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# SPEAK YOUR MIND

**STUDENT'S BOOK**

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# SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
<b>Unit 1</b> <a href="#">Glocal</a> pp. 8–19 	<ul style="list-style-type: none"> <li>• Share your ideas on local and global businesses</li> <li>• Talk about finance and cryptocurrencies</li> <li>• Make arguments for and against global trade</li> </ul>	<ul style="list-style-type: none"> <li>• Trade</li> <li>• Phrasal verbs</li> <li>• Finance vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Review of perfect forms</li> <li>• Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the origins of products</li> <li>• Share your ideas about governments and local businesses</li> </ul>
			Grammar Reference pp. 156–157	Speaking Practice p. 148
Life Skills—Inquiry				
<b>Unit 2</b> <a href="#">Sports Update</a> pp. 20–31 	<ul style="list-style-type: none"> <li>• Discuss ways to change sports</li> <li>• Talk about technology and sports</li> <li>• Talk about sports management</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns and verbs with the same form</li> <li>• Business and economics</li> <li>• Adjectives and adverb collocations</li> </ul>	<ul style="list-style-type: none"> <li>• Verb + gerund</li> <li>• Relative pronouns with <i>-ever</i> and <i>no matter</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compare your ideas on biomechanics</li> <li>• Discuss the different statements about sports</li> </ul>
			Grammar Reference pp. 158–159	Speaking Practice p. 148
Life Skills—Equality				
<b>Unit 3</b> <a href="#">Medicine on the Mend</a> pp. 32–43 	<ul style="list-style-type: none"> <li>• Discuss medical services</li> <li>• Talk about technology in medicine</li> <li>• Compare different medical beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Dependent prepositions</li> <li>• Medical terms</li> <li>• Verbs of thought</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed conditionals</li> <li>• Clauses of contrast and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Compare your ideas about a newspaper story</li> <li>• Discuss ideas for the competition</li> </ul>
			Grammar Reference pp. 160–161	Speaking Practice p. 149
Life Skills—Critical literacy				
<b>Unit 4</b> <a href="#">The World We Build</a> pp. 44–55 	<ul style="list-style-type: none"> <li>• Ask and answer questions about planned communities</li> <li>• Share ideas on sustainable architecture</li> <li>• Talk about the importance of sustainable design</li> </ul>	<ul style="list-style-type: none"> <li>• Urban areas</li> <li>• Sustainable architecture</li> <li>• Verb prefixes <i>dis-</i>, <i>out-</i>, and <i>un-</i></li> </ul>	<ul style="list-style-type: none"> <li>• Inverted conditionals</li> <li>• Review of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the pros and cons of a planned community</li> <li>• Talk about your plans for sustainable buildings</li> </ul>
			Grammar Reference pp. 162–163	Speaking Practice p. 149
Life Skills—Decision-making				
<b>Unit 5</b> <a href="#">Our Changing Future</a> pp. 56–67 	<ul style="list-style-type: none"> <li>• Make predictions about the future</li> <li>• Brainstorm solutions to future global issues</li> <li>• Talk about changes in population trends</li> </ul>	<ul style="list-style-type: none"> <li>• Progress</li> <li>• Adverbs of attitude</li> <li>• Verb + noun + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>• Future perfect</li> <li>• Future perfect progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Share your future predictions</li> <li>• Discuss predictions of daily life in the year 3000</li> </ul>
			Grammar Reference pp. 164–165	Speaking Practice p. 150
Life Skills—Global competence				

Pronunciation	Reading	Listening	Writing	Thinking Skill	 Confident Communicator
<ul style="list-style-type: none"> <li>Stress in compound nouns</li> </ul>	Read a blog post about finance <ul style="list-style-type: none"> <li>Skill—Recognize the purpose and audience</li> </ul>	Listen to a conversation about global and local businesses <ul style="list-style-type: none"> <li>Skill—Listen for reasons and explanations</li> </ul>	Write a report	Summarizing	Working effectively in a group
Unit Review p. 19 <b>Exam Skills</b> pp. 128–129					
<ul style="list-style-type: none"> <li>Nouns and verbs with the same form</li> </ul>	Read an article about ways to improve sports <ul style="list-style-type: none"> <li>Skill—Identify opinions</li> </ul>	Listen to a conversation about the Olympics <ul style="list-style-type: none"> <li>Skill—Understand attitude</li> </ul>	Write a summary using a survey	Deducing	Translating for informal communication
Unit Review p. 31 <b>Skills for Pros</b> pp. 130–131 					
<ul style="list-style-type: none"> <li>Silent letters</li> </ul>	Read an article about medical services <ul style="list-style-type: none"> <li>Skill—Predict content using visuals</li> </ul>	Listen to a radio show about technological innovations in medicine <ul style="list-style-type: none"> <li>Skill—Use context clues to infer meaning</li> </ul>	Write a blog post about medical tech	Analyzing	Communicating between cultures
Unit Review p.43 <b>Exam Skills</b> pp. 132–133					
<ul style="list-style-type: none"> <li><i>/ɪ/, /ʊ/, and /u:/</i></li> </ul>	Read a poster for a competition <ul style="list-style-type: none"> <li>Skill—Identify reasons</li> </ul>	Listen to an interview <ul style="list-style-type: none"> <li>Skill—Listen for agreement and disagreement</li> </ul>	Write an email proposal	Symbolizing	Simplifying information
Unit Review p. 55 <b>Skills for Pros</b> pp. 134–135 					
<ul style="list-style-type: none"> <li>Adverbs of attitude</li> </ul>	Read an opinion about inventions <ul style="list-style-type: none"> <li>Skill—Identify main ideas</li> </ul>	Listen to a science podcast about future resources <ul style="list-style-type: none"> <li>Skill—Understand reference</li> </ul>	Write an opinion post about future world problems	Brainstorming	Adapting language
Unit Review p. 67 <b>Exam Skills</b> pp. 136–137					

