

“

Nowadays  
people know  
the **price of**  
**everything**  
and the **value**  
**of nothing.**”

”

Look at the picture and discuss the questions.

- 1 How does the quote relate to the photo?
- 2 What things do you value most in your day?
- 3 What possessions do you value the most? Why?

## All or nothing

### READING

topic: future of advertising  
skill: identifying expansion or exemplification of points  
task: gapped text

### GRAMMAR

ways of talking about the future  
verb phrases + prepositions

### VOCABULARY

buying and selling  
separable and inseparable phrasal verbs  
nouns from phrasal verbs

### LISTENING

topic: business start-ups  
skill: understanding points of view  
task: multiple matching

### USE OF ENGLISH

open cloze  
word formation

### SPEAKING

topic: gender pay gap  
skill: speculating  
task: long turn

### WRITING

topic: a charity event  
skill: writing topic sentences  
task: report

### SWITCH ON

video: the scenic route  
project: trip around the world

5

## 5 All or nothing

# READING

## Power up

1 Work in pairs and discuss the questions.

- 1 Do you find adverts persuasive? What has an advert persuaded you to buy recently? Why did it persuade you?
- 2 What's a favourite advert of yours? Why?

## Read on

- 2 Work in pairs. Imagine it's the year 2030. How has advertising changed?
- 3 Read the article. Ignore the gaps. Does it mention your ideas from Ex 2?
- 4 **e** Read the article again and choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

### exam tip: gapped text

The paragraph you are looking for may contain an example of, or expand on, something mentioned in the previous paragraph.

Read paragraph iii. Look at the highlighted phrases. Read paragraphs A–G and choose the one where these phrases are exemplified or expanded on. Which phrases give links?

5 Match the words and phrases in bold in the article with their meanings (1–8).

- |                           |                             |
|---------------------------|-----------------------------|
| 1 significant             | 5 husbands/wives            |
| 2 first                   | 6 produced                  |
| 3 believing in, accepting | 7 major part                |
| 4 portraying emotion      | 8 likely to be/do something |

## Sum up

6 Work in pairs. Take turns to summarise what the article says about the following.

- 1 Stephen Hawking
- 2 relevance to individuals
- 3 virtual reality

## Speak up

7 Work in pairs. Some people say that advertising is a 'necessary evil'. What do you think they mean? Do you agree?

**A** Advertisers will also know how much we like their ads because our pulses, via our smart watches, will tell them. Every ad you see will be based on who you are. Screens and posters will display different images based on the information on your mobile – your purchase history, the brands you like on social platforms, who your friends are, your gender and your age. Already, seventy-five percent of consumers expect and want retail experiences to be personalised, and over the next ten years most marketing will become like the 'Amazon Recommends' feature, only bigger!

**B** Rarely has a single moment summed up so wonderfully the extent to which technology can change lives for the better, allowing us to interact in ways beyond any **initial** realms of possibility. And it's these almost unimaginable developments in technology, according to futurists, that will play a major part in persuading us what products to spend our money on.

**C** As well as this, in 2025 you'll be able to buy a robot friend and even use a small chip to measure how many times a day you blink, to assess your eye health and find the perfect mascara. Driverless public transport will interact with us all individually.

**D** In the sci-fi film *Minority Report* Tom Cruise walks past a number of digital ads that address him by name as he passes. Science fiction perhaps then, but as we have seen, not so far away from the realities that we may be confronted with relatively soon, albeit perhaps more subtle and sophisticated. But who really knows?

**E** That is where the imagination must take a leap because in reality, even the experts don't know. A logical progression would be that people will be able to 'step into' brand experiences and ads will be filmed with 360-degree cameras. In fact, there is actually a VR advert now that allows the **prospective** customer to experience what a hiking boot feels like when walking.

**F** Other than the obvious novelty and excitement around these ideal marketing tools, the latter is also quickly becoming the only truly immersive experience to capture people on an emotional level. All exterior stimuli are blocked out and we are cocooned in our own individually created world.

**G** To put it briefly, over the next ten years, advertising will move from communicating to predicting, and **emoting**, based on human needs. According to a recent study by neuroeconomist Paul Zak, three out of eight people now love brands more than their **spouses**; thinking of brands releases more oxytocin in the brain – the same reaction **generated** when being hugged.

# The future of advertising: what will it look like in ten years' time?

<sup>i</sup> The award-winning film about Stephen Hawking *The Theory of Everything* has plenty of touching scenes. From the initial diagnosis of Motor Neurone Disease to the academic brilliance and final passionate exchanges, this is a film that ticks every emotional box. But for me, the **defining** point of the whole film was when the proud creator of Hawking's world-famous voice synthesiser turned it on and announced, 'Welcome to the future.'

