each possible scenario.
- 4 Confirmation of the results will be given/announced after further tests.
- 5 Arrangements have been made / An arrangement has been made for him to be met at the airport.
- 6 No explanation was given of / as to why there was a delay.
- 7 Legislation / A law was passed to ban the burning of coal in people's homes.
- 8 Assistance (with energy costs) will be provided/given to people.

WRITING AND SPEAKING **Headline news**

9 21st CENTURY OUTCOMES

- Ask students to look at the incomplete headlines in pairs and discuss how they would complete each one. They should decide on a completion between them.
- Then tell them to decide on one headline that they think will make an interesting story, and invent a few facts / pieces of information about the headline.
- Together they write two or three paragraphs from the story, to fulfil the 21st century outcome of decoding media messages. Ask them to use passive verbs where they can, and to think about their use of passive and active as they write the story.

Suggested answers

Car developed which can run on household waste.
 £10,000 electricity bill run up by family who floodlit their house.
 New wearable heater saves energy by heating the person not the room.
 Politician commutes to work by bike to highlight energy crisis.
 Millions saved by council on street lighting by turning it off after midnight.

10

- Ask students to find a new partner to work with.
- ▣ Teaching tip: Reorganizing pairs, Unit 1.4, page 23
- Ask them to read their news stories out to each other, or to tell them from memory, and for the listener to ask questions about the story to find out more background if they can.
- **Optional step.** Have a show of hands in the class to see who wrote about which headline. Where more than one pair wrote about the same headline, get all the pairs to work in a group, or in two small groups, to discuss their stories and the differences between them.

Extra activity

Interpreting headlines

Find a number of interesting headlines from various newspapers and cut them out. Remove one or two words from each and photocopy them. (Remember to keep a note of the original headlines!) Give the headlines to students in small groups and ask them to suggest what can go in the gapped sections – tell them they can be as silly as they like as long as the headline still makes sense. Either regroup students to discuss what each group put in the headlines, or elicit suggestions in open class. The class could vote on the best completion of each headline.

- ▣ Photocopiable communicative activity 5.1: Go to page 239 for further practice of nominalization in passive sentences.

- ▣ Set Workbook pages 46–47 for homework.

5.3 Land for all

READING Land – a fairer system

1

- Books closed. Ask students what kind of taxes they have to pay to the government or local authorities for living where they do, for example, in the UK a 'council tax' has to be paid to the local authority based on the value of the property you own / live in. If you have a multi-national class, you can get students to compare the systems in their countries in small groups.
- Books open. Ask students to look at the comment in Exercise 1 and to discuss the questions in small groups. Elicit some answers around the class.

2

- Ask students to look at the four words in Exercise 2 and explain that understanding them is important to understand the article they will be reading.
- Tell them to work with a partner to complete the definitions with one word in each space, but make sure they are aware that there may be different words that can be used which are correct.

Answers

- 1 gains/profits
- 2 lends/loans
- 3 owns/possesses
- 4 sold

3

- Ask students to read the article, initially just for gist.
- Ask them to identify the fundamental problem of the current system of land ownership. They can then compare with a partner to check they have both understood the same thing.

Answer

The author says that land has become the principal tool by which we acquire and pass on wealth, often by acquiring land and then waiting for others to spend money on developing it / the area around it, which is quite unfair.

4

- Ask students to read the article again, more carefully this time, and decide whether the sentences are true or false.
- Tell them they should pick out the parts of the text which help them decide.

Answers

- 1 T (... a credit-fuelled dash for land and property. All over the USA and western Europe people became speculators in land, ...)
- 2 F (... we seem not to have learned from it.)
- 3 T (I could leave it to the fools who were prepared to develop all the other pieces of land surrounding "my" piece, and in doing so automatically to raise the market value of mine.)

- 4 T (So if the value of the land is improved by the community, the amount of tax you pay will increase.)
- 5 F (Should you develop the land yourself, ... by ... running a business from that site, you will not be taxed on those elements, since they constitute productive activity.)
- 6 F (... introducing an LVT would impose fairly heavy costs on today's landowners ...)

- Ask students how the LVT system compares with the system in their country at present. If it is different, ask them to reflect on which they think is better, and why. If they have a similar system, ask if they feel there are benefits in it.

5

- Ask students to look at the words in bold. In pairs, they should discuss what they think the words mean. Remind them that they should use the context to help them.
- Elicit a few answers round the class.

Answers

- 1 amenities = the services offered in a village/town/city 2 dash = quick run 3 crawling = moving on hands and knees 4 inherent = part of, belonging to 5 diligence = hard work, application 6 constitutes = makes up

- Now ask students to answer the questions in their pairs.

Suggested answers

- 1 basic amenities = water, sewage, electricity, gas, serviceable roads; public amenities might be leisure facilities such as swimming pools, bus and train services, libraries, etc.
- 2 in a huge rush
- 3 hands and knees, and perhaps the trunk; babies usually get around this way. (Note that in the article 'crawl' refers to trying hard to please someone in order to get favourable treatment, so it is used metaphorically here.)
- 4 maintaining the property in good condition
- 5 the employee's hard work
- 6 getting up very late, not helping others around the house, trying to do less than others in your job

VOCABULARY Economics

6

- Explain that students are going to read and complete three accounts from different people in a particular economic situation.
- When they have finished completing the texts, they should discuss the meaning of the phrases.
- Finally, they can discuss the different perspectives. Can they see how it is possible for such different perspectives to come from the same economic situation?