# SCOPE & SEQUENCE

	Outcomes	Vocabulary	Grammar	Speaking
<b>Unit 6</b> <a href="#">Time to Play</a> pp. 68–79 	<ul style="list-style-type: none"> <li>• Compare attitudes toward gaming</li> <li>• Discuss the importance of playing games</li> <li>• Talk about animals that play games</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal phrases</li> <li>• Reporting verbs</li> <li>• Suffixes with <i>-ic</i></li> </ul>	<ul style="list-style-type: none"> <li>• Passive reporting structures</li> <li>• Reduced adverb time clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about games that you play</li> <li>• Compare your quiz results</li> </ul>
			Grammar Reference pp. 166–167	Speaking Practice p. 150
Life Skills—Interpersonal communication				
<b>Unit 7</b> <a href="#">A Sense of Community</a> pp. 80–91 	<ul style="list-style-type: none"> <li>• Ask and answer questions about the place you live</li> <li>• Make a proposal for a charity</li> <li>• Talk about belonging to a community</li> </ul>	<ul style="list-style-type: none"> <li>• Describing places</li> <li>• Phrases with <i>make</i> and <i>do</i></li> <li>• Nouns from phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Negative inversions</li> <li>• The subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what is important to you in a city or town</li> <li>• Talk about supporting charities</li> </ul>
			Grammar Reference pp. 168–169	Speaking Practice p. 151
Life Skills—Well-being				
<b>Unit 8</b> <a href="#">Bright Ideas</a> pp. 92–103 	<ul style="list-style-type: none"> <li>• Share ideas about life hacks</li> <li>• Discuss possible solutions to a problem together</li> <li>• Compare attitudes toward creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Word formation</li> <li>• Adverb + adjective collocations</li> <li>• Career success</li> </ul>	<ul style="list-style-type: none"> <li>• Paired conjunctions</li> <li>• Reduced adverb cause-effect clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss creative solutions to a problem</li> <li>• Talk about life hacks in your life</li> </ul>
			Grammar Reference pp. 170–171	Speaking Practice p. 151
Life Skills—Self-direction				
<b>Unit 9</b> <a href="#">Beyond the Limit</a> pp. 104–115 	<ul style="list-style-type: none"> <li>• Discuss extreme jobs and resilience</li> <li>• Ask and answer questions about an innovative product</li> <li>• Compare your ideas about risk-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific collocations</li> <li>• Expressions with <i>self-</i></li> <li>• Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced relative clauses</li> <li>• Cleft sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about jobs related to natural disasters</li> <li>• Talk about resilience and doing extreme activities</li> </ul>
			Grammar Reference pp. 172–173	Speaking Practice p. 152
Life Skills—Resilience				
<b>Unit 10</b> <a href="#">Why We Do What We Do</a> pp. 116–127 	<ul style="list-style-type: none"> <li>• Share ideas about acceptable and unacceptable behaviors</li> <li>• Compare different beliefs on human perception</li> <li>• Discuss pros and cons of generalizations</li> </ul>	<ul style="list-style-type: none"> <li>• Word families</li> <li>• Describing feelings</li> <li>• Verbs of influence</li> </ul>	<ul style="list-style-type: none"> <li>• Participle clauses</li> <li>• The passive voice with infinitives and gerunds</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about acceptable and unacceptable behavior</li> <li>• Discuss human perception</li> </ul>
			Grammar Reference pp. 174–175	Speaking Practice p. 152
Life Skills—Social awareness				

Pronunciation	Reading	Listening	Writing	Thinking Skill	 Confident Communicator
<ul style="list-style-type: none"> <li>Stress patterns in <i>-ic</i> words</li> </ul>	Read an article about animals that play <ul style="list-style-type: none"> <li>Skill—Read to understand explanations and examples</li> </ul>	Listen to four different native speakers <ul style="list-style-type: none"> <li>Skill—Listen to understand different native speakers</li> </ul>	Write a review	Predicting	Encouraging group discussion
Unit Review p. 79 <b>Skills for Pros</b> pp. 138–139 					
<ul style="list-style-type: none"> <li>Stress in nouns from phrasal verbs</li> </ul>	Read a social media post <ul style="list-style-type: none"> <li>Skill—Recognize cause and effect</li> </ul>	Listen to three people who work in different roles <ul style="list-style-type: none"> <li>Skill—Listen for similarities and differences</li> </ul>	Write a formal email proposal	Evaluating	Developing ideas in a group
Unit Review p. 91 <b>Exam Skills</b> pp. 140–141					
<ul style="list-style-type: none"> <li>Intonation in reduced adverb clauses</li> </ul>	Read an article about creativity <ul style="list-style-type: none"> <li>Skill—Make inferences</li> </ul>	Listen to a conversation between two friends <ul style="list-style-type: none"> <li>Skill—Listen for main ideas</li> </ul>	Write a self-appraisal	Categorizing	Linking to previous knowledge
Unit Review p. 103 <b>Skills for Pros</b> pp. 142–143 					
<ul style="list-style-type: none"> <li>Stress in multisyllable adjectives</li> </ul>	Read Daryl Jane's story <ul style="list-style-type: none"> <li>Skill—Predict content</li> </ul>	Listen to a podcast <ul style="list-style-type: none"> <li>Skill—Identify opinions and attitudes</li> </ul>	Write a process description	Questioning	Leading a group
Unit Review p. 115 <b>Exam Skills</b> pp. 144–145					
<ul style="list-style-type: none"> <li>the <i>/s:/</i> sound</li> </ul>	Read a text about group psychology <ul style="list-style-type: none"> <li>Skill—Read for specific information</li> </ul>	Listen to a podcast <ul style="list-style-type: none"> <li>Skill—Listen for generalizations</li> </ul>	Write a final draft	Inducing	Managing a difficult conversation
Unit Review p. 127 <b>Skills for Pros</b> pp. 146–147 					