1

<sup>ii</sup> The consumer is hard to impress and the next ten years of advertising will be relying completely on them **buying into** the largely tech-driven, utopian vision of making every single advertising message relevant to the receiver. So how is this going to happen?

2

<sup>iii</sup> How advertising makes us feel will become more important than how it looks, and **that means personalisation**. By 2025 we'll have developed the technology to make the **bulk** of our interaction with products **all about us**. **One example is that** customer service operatives will be holograms, **based on what each individual finds attractive or needs** – imagine holograms in airports and train stations providing customer information.

3

<sup>iv</sup> The term we use to describe this method of reaching each individual is 'immersive creativity' and the way into this is already well established through advances in virtual reality (VR). VR is big business – it's estimated the VR market will soon be worth 5.2 billion dollars. The experience is unparalleled, taking the user into another mind-blowing world that feels real. But how will brands actually use it?

4

<sup>v</sup> This is just one technological step in the new emotional journey that brands and consumers are about to embark upon. The most used word in social media last year was the heart emoticon, but in ten years' time, most of our words will be emoticons and customers will give feedback in Snaps.

5

<sup>vi</sup> Wearable and connected devices will be providing the data to enable this targeting to become ever more detailed and clever. By the end of the ten years advertisers will have been mining our personal data for a long time. We'll enter a store to hear our own playlist playing and be immediately directed to clothes we've looked at in other stores.

6

<sup>vii</sup> There is not, nor ever can there be, a fixed answer. Hawking described the future as 'indefinite, existing only as a spectrum of possibilities'. Unexpected things will occur; we don't know the names of the next big entrepreneurs, nor what the biggest platform will be in ten years. But whatever happens, advertising in the future will be exciting, powerful and impossible to ignore.

## Over to you! Comments, please.

**RALPH** Worrying stuff, but this is going to happen, guys – whether we like it or not.

**JONBOY** Great timing! I'm to see my course tutor later about a project I'm starting next week on the very same topic. Useful stuff!

**JENNIWREN 11** Just want to give a heads up: brilliant VR exhibition starts on Saturday at the Brack Centre. Some experts will be demonstrating how the latest stuff works. Can't wait!

# GRAMMAR

1 Complete the example sentences in the grammar box with the correct form of the verbs in brackets.

## explore grammar

→ p150

### ways of talking about the future

- A Over the next ten years advertising ..... (move) from communicating to predicting, and emoting.
- B This ..... (happen), guys – whether we like it or not.
- C There is a brilliant VR exhibition which starts on Saturday at the Brack Centre.
- D By 2025 we ..... (develop) the technology to make people genuinely happy.
- E By the end of the ten years advertisers ..... (mine) our personal data for a long time.
- F I'm to see my course tutor later about a project.
- G Some experts ..... (demonstrate) how the latest stuff works.

### future in the past

We use *was/were going to*, *was/were (about) to* and *would* to express a future idea in the past.


I **was going to throw** out my old school books, but my mum stopped me.

I knew I **would never get** the job.

I **was about to text** Megan when she called me.

2 Match the sentences in the grammar box (A–G) with the descriptions (1–7).

- 1 something that is inevitable or unstoppable
- 2 something that will be completed before a certain time limit
- 3 something that will have been in progress up to a time limit
- 4 something that is considered or believed to be a future fact
- 5 something that is arranged officially and formally
- 6 something that is organised or timetabled
- 7 an action in progress, repeated in the future, or part of the anticipated programme

3  5.1 Watch or listen to two people answering these questions. Make notes about their answers.

- 1 What do you think will be your next big purchase? Why?
- 2 Which of the possessions that you have now do you think you will still have in ten years' time?
- 3 What will you have done with the rest of your possessions?
- 4 What will you have spent money on in five years' time?

4 Work in pairs. Find all the examples of future forms in the audioscript.

5 Complete the article with the correct future form of the verbs in brackets. Do not use the future simple if another form is possible.

### Too much clutter? Try the 100-thing challenge

Dave Bruno set himself a challenge: to live for a period of time with only 100 possessions. Could you do it? One of our readers gives it a go.

As I <sup>1</sup> ..... (move) into a shared flat next weekend – I <sup>2</sup> ..... (sleep) in this room for seventeen years by then – the idea behind the challenge really hits home. There's no way all my stuff <sup>3</sup> ..... (fit) into the bedroom I've got, so I <sup>4</sup> ..... (have to) get rid of a load. My mum won't stand for me leaving it here as she <sup>5</sup> ..... (use) my old room for guests, so let's see if I can cut it down to 100 things! It <sup>6</sup> ..... (be) hard, but all the soft toys must go. And come next weekend the bags of concert ticket stubs and programmes <sup>7</sup> ..... (be) long gone. I <sup>8</sup> ..... (give) a lot of old books to charity and, really, who needs twenty pairs of shoes? Just think that this time next week I <sup>9</sup> ..... (throw out) all the junk of my old life, ready for the new one! Obviously, I can't throw out my old CDs or DVDs, but maybe as a group they just count as one? And I've clearly got to keep the T-shirt with a wolf on – my best friend gave me that. Mmm, maybe I <sup>10</sup> ..... (just / have) another look through the books ...