Answers

- 1 1 go 2 cut 3 pay off 4 expand 5 take on
- 2 1 making 2 coming 3 rising 4 investing
- 3 1 turning 2 enjoying 3 setting 4 demanding
- 5 going 6 stifling

SPEAKING Economic prospects

7 21st CENTURY OUTCOMES

- Ask students to work with their partner to discuss each problem, and to suggest solutions. They should think each solution through carefully, discussing the advantages and disadvantages, to fulfil the 21st century outcome of understanding the role of the economy in society.

Suggested answers

- 1 Companies could offer three-month unpaid work experience contracts to young people.

Advantages: young people gain experience and skills; the company might take them on at the end of the three months; rather than paying out benefits, the government is helping young people to receive training.

Disadvantages: companies might exploit the system and not give young people valuable training, thereby wasting the government's money and the young people's time; young people might not take it seriously and might continue to look for other jobs, possibly leaving the work placement halfway through.

- 2 The banks could make it easier to borrow money.

Advantages: people spend more money, thereby stimulating the economy.

Disadvantages: people can end up having debts they are unable to pay back.

- 3 The active working population pays more in tax to make up the shortfall.

Advantages: higher taxes can be put to use, freeing government money up for other spending; pensioners still have a reasonable income and continue to spend, supporting the economy.

Disadvantages: working people could get very resentful of having to pay more to support older people who could have saved more through their lives and not needed a government pension.

- 4 The government offers more free nursery school places to people on low incomes.

Advantages: this allows more people to remain in work, paying tax and thereby helping the government balance the books; it provides employment for more nursery nurses.

Disadvantages: the government has to fund the greater number of nursery nurses; some parents may prefer to stay at home and look after their children.

8

- Ask the pairs to join with another pair and compare their solutions. They decide which solutions are most workable and if there are any better solutions possible.
- Discuss a few ideas as a class.

Extra activity

Economy role plays

As an extension to Exercises 7 and 8, you could get students to do role plays about the economy. (See Teaching tip: Workable role plays, below.) Divide the class into groups of three. In each group of three, students take the roles in Exercise 6, i.e. company manager, employee and politician. Each group takes one of the problems in Exercise 7, and makes notes about the solution given and other possible solutions, thinking of the advantages in their role, i.e. advantages for companies, for individuals and for the government/country as a whole. When they have done this, the three should discuss the problem and try to reach a solution that is advantageous to all of them.

Workable role plays

Role plays can be a valuable way of practising language, but they have drawbacks, one of which is that many students find it completely unreal to pretend to be another person. One way round this is for students to take on perspectives rather than actual roles. So, in the Extra activity above, each student in the group approaches the problem from the perspective of a company manager, an employee or a politician. This way they are putting themselves in the shoes of someone in a different role, but not actually pretending to be that person.

- ▶ Photocopiable communicative activity 5.2: Go to page 240 for further practice of talking about the economy.
- ▶ Set Workbook pages 48–49 for homework.

5.4 I can well believe that

READING Fact or hearsay?

1

- Before starting this lesson, take a straw poll around the class. Ask students the following: *Do you do research on the Internet?* For those who do, ask: *Where do you find your information?* If students cite Wikipedia, or other wiki-based information sources, ask: *Do you check the information you get?* What percentage of the class double checks information?
- Ask students to work in pairs to discuss the two questions.

- Ask students whether they believe everything they read on the Internet, and whether they are right to do so.

2


- Ask students to read the extract on the page, and the six statements. They should decide individually which statements they think are probably true or probably false.
- After a few minutes, direct them to page 175 to check their answers. Ask how accurate their guesses were.

Encourage digital literacy

Most of our students will be digitally literate in terms of their ability to use digital devices and to function in a digital world. However, digital literacy also entails acceptance of the drawbacks of the digital environment, one of which is the fact that a lot of the information available on the Internet may not be 100% accurate. An important skill in the digital age is to be able to separate the reliable from the unreliable. Some websites can be trusted in that the 'publisher' has a reputation to maintain, e.g. the BBC, newspapers such as *The New York Times*, but when information comes from less reliable sources, it is as well to double check it.

LISTENING Discussing facts and beliefs

3

- Explain that students are going to listen to two friends discussing one of the statements from the extract.
- Ask students to read the three questions for them to answer as they listen.
-  Play the recording for students to answer the questions, then check the answers round the class.

Transcript

- A:** *Did you know that most of the carbon dioxide in the world is not produced by man-made activity?*
- B:** *No. I thought that industrial activity was the main cause of rising CO₂.*
- A:** *No, that's a common misconception. Most of the CO₂ is produced by the oceans. The human contribution is only about four per cent.*
- B:** *So why are people always saying that we need to reduce emissions from factories and power plants?*
- A:** *Because that's what the environmental lobby would have you believe, 'cos it fits with their general view that people shouldn't tamper with nature. But actually people are not the problem when it comes to climate change.*
- B:** *Hmm. Well, I don't know where you read that, but I'd take it with a big pinch of salt if I were you. Ninety-nine per cent of scientists agree that human activity is the cause of climate change.*
- A:** *It's a fact. Look on the Internet. You can see the statistics for yourself.*