**WHAT DO YOU ALREADY KNOW?**

**1 IN GROUPS** Think about creativity. Are these factors important in being creative? What other factors could you add?

- having an open mind
- being curious
- having a range of experience
- accepting failure
- never giving up

**THINK AND PREPARE**

**2** Read the statement and consider possible answers.

*We can all be more creative in our everyday lives.*

**3 IN GROUPS** Prepare a presentation on ways to be more creative in your everyday life. Consider these points:

- being creative at work
- being creative in your personal life
- being creative in your academic life

**VIDEO**

Watch the video as you prepare to give a presentation and find out how to have stage presence.

**SPEAK YOUR MIND**

**4** Give your presentation to the class.

**In this unit, you will ...**

- discuss different solutions to a problem and talk about life hacks.
- focus on Mediation: link ideas to previous knowledge.
- focus on Thinking Skills: categorizing.
- read about definitions of creativity.
- learn about self-direction to set goals.
- read about empowering others and the professions that use this skill.





READING

A Who do you know that is creative? In what way is that person creative?

B 8.01 READING SKILL—Make inferences Read the article. Then choose True or False. The answers can all be indirectly understood, or inferred.

← → ↻
☆ ☰

# WHAT IS CREATIVITY?

We think we know creative people when we see them. **Artists** who create works of art that are praised by large numbers of people are creative. Certain professions such as writers and **inventors** are seen as creative. However, is creativity something that is limited to the creative arts or creative professions? What is creativity, and what role can it play in our lives?

There are many definitions of creativity but most definitions agree that creativity involves two processes: thinking and producing. It is neither a passive nor a formulaic process. Being creative means both having **original** ideas and putting those ideas into practice. As with many other abilities, creativity not only varies between individuals but also varies over the course of your life. Interestingly, children are more creative than adults.

When the American space agency, NASA, needed to test the creative abilities of engineers and scientists, they turned to George Land. Land was an **expert** in creativity, and he created a simple test for NASA to use. Land decided that the test was so simple that even children could do it, so he got 1,600 five-year-olds to take the test. Ninety-eight percent of them got a "genius" score on the test! Five years later, when the same children were 10, 30% got the same score. After another five years, only 12% were classified as creative geniuses. It seems that the older we get, the less creative we are. This may be because we become better at "convergent thinking" as we age. This is the kind of thinking where we



learn to give the expected solution to a problem. This is an important skill when it comes to taking standardized tests. This is different from "divergent thinking," which is the kind of thinking we use when we use our **imagination** to explore many possible solutions to a problem. We seem to find divergent thinking more difficult as we get older.

Thankfully, there are many ways to improve creativity. One tip is to set aside time each day to practice creative thinking without any distractions from, for example, your phone. You should either turn your phone off completely or leave it in another room. This gives your mind a little time to think creatively about any problems you may have. Another way of giving yourself time to be creative is to take a long walk. And when you come up with some good ideas, make sure to write them down. Keeping a creativity journal is a **productive** way to help connect your ideas to other ideas. Another tip is to change something in your environment, such as painting your room blue! The color blue has been shown to boost creativity.

GLOSSARY

**distraction (n):** something that gets your attention and prevents you from concentrating on something else  
**genius (n):** someone who is much more intelligent or skillful than other people

- |  |              |
|--|--------------|
| 1 Most people consider only particular jobs to be creative.    | True / False |
| 2 Creativity does not have a single definition.                | True / False |
| 3 George Land was a scientist who worked on space exploration. | True / False |
| 4 George Land's test was too complicated for young children.   | True / False |
| 5 Most schools tend to encourage convergent thinking.          | True / False |
| 6 It's useful to see links between different ideas.            | True / False |

C Read the article again and follow the instructions. Try to be creative.

- 1 Write a definition of creativity in your notebook.
- 2 Describe what you think George Land's creativity test may have involved.
- 3 Brainstorm other tips to improve creativity.

**VOCABULARY** word formation



**A IN PAIRS** Write the different forms of each word using the words in bold in Reading B to help you. Check your ideas with your partner.

- 1 art (n), \_\_\_\_\_ (n, person), \_\_\_\_\_ (adj)
- 2 expert (n, person), \_\_\_\_\_ (n), \_\_\_\_\_ (adj)
- 3 imagine (v), \_\_\_\_\_ (n), \_\_\_\_\_ (adj)
- 4 invent (v), \_\_\_\_\_ (n, person), \_\_\_\_\_ (n),  
\_\_\_\_\_ (adj)
- 5 origin (n), \_\_\_\_\_ (adj), \_\_\_\_\_ (n)
- 6 produce (v), \_\_\_\_\_ (n), \_\_\_\_\_  
(n, person), \_\_\_\_\_ (adj)

**★ MAKE IT YOURS**

What other adjectives and expressions do you know to describe someone who is creative? Use an online or print dictionary to help you. Make a list in your notebook.