### Speak up

6 Work in pairs and discuss the questions.

- 1 Could you do the 100-thing challenge? What would you keep?
- 2 Answer the questions in Ex 3 and compare answers.




# VOCABULARY


## buying and selling

- 1 Complete the sentences with the correct form of these verbs. Then make your own sentences with the verbs. Try to show the differences in meaning.

accumulate acquire collect consume hoard

- The museum has ..... an old map dating back 700 years.
- Households today ..... far less fresh food than they did a few years ago.
- I have ..... a lot of rubbish over the years and I need to have a good clear-out.
- Most children like to ..... things like stamps or coins and swap them with friends.
- My grandfather used to ..... lots of things, like old newspapers. He thought he might need them one day!

- 2  5.2 Listen to two people answering a question about spending habits. Do you know anyone who is like either of the people described?

- 3  5.3 Work in pairs. Listen again and complete the collocations. Then talk to your partner about these things.

Tell your partner about:

- someone you know who is a(n) ..... **touch**.
- someone you know who is ..... **prey** for advertisers.
- something you've bought recently at a(n) ..... **price**.
- a time you experienced a(n) ..... **sell**.
- a time when you had a(n) ..... **desire** for something.
- something you own that has ..... **value**.

- 4 Complete the sentences with prepositions. Check your answers in the audioscript.

- Never pass ..... an opportunity to get a good deal.
- No one can convince me to part ..... my favourite trainers even though they're falling apart!
- My mum hangs ..... tons of old recipes that there's no way she's ever going to use.
- All these souvenirs just clutter ..... the room.
- I'll have to go ..... chocolate this week as I'm on a diet.

## explore language

### separable and inseparable phrasal verbs

Remember and record which phrasal verbs are separable and which are not.

he splashed **a load of money** out on ...  
my mum hangs **tons of recipes** onto

Also remember that we cannot separate phrasal verbs when the object is a pronoun object.

He splashed **it** out on ...

- 5 Rephrase the expressions in bold in your own words.

- Advertisers know how to **push all the right buttons**.
- It is easy to persuade people to **part with their money** if you know their unique preferences.
- I'm going away with the school in July, so until then I'll have to **watch my money**.

- 6 Choose the correct words to complete the blog.

### Not just a problem for the oldies

We've all seen them: the programmes about people who have <sup>1</sup>possessed / accumulated way too much stuff and have <sup>2</sup>cluttered / untied up their space with piles of old newspapers or clothes. And we all think these guys are older, with a lifetime of stuff that they have <sup>3</sup>collected / hoarded away in case it's ever needed. I'm living proof that that isn't the case. I'm nineteen and my hoarding tendencies started back when I was about eleven. I know where it began: with my dad losing his job, which meant moving to a much smaller house and having to <sup>4</sup>chuck / bin out huge amounts of things that had been part of my life – stuff with <sup>5</sup>monetary / sentimental value like toys and presents. I was terrified of losing my stuff again and developed this <sup>6</sup>undeniable / insatiable desire to <sup>7</sup>keep / collect things. I wasn't <sup>8</sup>giving / splashing out loads of money on buying <sup>9</sup>off / up the local clothes shops; I just couldn't <sup>10</sup>pass / miss up an opportunity to pocket free things and store them away. I've since learnt that this can develop into a full-blown disorder. We hoarders give an abnormal meaning to things which we simply can't part <sup>11</sup>from / with. We believe they're part of our identity and <sup>12</sup>throwing / dumping things will mean we'll be losing a bit of ourselves. I was lucky and I got help, but it could have gone so badly wrong.

## Speak up

- 7 Work in pairs. What would someone learn about you by looking at the possessions you have in your room?

## 5 All or nothing


# LISTENING

## Power up

- 1 Work in pairs. In which situations would you use these different buying methods?

auction bargain barter haggle trade

## Listen up

- 2  5.4 You are going to hear five people talking about a retail business they have started. Listen and decide what product each speaker sells.
- 3 Read the two tasks. Identify the key words in the lists (A–H). Then think of different ways these words can be expressed.

### Task 1

Choose from the list (A–H) the reason each speaker gives for setting up their business.

- A a recommendation by a friend
- B the financial security
- C the rise in popularity of a certain product
- D the cheap set-up costs
- E the international opportunities
- F the best way to use a talent
- G to fund a lifestyle
- H a commitment to help others


Speaker 1    1     Speaker 4    4   
Speaker 2    2     Speaker 5    5   
Speaker 3    3

### Task 2

Choose from the list (A–H) how each speaker feels about their future business.