**B IN PAIRS** Choose three adjectives from A. For each adjective, choose someone you know personally who that adjective applies to. Give reasons why.

**GRAMMAR** paired conjunctions



**A** Complete these examples from READING B with words and phrases from the box.

and both but also either neither nor not only or

- 1 Being creative means \_\_\_\_\_ having innovative ideas \_\_\_\_\_ putting those ideas into practice.
- 2 As with many other abilities, creativity \_\_\_\_\_ varies between individuals \_\_\_\_\_ varies over the course of your life.
- 3 You should \_\_\_\_\_ turn your phone off completely \_\_\_\_\_ leave it in another room.
- 4 It is \_\_\_\_\_ a passive \_\_\_\_\_ a formulaic process.

**B** Match the paired conjunctions (1-4) to their purposes (a-d) to complete the explanations.

- |  |  |
|--|--|
| 1 We use <i>both ... and</i> to _____          | a refer to a choice between two possibilities.                             |
| 2 We use <i>either ... or</i> to _____         | b join two things, where the second may be slightly surprising.            |
| 3 We use <i>neither ... nor</i> to _____       | c join negative options.   |
| 4 We use <i>not only ... but also</i> to _____ | d emphasize that the two things we are referring to are equally important. |

For more practice, go to page 170.

**C** Rewrite the two sentences as one sentence using paired conjunctions from B.

- 1 I enjoy painting. I also enjoy drawing.  
*I enjoy both painting and drawing.*
- 2 His work is not imaginative. His work is not original.  
\_\_\_\_\_
- 3 Creativity is useful in your working life. Surprisingly, it's useful in your personal life.  
\_\_\_\_\_
- 4 I could play the piano. I could play the guitar. What would you prefer?  
\_\_\_\_\_
- 5 Leonardo da Vinci was an artist and he was an inventor.  
\_\_\_\_\_
- 6 I don't like traditional art and I don't like modern art.  
\_\_\_\_\_



**THINKING SKILL** categorizing

**A Read about categorizing. How else could you divide a group of people into categories?**

When we categorize things, we put them into different groups according to characteristics that we identify, and there are often different ways to categorize. For example, we might divide a group of people into different age categories or different occupational categories. The characteristics we choose may depend on the reason for categorizing things. For example, age may be more important than occupation in different situations. Categorizing allows us to examine both similarities and differences between things.

**B Look at these two shopping lists. How is each one organized? Which list is probably going to be more useful?**



**C IN PAIRS** Think of 10 different people who are important to you and tell your partner why they are important. Then put those people into different categories.

**D Discuss the questions with your partner.**

- 1 What were the advantages and disadvantages of categorizing people?
- 2 How could you use the skill of categorizing in your life?
- 3 When would it be best to use this skill?

**SPEAKING**

For more speaking practice, go to page 151.



**A IN PAIRS** Copy this drawing in your notebook then complete it in three totally different ways. Describe your three drawings to your partner.



**B IN PAIRS** Read about this situation. Try to find a solution together. Describe your solution to the class.

You are given a candle, a box of thumbtacks, and a book of matches. Your task is to fix the candle to the wall so that when the candle is lit, it doesn't drip wax onto the table below.

*A: Do you think we need to use both the thumbtacks and the matches?*

*B: Yes, I think we do, but neither the thumbtacks nor the matches can fix the candle to the wall.*

*A: I've got an idea. Maybe we could ...*



LISTENING

A Look at the pictures and consider the problem that is being solved. Can you think of other solutions (also known as life hacks) to these problems?



B 8.02 LISTENING SKILL—Listen for main ideas Listen to this conversation between two friends. For each problem, write the solution that is suggested. You may need to listen more than once.

- 1 You often forget what you need from the grocery store.  
Solution \_\_\_\_\_
- 2 You can't get the lid off a jar.  
Solution \_\_\_\_\_
- 3 You can't find the end of a roll of sticky tape.  
Solution \_\_\_\_\_
- 4 Your laptop charger keeps falling out of your laptop.  
Solution \_\_\_\_\_
- 5 You don't have pockets to hold your things at the beach.  
Solution \_\_\_\_\_
- 6 You forget whether you've locked the door when you leave home.  
Solution \_\_\_\_\_
- 7 You forget people's names when you meet them.  
Solution \_\_\_\_\_



MAKE IT REAL

Chelsea says, "What's with all the bags?" In an informal situation with family and friends, you can use *What's with ...?* to ask about the reason for something that you are surprised by, particularly something you can see now, e.g., *What's with the new suit? What's with the sad face?*

C IN PAIRS Listen again. Check (✓) the other problems that Chelsea suggests solutions to. Discuss if they are useful life hacks.



D IN PAIRS With your partner, think of other ways to solve these problems.



**VOCABULARY** adverb + adjective collocations

**A Complete these phrases from LISTENING B with words from the box.**

especially extremely incredibly relatively slightly somewhat totally

- 1 \_\_\_\_\_ different (smaller, larger, better, more interesting, ...)
- 2 \_\_\_\_\_ easy (hard, new, young, old, ...)
- 3 \_\_\_\_\_ stupid (different, safe, dark, right, wrong, ...)
- 4 \_\_\_\_\_ useful (interesting, difficult, rare, valuable, dangerous, ...)
- 5 \_\_\_\_\_ annoying (difficult, fast, lucky, strong, ...)
- 6 \_\_\_\_\_ interesting (important, true, useful, relevant, ...)
- 7 \_\_\_\_\_ embarrassing (similar, higher, unusual, surprising, ...)