- A reassured that big companies want to partner with them
- B optimistic about expansion into different products
- C inspired by the opportunity to be more international
- D encouraged that they can run an ethical business
- E hopeful that they can make a difference
- F excited by the chance to develop a new type of business
- G surprised that the company will be able to grow so quickly
- H convinced that they will do better than their competitors

Speaker 1    6     Speaker 4    9   
Speaker 2    7     Speaker 5    10   
Speaker 3    8

- 4  5.5 Listen again and complete the tasks.

### exam tip: multiple matching

Make sure you listen for all the options in every extract. When you listen for the first time, pencil in all the possible answers, then confirm your answers when you listen for the second time.

- 5 Match the expressions (1–6) with their meanings (A–F).

- |                                     |   |
|-------------------------------------|---|
| 1 eat up something (e.g. resources) | A be beating one's competitors                |
| 2 be ahead of the game              | B sell something you have bought for a profit |
| 3 be hot property                   | C understand and be able to do something      |
| 4 get the hang of something         | D be the object of a reaction, often negative |
| 5 flip something                    | E be something very valuable and marketable   |
| 6 come in for                       | F use something and not replace it            |

## Speak up

- 6 Work in pairs and discuss the questions.

- 1 Which speaker do you think had the most interesting way of selling? Why?
- 2 Do you think haul videos are showing off or genuinely interesting?

# USE OF ENGLISH 1

1 Work in pairs. What strategies can you think of to remember fixed phrases? Which do you use?

2 Read the language box and underline the verb phrases with prepositions.

## explore language

→ p150

### verb phrases + prepositions

A A fixed phrase is often a verb + a noun/an adjective + a preposition that go together.

You need to play a part in the campaign.

B The phrases can only be expanded before the noun, usually with an adjective or determiner.

You need to play a bigger part in the campaign.

You need to play your part in the campaign.

C The noun in the phrases can sometimes be substituted, as long as the noun has the same meaning.

You need to play a bigger role in the campaign.

3 Complete the sentences with the correct preposition.

- We will need to examine the evidence ..... shoplifting.
- She has a strong relationship ..... her customers.
- It's important to identify the causes ..... any poor sales results.
- The company based their theory ..... very unreliable data.
- I can provide the information ..... our not-for-profit organisation.
- They are investigating attitudes ..... recycling of used goods.

4 Complete the questions with the correct form of these verbs. Then ask and answer them.

create have impose make take

- Do you think younger people ..... an aptitude for creative tasks?
- Should you always ..... a comment on a sales site you use?
- Is it worth ..... a chance on crowd-funding new businesses?
- Will online marketing ..... more opportunities for individuals to sell things?
- Do you think we need to ..... a limit on the number of haul videos?

5 Look at the picture of a pop-up shop. What do you think a pop-up shop is?

6 Read the article about a pop-up shop. How successful have the Bray sisters been?

## OUR POP-UP SUCCESS



Pop-up stores are everywhere at the moment and <sup>0</sup>.....they..... offer budding entrepreneurs a great opportunity <sup>1</sup>..... publicise their brand for a few weeks during the year. These stores allow people who ordinarily sell goods online to gain <sup>2</sup>..... to customers in the street.

Twin sisters Tanya and Linda Bray <sup>3</sup>..... currently finding pop-up stores to be a great solution to marketing their fashion and accessories label. The twenty-five-year-olds normally sell through their website but they use pop-up stores <sup>4</sup>..... so often and, when they do, have succeeded in making money <sup>5</sup>..... them. Their first one brought in around £2,000 in the first month, which was surprising as they <sup>6</sup>..... only just launched the brand and were relatively unknown. Apart from the money, the sisters said they also enjoy the feedback they get from speaking face-to-face with their customers, which has had <sup>7</sup>..... positive influence on their product design. By next month they <sup>8</sup>..... have established their brand to the extent that they may be able to open a permanent shop.

### exam tip: open cloze

Try to identify if a gap is part of a fixed phrase. Look at the language around the gap.

Read the sentences. Which gap needs you to focus on the word before and which one on the words after?

- They offer an opportunity ..... win more customers.
- It was his ..... opportunity and his last.

7 e Read the article again and complete the gaps with one word only.

## Speak up

8 Work in groups and discuss the questions.

- If you had a shop, what would you like to sell? Why?
- Why do you think we like products that are less 'available'?

## 5 All or nothing

# USE OF ENGLISH 2

- 1 Do children in your country get regular pocket money? How much do they get? Is this a good idea?
- 2 5.6 Listen to two people talking about pocket money. What points do they make? Do you agree with them?
- 3 Read the language box. Find examples of A–D in the audioscript.

### explore language

#### nouns from phrasal verbs

- A** When forming nouns from phrasal verbs, we can put the preposition before or after the verb.  
**downpour**   **breakdown**
- B** The noun may have a similar meaning to the phrasal verb.  
*A lot of people **turned out** for the rally in the park.  
 There was a great **turnout** for the rally in the park.*
- C** The noun may have a different meaning to the phrasal verb.  
**Look out** for James in the school play. He's in the second act.  
 The weather **outlook** for the weekend is pretty bleak.
- D** Nouns may be single words (e.g. *outbreak*) or hyphenated (e.g. *write-up*). Check in a dictionary.

- 4 Read the email extracts. Complete the nouns with these prepositions.

back   down   out (x4)   over (x2)   up (x2)

- A** The outcome of the financial meeting yesterday was unexpected. The company has experienced several <sup>1</sup>set.....s in the last financial year and <sup>2</sup>turn ..... was far less than anticipated. A contributory factor was the initial <sup>3</sup>.....lay for opening the two new branches. If there is no improvement in the situation, a <sup>4</sup>buy..... or <sup>5</sup>take..... will be likely and we should all be prepared for this.
- B** This is just to give you a quick <sup>6</sup>.....date on what's happening at work. The rumour is that there have been some dodgy dealings at the top and there's been a <sup>7</sup>cover-..... . They're planning to have a <sup>8</sup>crack..... on overtime and there's going to be an <sup>9</sup>.....cry, I'm convinced. The <sup>10</sup>fall..... from all this will be people having to look for a second job.

- 5 **e** Read the blog. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

### POCKET MONEY EQUALITY

There are a fair number of <sup>0</sup> **drawbacks**..... to being a girl. The workplace is still a man's world and there have been very few <sup>1</sup>..... in women's rights. That glass ceiling still exists. It doesn't make us <sup>2</sup>..... ; it just means that we need to work that much harder to get where we should be. But that's not the point of this blog – it's understood. My concern today is related to how early this <sup>3</sup>..... actually starts and you might be surprised to know that it's at a(n) <sup>4</sup>..... young age – when we get pocket money from our parents!

According to a recent survey, boys receive thirteen percent more pocket money than girls. I find that <sup>5</sup>..... ! It sets the bar from the outset and continues into the working life. So, just why do parents favour their male <sup>6</sup>..... ? Could it be that boys' toys are pricier or that boys bargain harder? Whatever, there should definitely be a(n) <sup>7</sup>..... in the pocket money system from now. There needs to be a(n) <sup>8</sup>..... from all the girls out there: 'Equality in pocket money!'

- DRAW**
- BREAK**
- AMBITION**
- EQUAL**
- EXTREME**
- GRACE**
- SPRING**
- HAUL**
- CRY**



#### exam tip: word formation

Remember to reread the text when you've finished, to check whether the words you have formed make sense in context.

### Speak up

- 6 Work in pairs. Do you think the things children spend their pocket money on has changed a lot since you were a child? How?



# SPEAKING

## Power up

- 1 Look at the picture. Do you think the man earns more, less or the same as a woman doing the same job? Why?
- 2 Read the extract from an article and check your answer to Ex 1. Do you agree with the ideas in the article? Why/Why not?



OK, time out on all those 'women don't earn enough' moans. Check this out: guys who model get up to seventy-five percent less than the girls! Can you believe it? Reasons given include the excuse that women spend more on fashion and beauty products than men but that's changed big time over the last five years. So, why are they still paid less? Time male models stood up for themselves and refused to work until they get pay parity.

- 3 5.7 Look at the pictures (A–C) and listen to a student talking about them. Which two questions is she answering?
- 4 5.8 Listen to the teacher and check your answers to Ex 3.
- 5 5.9 Listen to the student again and complete the phrases she uses to speculate.

- 1 I ..... be wrong but ...
- 2 I'm ..... that ...
- 3 As ..... as I can gather, ...
- 4 It could ..... have something to do with ...
- 5 I think I'm ..... in that.
- 6 ... have nearly always been male, I ..... say.

### useful language: speculating

It's highly likely that ...  
 In all probability, ...  
 There's no way she could ...  
 It's a pure guess on my part, but ...  
 There's a faint chance that ...  
 There's a (strong) possibility that ...  
 The likelihood of ... is pretty low.  
 It's a foregone conclusion that ...

### exam tip: long turn

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In the long turn, you will need to use your imagination to speculate about the situation or the people in the pictures. Remember that the questions asked by the examiner are also printed on your sheet; so use them to remind yourself about what you need to speculate about.

- 6 **e** Work in pairs. Student A, complete the exam task in Ex 3 on this page. Compare a different combination of pictures from the recording. Student B, turn to page 172 and complete the task.