**B Most of the adverbs in A strengthen the adjective. Which two make the adjective weaker?**

**C IN PAIRS** Choose an adverb + adjective collocation from A to complete these sentences. Explain why you chose that collocation.

- 1 I find it \_\_\_\_\_ to remember people's names when I meet them.
- 2 I would find some of the life hacks from the listening \_\_\_\_\_.
- 3 I think that introducing a few life hacks into my life would be \_\_\_\_\_.



**GRAMMAR** reduced adverb cause-effect clauses

**A Match to complete these sentences from LISTENING B.**

- 1 Having used \_\_\_\_\_ a in the supermarket, I can check the photo.
- 2 Being \_\_\_\_\_ b her name a couple of times, you're less likely to forget it.
- 3 Standing \_\_\_\_\_ c metal, the lid expands more when it gets hot.

**B Match to complete the rules.**

- 1 An adverb clause with *be* can be reduced using \_\_\_\_\_.
  - 2 Reduced clauses in the present perfect or past perfect can be formed with \_\_\_\_\_.
  - 3 Reduced clauses with most verbs in any tense can be formed with \_\_\_\_\_.
- a *having* + past participle.
  - b the *-ing* form of the verb.
  - c *being* + an adjective.

For more practice, go to page 171.

**C Rewrite the sentences using reduced cause-effect clauses.**

- 1 Because life hacks are simple, they are relatively easy to introduce into your life.  
*Being simple, life hacks are relatively easy to introduce into your life.* \_\_\_\_\_
- 2 I didn't know what life hacks were because I hadn't heard of them.  
\_\_\_\_\_
- 3 I didn't make a note of what I needed from the store, so I forgot something.  
\_\_\_\_\_
- 4 Jordan wanted to find out more about life hacks, so he did some research online.  
\_\_\_\_\_
- 5 I find life hacks useful because I'm very forgetful.  
\_\_\_\_\_
- 6 She realized the life hack wasn't working, so she decided to try something else.  
\_\_\_\_\_

**PRONUNCIATION** intonation in reduced adverb clauses**A**  **8.03** Listen to these sentences and choose the correct intonation on the first clause.

- 1 Being a creative person, I'm always looking for interesting life hacks.      falling / rising  
 2 Having tried different life hacks, I know how useful they can be.      falling / rising

**B** Practice reading each sentence you have written in GRAMMAR C aloud. Use the correct intonation.**SPEAKING**

For more speaking practice, go to page 151.

**A** Read these life hacks. Choose the ones you already use or that you would find useful in your own life.

1

Set yourself a goal. If you don't reach that goal, make a donation to charity. It helps to motivate you.

4

Have a desk or a chair where no electronic devices are allowed. When you really need to concentrate, sit there to work.

2

Add the attachment to an email first. Having done that, you can't forget it later.

5

If you have problems waking up in the morning, set your alarm for an unusual time, such as 7:22 a.m. It makes your brain pay more attention.

3

Eat before you go food shopping. Not being hungry, you won't be tempted to fill your basket with sweet treats.

6

Take social media apps off your phone. You can still check in using a browser, but the extra step means you'll use it less and focus more on other things.

**B** **IN PAIRS** Talk about life hacks in your life. You can talk about any of the life hacks mentioned in this lesson or any other life hacks you know about. Explain how they help you or would help you if you used them.*A: I always set my alarm to a different time every day.**B: Why would you do that?**A: If I wake up and see an unusual time, like 7:34 or 7:31, then it helps my brain wake up. Plus, that way I always make sure my alarm is switched on!**B: Great idea! I'll do that.*



**VOCABULARY** career success

**A Read the sentences and say what you think the words and phrases in bold mean.**

- 1 Moving to a bigger company was a **smart career move**. You'll have more opportunities there.
- 2 In acting, there isn't a clear **career structure**, whereas there is in teaching.
- 3 I get a lot of **job satisfaction** from helping members of the public.
- 4 I would like to have more **job security**. I don't know if my position will be here in a year.
- 5 Our company encourages **professional development** by providing training courses.
- 6 I spend a huge amount of time in the office. I'd like a better **work-life balance**.

**B IN PAIRS Think of jobs that offer the following.**

- 1 a good work-life balance: \_\_\_\_\_  
\_\_\_\_\_
- 2 a clear career structure: \_\_\_\_\_  
\_\_\_\_\_
- 3 job security: \_\_\_\_\_  
\_\_\_\_\_
- 4 job satisfaction: \_\_\_\_\_  
\_\_\_\_\_



**LIFE SKILLS** self-direction

**A Read the definition. Which jobs require you to show self-direction?**

Self-direction is the ability to make decisions and organize your own time, study, or work rather than being told what to do by someone else. Feeling motivated is an important part of self-direction. If you are motivated, this will prompt you to be more proactive.

**B 8.04 Listen to two people talking about their jobs and answer the questions.**



Daniel, 28, actor



Kayla, 29, graphic designer

- 1 How did Daniel show self-direction early in his career?  
\_\_\_\_\_
- 2 In what ways does Daniel say actors need to show self-direction?  
\_\_\_\_\_
- 3 How did Kayla show self-direction at the start of her career?  
\_\_\_\_\_
- 4 In what ways does Kayla show self-direction now?  
\_\_\_\_\_
- 5 What advice does Kayla give to people starting out in their careers?  
\_\_\_\_\_

**C IN PAIRS Think of a time when you showed self-direction and tell your partner what happened.**

**D IN PAIRS** Read the tips for showing self-direction. Add two more.

- 1 If you need to improve in a particular area, identify exactly how you can do that, e.g., take an online training course.
- 2 Set yourself achievable goals—it's good to have something to aim for!
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**MAKE IT DIGITAL**

Go online and find a guide to self-direction at work. Tell the class about the guide, and share any good tips you learned.