## Speaking extra

- 7 Work in pairs and discuss the questions.
  - 1 Do you think people should always earn the same money for doing the same job? Why/Why not?
  - 2 Should employers be forced to make public the amount they pay their staff? Why/Why not?
  - 3 Some people say that women lose out on promotion because of family responsibilities. Is this a valid reason, in your opinion?
  - 4 More and more men are staying at home to bring up children while their wives work. Is this a good thing? Why/Why not?



# WRITING

## Power up

1 Work in pairs and discuss the questions.

- 1 Why might people want feedback after an event they have organised?
- 2 What kind of information would it be most helpful to report on and why?
  - numbers of attendees
  - amount of money taken
  - quality of what was offered
  - layout or design of the event
  - who helped
  - things that went wrong
  - things that could be changed for any future event
  - how much attendees enjoyed the event or activity
- 3 What sorts of things can go wrong with an event?

## Plan on

2 Look at the picture and read the writing task. What do you have to write about? Who will read your report?

Your school recently held a fair where students sold products and services to raise money for charity. Write a report for the organising committee describing the fair, explaining how successful it was and what you would recommend for next time.

3 Work in pairs. Read the report opposite and discuss the questions.

- 1 Is a report formal? Why?
- 2 Why does the report use headings?
- 3 Which of these language features might you typically need in a report?
  - explaining
  - describing
  - persuading
  - suggesting
  - complaining
  - thanking
  - recommending
- 4 Do you need to give your own opinion? If so, in which part?

## Report on the school fair

This report gives information about the charity fair which was recently held at our school. The report outlines what took place at the fair and comments on its success as well as giving recommendations for any similar events in the future.

### The fair

The one-day fair was set up in order to raise money for a children's charity which the school supports. There were twenty stands selling a range of products. Some of these were homemade, such as the cakes and biscuits and the handmade jewellery, made by the students. In addition, many of the stalls sold second-hand goods. Over 250 people attended the fair and most of the goods were sold by the end of the day.

### Results

The fair was very successful, raising over £2,500 for the charity. Many of the people attending commented on how well organised it was and most said they had bought something. The homemade products were the most successful and many of these had sold out by lunchtime on the day. The charity was grateful for the support and promised to spend the money on toys and books for the children it helps.

### Recommendations

Due to its success, it would definitely be sensible to run this fair again, but there are a couple of improvements that could be made. We should start organising the fair earlier so that students have time to produce more of the popular handmade goods. In this way we may make even more money. We could also offer more refreshments, to encourage people to stay longer and buy more.



## exam tip: report

→ p168

Use headings to make your report easy to read.

- 1 Match the headings in the report in Ex 3 with words in the writing task in Ex 2. What is the relationship between the headings and the task?
- 2 Think about the balance of information you are giving. Is the amount of text after each heading roughly the same or different? Why?

- 4 Work in pairs. Read the first sentence under 'The fair' in the report in Ex 3. Answer the questions.

- 1 What is the purpose of this topic sentence?
- 2 Does the sentence include detail or a general point?
- 3 What kind of information comes after this sentence?

- 5 Identify the topic sentences in the other sections of the report in Ex 3.

- 6 Which of these is a topic sentence?

- 1 The fair was a great success and there were several reasons for this.
- 2 I think, of the people who attended, only a small percentage will return next year.
- 3 One student sold ten-minute sessions of football coaching.

- 7 Write a topic sentence for this paragraph.

The most successful stalls were those selling food and also those where the students were offering to do something for someone, like clean their car. The less successful ones were craft stands where people were selling items that they had made, like jewellery.

- 8 What other words can you use to replace the highlighted words in these phrases?

- |                                    |   |
|------------------------------------|---|
| 1 This report <b>outlines</b> ...  | 4 We should <b>consider</b> ...         |
| 2 The results <b>show</b> that ... | 5 It <b>would</b> be a good idea to ... |
| 3 <b>In this way</b> we can ...    | 6 <b>In conclusion</b> , ...            |

## useful language:

### making recommendations

It would be best (+ to-infinitive)

You should (+ bare infinitive)

It may be a good idea (+ to-infinitive)

You might need (+ to-infinitive)

You could try/think about (+ -ing form)

I would suggest (+ that clause)

## Write on

- 9 Work in pairs. Read the writing task and decide what details you need to write about.

Your school recently held a quiz night in order to raise money for a school trip.

Write a report for the organising committee describing the event, explaining how successful it was and what you would recommend for next time.

- 10 Follow these steps to plan your report.

- 1 Think about the objectives of the event.
- 2 Make notes on the information you need (e.g. people attending, how entertaining it was, profit).
- 3 Decide what went well and what might need improving. What suggestions do you have?
- 4 Work out which headings you need (a maximum of four). Think about the focus of each section.
- 5 Work in pairs and check your ideas.