**E Discuss the questions.**

- 1 Are you good at showing self-direction? Why or why not?
- 2 Is self-direction an important skill for you at work or school? Why or why not?

**WRITING** a self-appraisal

**A** Some companies ask employees to write a self-appraisal, usually once every six months or once a year. Why do you think they do that?

**B** Read this self-appraisal. Write the correct paragraph number (1-4) for each statement.



## Creative Advertising Consultancy

EMPLOYEE SELF-APPRAISAL

Date: October 15

Employee Name: Isabella Escalera

I have worked at the Creative Advertising Consultancy for five years. Initially, I was employed as a copywriter, and last year I was promoted to the position of advertising director. I have now been in this position for six months.

Over that period, I have managed a small team of copywriters and graphic designers. Together, we produced three successful advertising campaigns using a combination of online and TV advertising. These campaigns led to an increase in sales for all three clients, in one case by over 20%. Each client has confirmed in writing that they are very happy with the service we provided.

I have also faced some challenges in my new position. Not being used to managing other people, I found it difficult in the beginning to create teams that worked together well. I asked some more experienced colleagues for advice, which I found very useful. In addition, on one project we missed a deadline. We were able to make up the time by working on the weekend.

I realize now that I need to choose people who work together well. In the future, I plan to get to know my coworkers better so that I can manage them more effectively. As well as that, I now realize how important good scheduling is. I will make this a key part of every project.

**Manager's Comments:**

**Rating:**  
(highlight selection)

5	4	3	2	1
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Isabella describes ...

- 1 what she has learned and what she plans to do in the future. \_\_\_\_\_
- 2 difficulties she has faced. \_\_\_\_\_
- 3 her previous and current positions at the company. \_\_\_\_\_
- 4 her successes. \_\_\_\_\_

**C** You have been asked to write a self-appraisal. Make notes to answer the questions and then write your self-appraisal.

- 1 What position do you currently hold, and how long have you held it?  
\_\_\_\_\_
- 2 How have you been successful over the last six months?  
\_\_\_\_\_
- 3 What challenges have you faced over the last six months?  
\_\_\_\_\_
- 4 What have you learned over the last six months, and what do you plan to do in the future?  
\_\_\_\_\_

## MEDIATION **CONFIDENT COMMUNICATOR** linking to previous knowledge

### A Read the dialogue. Find and underline the places in the dialogue that answer the questions.

**Alexis:** Let's get started. We're meeting to make plans for the college music festival, which is happening at the start of the summer. James, you were involved in the festival last summer. What advice can you give us based on your experience?

**James:** My advice is that you have to be prepared for anything. Last year, one of the acts was sick, so we had to find a replacement at the last minute. Always have a Plan B.

**Alexis:** That's good to know. Thanks. So, we need to think about which acts we want to invite to play. I thought we could start by making a list of bands and singers on campus and try to encourage local talent. And then I thought we could hold a talent contest. It would be like the ones you see on TV, where they get people to perform and the best ones win a place in the final or a prize. And our prize is that you get to play at the music festival.

**Rachel:** I think that's an extremely good idea. It would mean seeing and hearing people in action before we invite them to perform. How are we going to make a list? Alison, you play in a band, don't you? I guess you know other bands on campus, right?

**Alison:** Oh, sure! I know lots. I can make a list, and I can ask around for other names as well. I'll bring a list to our next meeting.

**Alexis:** In the meantime, we need to work out a schedule and a budget. You're the editor of the student website, Rachel, so you must have plenty of experience with that kind of thing.

**Rachel:** That's right! I do. I'll create a spreadsheet with everything on it, and I'll send it to everyone by email.

**Alexis:** And I'll speak to the college about the venue. It's going to be great!

Where in the text does one person ...

- 1 ask someone about their past experience?
- 2 explain an idea by comparing it to something they all know about?
- 3 make a connection to someone's personal interests?
- 4 make a connection to someone's present position?

### B **IN GROUPS** Read the instructions.

Your group has been asked to organize a graduation event. You are meeting to discuss some of the arrangements. You need to decide what type of event to hold, as well as what arrangements you need to make to have a successful event. Think about what you know about each person in the group, and where appropriate, try to link to their knowledge or experience. When you suggest a new idea, try to compare it to something that everyone is already familiar with.

### C Role-play your conversation.

### D Discuss the questions.

- 1 Did you successfully come up with a plan as a group? What worked well, and what didn't?
- 2 In what ways does linking to people's previous knowledge help a discussion?



## VOCABULARY review

SCORE: / 10



## A Complete the paragraphs with words formed from the words in parentheses.

While some people find developing creativity 1 \_\_\_\_\_ (relative) easy, many of us find it hard. We look at 2 \_\_\_\_\_ (invent) and 3 \_\_\_\_\_ (art) and wonder where they get their ideas from. How can an ordinary person show more 4 \_\_\_\_\_ (imagine) and 5 \_\_\_\_\_ (origin)? This is an important question because being more creative makes you more 6 \_\_\_\_\_ (produce) in both your personal and professional life. One tip that many people find 7 \_\_\_\_\_ (credible) useful is to connect with as many creative people as you can, both in person and online. Learn from their 8 \_\_\_\_\_ (expert), and copy their habits. Ask them about their own careers, and get their advice on professional 9 \_\_\_\_\_ (develop). Your situation won't be exactly the same as theirs, but it may not be 10 \_\_\_\_\_ (total) different. Take what is useful and adapt it to your life.