- 11 e Write your report in 220–260 words. Remember to use formal language.

## Improve it

- 12 Read your report and make notes on these assessment points.

### Communicative achievement

- Did you use formal language? Underline any examples.

### Content

- Did you cover all the points in the task fully?
- Did you give clear reasons for your recommendations?

### Language

- Did you use formal language?

### Organisation

- Did you organise your information and use headings?

- 13 Work in pairs. Read your partner's report and discuss which of the things in Ex 12 you each did better and why. What can you learn from each other?



# INDEPENDENT LEARNING

## Listening and speaking

- 1 Work in groups. What do you think the connection is between listening and speaking? Is this important? Why?
- 2 Think about the listening skills you have practised in this unit and answer the questions.
  - 1 Were they global or specific skills? Why do you think both are important?
  - 2 When you listen, which skills do you feel more confident in: listening for global meaning or listening for detail?
  - 3 How do you think you can improve the skill you are less confident in? Think of two ways. Then work in small groups and share your ideas.

- 3 Look at the speaking skills you have practised so far. How confident are you that you can use these skills? Number the skills 1–4 (1 = the skill you feel most confident in; 4 = the skill you need to improve most).

- |                              |       |
|------------------------------|-------|
| collaborating in discussion  | ..... |
| making comparisons           | ..... |
| justifying choices/decisions | ..... |
| speculating                  | ..... |

- 4 Work in pairs and discuss the questions.
  - 1 How can you get feedback on your speaking?
  - 2 What do you think are some ways you can improve your pronunciation?
  - 3 Can any of the exam tips you have seen help you?
  - 4 What do you want to focus on next time you practise speaking? Is there a specific skill you want to practise?

- 5 How can you practise more? What kind of things can you listen to in order to hear different skills being used? Write down two things you will do to improve your speaking skills.

|   |  |
|---|--|
| 1 |  |
| 2 |  |

## SWITCH ON

### The scenic route

- 1 Work in groups and discuss the questions.
  - 1 What is more valuable to you, time or money?
  - 2 What sort of trade-offs would you be prepared to make?
- 2 Watch the clip. Jordan was going to take the train home. Why did he change his mind?
- 3 Watch again. Work in pairs and answer the questions.
  - 1 List the stages in Jordan's journey home via Berlin. How many were there in total?
  - 2 Did Jordan pay the money to offset his carbon footprint? How do you know?
- 4 Discuss in pairs. Report your answers to the class.
  - 1 Jordan may be able to save money, but the time he spends on doing so simply isn't worth it.
  - 2 Jordan's story will inspire other people to save money.

### Project

- 5 Work in groups of three to plan three different journeys to one destination.
  - 1 Brainstorm where it is you want to go. It can be anywhere on Earth.
  - 2 Agree on a specific meeting point at your destination, because you're each going to travel there in different ways.
  - 3 Pick a different main mode of transport for each person.
  - 4 Research and create a real timetable and annotated map for each person, which should include:
    - Prices of every journey (and total).
    - Timing and durations of every journey (and total).
    - Any linking moments (do you have to take a bus to the airport, do you have to wait for a train?).
  - 5 Compare the three routes and choose the one you would like to take as a group and present it to the class, explaining why you opted for this route above the others.

# UNIT CHECK

## Wordlist

### Owning

accumulate (v)  
acquire (v)  
collect (v)  
consume (v)  
hoard (v)

### Buying and selling

a soft touch (phr)  
clutter up (phr v)  
easy prey (for) (phr)  
go without (phr v)  
hang onto (phr v)  
hard sell (phr)  
insatiable desire (for) (phr)  
knock-down price (phr)  
part with our money (phr)  
pass up an opportunity (phr)  
push the right buttons (phr)  
sentimental value (phr)  
spare cash (phr)  
splash out (on) (phr v)  
watch your money (phr)

### Nouns from phrasal verbs

breakthrough  
buyout  
cover up  
crackdown  
cutbacks  
downturn  
drawback  
fallout  
feedback  
hold up  
intake  
offspring  
outcome  
outlay  
outset  
setback  
takeover  
turnover  
upbringing  
workout

### Other words and phrases

a faint chance (that) (phr)  
ahead of the game (idiom)  
aptitude (for) (n)  
bring in (phr v)  
budding (adj)  
bulk (n)  
buy into (phr v)  
check sth out (phr v)  
chuck out (phr v)  
cocooned (adj)  
come in for (phr v)  
defining (adj)  
diagnosis (n)  
dodgy (adj)  
dole out (phr v)  
downward spiral (phr)  
eat up (phr v)  
embark upon (phr v)  
emote (v)  
flip (v)  
flooded (with) (adj)  
full-blown (adj)

generate (v)  
get the hang of (idiom)  
give a heads up (idiom)  
glass ceiling (n)  
hot property (phr)  
immersive (adj)  
initial (adj)  
living proof (n)  
mind-blowing (adj)  
mine (v)  
pocket (v)  
pulse (n)  
set the bar (phr)  
spouse (n)  
stumble (n, v)  
the rumour's going round that (idiom)  
the time is ripe (idiom)  
tick a box (phr)  
unparalleled (adj)  
utopian (adj)

## Practice

- 1 Choose five nouns formed from phrasal verbs from the wordlist and write five gap-fill sentences. Then work in pairs and complete each other's sentences.
- 2 Work in pairs. Find the following in the wordlist. Then test your partner: give them a definition or part of the item. Your partner has to say the item.
  - 1 four adjective + noun collocations
  - 2 four idioms
  - 3 four phrasal verbs
- 3 Work in pairs. Find five words in the wordlist which have the same form for both noun and verb. Student A, write example sentences for the verbs. Student B, do the same for nouns. Copy each other's sentences to keep as a record.



# UNIT CHECK

## Review

**1** **5.10** Listen to two friends discussing adverts on phones and answer the questions.

- 1 What is the boy's prediction about the situation with phone ads?
- 2 How do we know the girl is irritated with the ad companies?
- 3 What does the boy predict about sales?
- 4 What does the girl predict about how her time will be used?
- 5 What is the girl's plan for managing ads?
- 6 What effect does the boy say the girl's plan will have?

**2** Choose the correct words to complete the sentences.

- 1 I think as entrepreneurs they **will get / get** the prize because the judges **will expect / are expecting** to reward innovation above everything else.
- 2 My parents **are helping / will be helping** us at the charity event once **we've opened up / we're going to open up**. They're **going to / 're to** organise the refreshment stand.
- 3 I think more entrepreneurs **will use / will have used** pop-ups by the end of the decade and we **will expect / will be expecting** to see new products every week on our streets.
- 4 Once **I've sold / I sell** this batch of second-hand goods, **I go / I'll go** online and try to buy more to upsell.
- 5 David is **being / going to be** angry that we've sold so few things. He'll **be / have been** working for over three months on his new site.
- 6 When **will the ad be / is the ad** ready? I'll **have to / I'm having to** get it up on the site before the weekend.

**3** Complete the conversations with the correct future form of the verbs in brackets.

- 1 **A:** The products we ordered haven't arrived!  
**B:** OK, so what ..... (we / do)?
- 2 **A:** My train might be delayed on Saturday.  
**B:** I don't mind. I ..... (wait) for you in the car park.
- 3 **A:** We haven't got the ad ready yet.  
**B:** Don't worry. I ..... (just / do) it.  
I ..... (start) now.
- 4 **A:** Are the adverts going on the web this month?  
**B:** No, but they ..... (be) before the end of the year.
- 5 **A:** Have you spoken to the charity we are helping yet?  
**B:** No, but I ..... (do) by the end of the day.
- 6 **A:** She's very good at her job, isn't she?  
**B:** Yes. In fact, she ..... (take up) a role as manager in the next month.

**4** Complete the sentences with fixed phrases formed from the words in the table. Use one word from each column for each phrase. You may need to use some words more than once.

| Verb        | Noun               | Preposition |
|-------------|--------------------|-------------|
| identify    | a part             | for         |
| demonstrate | more opportunities | towards     |
| play        | an aptitude        | in          |
| provide     | the information    |             |
| investigate | attitudes          |             |
| create      | the reasons        |             |

- 1 He tried to ..... the slowdown in customers.
- 2 They want to ..... the management of the company.
- 3 We need to ..... ethical businesses and see if they are more popular.
- 4 I think you need to ..... the customers as soon as you can.
- 5 In our business project they ..... innovation.
- 6 We ..... school-leavers entering the business world.

**5** Read the blog and complete the gaps with one word only.

## Sales assistants: what we really think

You think we <sup>0</sup> ..... **are** ..... just there to serve you, and we are. But in this blog I'm <sup>1</sup> ..... to tell you what effect you have <sup>2</sup> ..... us. We want to help you, but sometimes you don't behave very well <sup>3</sup> ..... understand our role. For instance, we don't like it when you come into the shop five minutes before when we are <sup>4</sup> ..... to close. It shows a complete disregard for us. Another thing is we can't change the prices no matter how much you ask. The prices are fixed by the store, <sup>5</sup> ..... us. And please understand we cannot always <sup>6</sup> ..... you a refund. Just because you want one does not mean you are entitled to one. Also, we do not know every single item in the store by heart. We <sup>7</sup> ..... try to help you, but don't blame us if we don't know everything. What you can do is ask for our assistance rather than rummaging through everything and making a mess. What we <sup>8</sup> ..... asking is please be considerate of us when you come shopping.