## GRAMMAR review

SCORE: / 10



## A Complete the sentences.

- 1 Not only is Jamie very creative, \_\_\_\_\_ he's also very reliable.
- 2 I'm afraid I have neither the time \_\_\_\_\_ the money to invest in professional development.
- 3 It's a good idea to keep notes of your creative ideas, either on paper \_\_\_\_\_ on your computer.
- 4 I think some life hacks are both easy to do \_\_\_\_\_ make a big difference.
- 5 Many people find painting \_\_\_\_\_ only relaxing but also very satisfying.

## B Choose the correct words and phrases.

- 1 **Realized** / **Realizing** I had to show more self-direction, I applied for a training course.
- 2 **Being** / **Was** a creative person, Kelly found it easy to come up with new ideas.
- 3 **Having completed** / **Completing** a training course, I was able to apply for a wider range of jobs.
- 4 **Having used** / **Using** a straw, you can remove the stem from a strawberry very easily.
- 5 **Being** / **Having been** Mexican, Juan had a deep appreciation of the art of Diego Rivera.

16–20 correct: You can use collocations of adverbs and adjectives, and a variety of word formations.  
You can use paired conjunctions and reduced adverb cause-effect clauses.

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

TOTAL SCORE: / 20

## SKILLS FOR PROS

## Empowering Others



Read this quotation. Why do you think Theodore Roosevelt said that?

**“The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint to keep from meddling while they do it.”**

—Theodore Roosevelt

Turn to Skills for Pros on page 142.

**A** Read about empowering others. Check (✓) the examples of people who successfully empower others.



## EMPOWERING OTHERS

A successful working environment is one in which everyone is able to perform his or her role effectively, and part of that involves employees being given the right amount of control over their working lives. By controlling their own work, they become empowered and can decide how they will accomplish their goals and resolve issues.

When you empower others, you let them make decisions and take charge in their own area of work. When you delegate significant responsibility and authority to people, you give them the opportunity to exercise control and make decisions independently. One important aspect of delegation is encouraging individuals and groups to set their own goals. Of course, the goals they set need to be consistent with the wider goals of the organization they work in, and it's important to communicate to everyone what those wider goals are. It is also important to communicate confidence in the employees' ability to be successful, especially when they accept challenging new tasks. When problems arise, as they are almost certain to do when people are pushing themselves to meet a challenge, empowering others means encouraging them to resolve the situation themselves instead of prescribing a solution.

Empowering others is a component of success in many professions. Take the example of a head chef in charge of a busy kitchen. He or she may decide to delegate various areas of responsibility to other people who work in the kitchen. This might include allowing one of the employees to plan a menu for a special occasion or encouraging someone else to develop new dishes or source new ingredients. A veterinarian might also benefit from empowering others. He or she could give reception staff the authority to order supplies and organize the office however they think works best, freeing the veterinarian to focus on medical matters. He or she may also consult staff on training they think they need and encourage them to attend relevant training courses. Empowering others is also very important for teachers. A teacher may empower his or her students by regularly expressing the idea that they are capable of achieving high standards. He or she might allow them to choose topics to research outside class and then present to their classmates.

As you go through your career and take on more responsible positions, empowering others will become increasingly important. The willingness to delegate and the ability to encourage people are important skills that are the basis of empowering others.

- 1  a hotel manager who allows her guest services staff to decide how to deal with guests' complaints
- 2  a high school principal who makes sure his teachers prepare lessons in a very clear way
- 3  a sales manager who lets her sales force choose which training course to attend
- 4  a head waiter who authorizes the servers to remove items from a customer's check if the customer is not completely happy with the order
- 5  a manager who encourages staff members to set their own goals and assess their own performance
- 6  a head chef who gets his kitchen staff to propose new menu items and try them as weekly specials
- 7  a police detective who checks that his team follow the correct procedures
- 8  a teacher who gives new students the class rules when they join the class

**B IN PAIRS** Discuss the questions.

- 1 Can you think of a time when someone empowered you?
- 2 What did they do to empower you?
- 3 How did it help you?
- 4 Can you think of any ways you have empowered others?
- 5 If yes, how did you do it? If no, how would you do it?

**C IN GROUPS** Read about this situation. List the different ways that Luca might empower his staff while achieving his goals at the same time.

Luca is a dentist. He runs a busy practice in a large city, where he employs two dental nurses and two receptionists. His dental practice is popular, but he would like to increase the number of clients he has. He is so busy that he knows he will not be able to do all of the work necessary to improve his practice by himself. He will need help from his receptionists and his nurses. So far, he has had the following ideas:



- employing another nurse
- moving to a new office (or updating the existing office)
- changing the working hours of the dental practice
- improving the appointment booking system
- creating a marketing campaign
- ask for recommendations among the medical community

1 Which of the above ideas could Luca make the receptionists responsible for?

*brainstorm how to improve the appointment booking system*

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2 Which of the above ideas could Luca make the nurses responsible for?

*suggesting possible nurses to work at the practice*

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**D Discuss the questions.**

- 1 In what ways is empowering others important in your current or desired career?
- 2 Do you think you are good at delegating responsibility to other people? Why or why not?
- 3 How can you improve your ability to empower others?

**VIDEO**



**WATCH THE VIDEO AND LEARN ABOUT EMPOWERING OTHERS**

**E IN GROUPS** Answer the questions.

- 1 What is "empowering others"?
- 2 What are the benefits of empowering your staff?
- 3 What is essential to empowering?
- 4 What types of careers would require this job skill?
- 5 What else do you need to do apart from delegate when you empower others?
- 6 What is the ultimate impact of having empowered employees?

## UNIT 8—paired conjunctions

### Function

Paired conjunctions are used to join words or phrases that carry equal importance in a sentence. When using paired conjunctions, the two words or phrases that are joined have the same structure (e.g., two noun phrases, two verb phrases).

### Form

Use	Examples
Use <i>both ... and ...</i> to show that something is true for two items or people.	<b>Both</b> creativity <b>and</b> critical thinking are 21st-century skills.
Use <i>either ... or ...</i> to refer to a choice between two possibilities.	You can <b>either</b> come with us <b>or</b> stay here for the art exhibition.
Use <i>neither ... nor ...</i> to join two negative options.	<b>Neither</b> Mr. Jefferson <b>nor</b> Ms. Johnson is imaginative.
Use <i>not only ... but also ...</i> to join two things, where the second one may be a little surprising.	<b>Not only</b> is Erin a painter, <b>but also</b> an excellent surfer!

**A Complete the sentences with the correct words and phrases from the box. You will need to use them more than once.**

and both but also either neither nor not only or

- Mary can \_\_\_\_\_ sell her art in person \_\_\_\_\_ sell it online. Her art is very popular.
- Olivia's painting made me feel \_\_\_\_\_ happy \_\_\_\_\_ a little bit hungry!
- Ricardo's work was well received by \_\_\_\_\_ art experts \_\_\_\_\_ regular viewers.
- Iris has no money at all. She can pay \_\_\_\_\_ her rent \_\_\_\_\_ her tuition this month.
- Sam is an excellent musician. She can play \_\_\_\_\_ the piano \_\_\_\_\_ the violin!
- Miguel has \_\_\_\_\_ a house in Guadalajara, \_\_\_\_\_ one in Miami. He is so lucky!
- \_\_\_\_\_ Josh \_\_\_\_\_ Stella remembers who broke the window in Mrs. Smith' office.
- They can \_\_\_\_\_ cook the food themselves \_\_\_\_\_ hire a caterer for the party.

**B Combine the sentences using the paired conjunction in parentheses. (Be careful about subject-verb agreement.)**

- Einstein was a great thinker. Mozart was a great thinker. (both ... and)  
\_\_\_\_\_
- You can study the sciences. You can study the arts. (either ... or)  
\_\_\_\_\_
- Convergent thinking is important. Divergent thinking is important. (both ... and)  
\_\_\_\_\_
- Samuel doesn't like classical music. Samuel doesn't like rock music. (neither ... nor)  
\_\_\_\_\_
- Kendra wants to be a graphic designer. Kendra wants to be an animation artist. (either ... or)  
\_\_\_\_\_
- You could express creativity through music. You could express creativity through dance. (not only ... but also)  
\_\_\_\_\_

## UNIT 8—reduced adverb cause-effect clauses

### Function

An adverb cause-effect clause shows a relationship of causality, which provides a reason for something. They can be reduced using different forms.

As with adverb time clauses, you cannot reduce adverb cause-effect clauses if the subjects in the two clauses are different; they must be the same.

### Form

Original clause	Reduced clause	Comment
Because I'm forgetful, I appreciate life hacks.	<b>Being forgetful</b> , I appreciate life hacks.	An adverb clause with <i>be</i> can be reduced using ( <i>not</i> ) <i>being</i> + adjective.
He's not good at cooking, so he avoids the kitchen.	<b>Not being good</b> at cooking, he avoids the kitchen.	
Bob forgot what to buy at the store, so he called his wife.	<b>Forgetting what to buy</b> at the store, Bob called his wife.	An adverb clause with most verbs in any tense can be reduced using ( <i>not</i> ) verb <i>-ing</i> .
She didn't feel well, so she sat down on the floor.	<b>Not feeling well</b> , she sat down on the floor.	
He was a fan of life hacks because he'd tried several.	<b>Having tried</b> several, he was a fan of life hacks.	An adverb clause in the present or past perfect can be reduced using ( <i>not</i> ) <i>having</i> + past participle.
I hadn't opened a jar with a rubber band, so I wasn't sure it would work.	<b>Not having opened</b> a jar with a rubber band, I wasn't sure it would work.	

#### A Rewrite the sentences using reduced adverb cause-effect clauses.

- Because I felt bored, I searched the web for life hacks.  
\_\_\_\_\_
- I have just organized my closet, so I want to share a few tips.  
\_\_\_\_\_
- I wore ski goggles while chopping onions because I hoped to avoid crying.  
\_\_\_\_\_
- I wanted to find my luggage more easily, so I tied a colorful cloth on the handle.  
\_\_\_\_\_
- Since I hadn't removed a stain with baking soda, I was reluctant to try it.  
\_\_\_\_\_
- I'm not used to fixing things, so I tend to ask others for help.  
\_\_\_\_\_
- Because I am terrible at remembering where I park, I often take a photo of the area.  
\_\_\_\_\_
- Because I've always been interested in new ideas, I am reading more about life hacks.  
\_\_\_\_\_