

# LUISION

# Student Book

C1

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ ชั้นมัธยมศึกษาปีที่ 6 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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บรรณาธิการ

นางสุรีย์ รัตนธรรม

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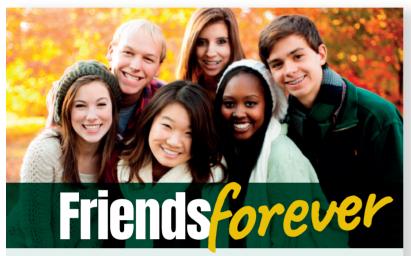
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### 0.1 INTRODUCTION

### Choosing friends and keeping them 3 GRAMMAR Work in pairs. Read the article again. Find

- 1 Work in pairs. Answer the questions.
  - 1 What makes a good friendship?
  - 2 What can people do to maintain a friendship?
  - 3 How can friends help each other?
- 2 Read the article. Do you think that the questions Dr Akbari suggests we ask about our friendships are good ones? Why? / Why not?



How many friendships will you have had by the time you're sixty? Friendship is essential for our well-being, and in a recent survey by the insurance company Allianz, one of the most frequent regrets expressed by the elderly was allowing friendships they'd had to fade and die. This may have been inevitable if they and their friends had been growing apart, but if they could have gone back in time, many would have tried to make up with the old friends they'd fallen out with. But how do we maintain the friendships we've already made?

Dr Anna Akbari, a sociologist and blogger, says that before worrying about maintaining friendships, we should first make sure we have the right ones. We need friends, but we should avoid people who are frequently bitter or miserable as this might impact negatively on our mental health. She suggests asking ourselves about the people we've been spending time with lately to decide if they really make suitable friends. Can we confide in them? Do we learn from them? Do they make us happy, at least some of the time? Our friends should help build our confidence, not destroy it.

The friendships that do pass Dr Akbari's test should be looked after. We may be constantly on the go, but we should find time for our friends. When we spend time together, we should make sure we give them our full attention. In other words, put your phone away. Regular contact is also key to maintaining a friendship. We might not be able to get together frequently, but meeting up every few weeks or even months to chill out will help keep the friendship going.

Of course, when we leave school, start work or go off to study, we lose contact with some people and come into contact with others. Friendships change naturally as we progress through life. However, when we get older and look back on the life we've lived, it would be good to know that we gave our friendships the attention they deserved.

one example of each of the perfect tenses below.

present perfect simple present perfect continuous past perfect simple past perfect continuous

4 Complete the rules with the tenses in Ex 3.

Perfect tenses	
1 We use the for a finis action or situation that is connected	shed or repeated past
2 We use the for an a that started in the past and is still has just finished.	ction or situation
<b>3</b> We use the for a pa that finished before another past	
4 We use the for a long in progress before another past act	_
GRAMMAR BOOSTER P128	

5	Complete the text with the correct perfect form of the verbs in brackets. Sometimes more than one answer is possible.  When I leave school, I'll be saying goodbye to people I  (know) for over five years! In fact,
	some of us <sup>2</sup> (share) a classroom for
	longer than that because we also went to the same primary school. However, the person I <sup>3</sup> (be)
	friends with for the shortest period of time is my best friend Magda. Recently, she and I 4 (talk) a
	lot about how lucky we were to meet.
	(already / be) at this school for
	a year before Magda came. She <sup>6</sup>
	(live) abroad, but when her mum got a job here, they had to move. Magda was sad to leave old friends behind, and she  7
	she's glad she came to this country, and so am I.

- 6 VOCABULARY Work in pairs. Match some of the highlighted words from the article to the definitions.
  - 1 Sad feelings because of something that has happened or that you have or haven't done.
  - 2 To spend time relaxing.
  - 3 To make you feel that you can believe in yourself.
  - 4 To be very active and busy.
  - **5** General health and happiness.
- 7 VOCABULARY Complete the blog post with the correct form of the highlighted words and phrases that you did not use in Ex 6.

• • •	New blog post	
friends, we de	nflict when we <sup>1</sup> on't only feel <sup>2</sup> n can also suffer. Howeve out with someo	
4	t happened, and we're mo if we discuss th lent, feeling angry and <sup>5</sup>	re likely to e problem than if

- 8 THINK & SHARE Work in pairs. Discuss the questions.
  - 1 What have you learned about friendship from your experiences at school?
  - 2 How might these experiences help you in the future?

Introduction

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### 0.2 INTRODUCTION

### **Time for sport**

- 1 Mork in pairs. Discuss the questions.
  - 1 Why do we play sport? Why are we encouraged to play sport
  - 2 What are the reasons for our interest in sport? Do you think there should be more / less sports coverage in the media? Why?
- 2 Read the article about sport through the ages. How has sport evolved over the ages? Why has this happened, and what does it tell us about the changes in the way humans live?

# SPORT, FROM PAST TO PRESENT

Sport is an ancient activity. Today, many of us do it to maintain our health, or we exercise in the gym, working up a sweat in the hope that it will have a positive impact on our appearance. The huntergatherers who were our ancestors, however, didn't have to find time to fit physical activity into their daily routine as we do; physical activity was their daily routine. They probably had to spend a lot of time practising the skills they needed to chase and kill their prey. Fast-forward a few thousand years and sport as a cultural activity, with no direct link to hunting for food, had become an important part of life in the civilisations of Sumer and Egypt. In ancient Greece, men used to compete at dangerous and challenging sports such as chariot racing, and every four years, athletes would gather from all over the Greek world to take part in the Olympic Games. Women didn't use to compete in games with men, but it is thought they may have had their own games.

In Europe in the Middle Ages, hunting was the sport practised by all social classes. It was especially popular with the nobility, who hunted on horseback with dogs. In fact, it used to be the favourite pastime of kings and emperors, and it took up a lot of their time; nobles would spend many hours on the hunting field, and maintaining the animals was a costly business. Falconry, which uses birds of prey to hunt, was also practised by the nobility and people further down the social scale as well. So, what did the lowest classes use to do for sport? Well, in England, the law required every man to practise with a bow and arrow, so archery competitions were popular. People ran foot races and played games such as bowls, and of course, most people did physical work, so they were used to being active.

Today the negative effects of our modern inactive lifestyle have made us aware of the importance of physical exercise. However, sport is not just something we do; we also watch it. Enthusiastic audiences consume hours of televised sport, and gamers play video games based on popular sports. Even people with little interest in it have to get used to the fact that it will feature in their lives in some way. In fact, sport has become irresistible, both as a leisure activity and as entertainment.



- 3 Nocabulary Work in pairs. Check the meaning of the words in bold. Discuss the questions.
  - 1 What sports do you think are the most **challenging**? Are there any you would like to try?
  - 2 What physical activities (if any) are you most enthusiastic about?
  - 3 Do you find any kinds of food irresistible? If so, which kinds? What about irresistible activities?
- 4 VOCABULARY Complete the second sentence so that it has a similar meaning to the first. Use the correct form of highlighted phrases from the article.

1	I don't exercise because I have too many other
	things to do.
	I can't

- 2 Regular sport is beneficial to your health. Regular exercise \_\_\_\_\_ \_\_ on your health.
- 3 You must eat properly to avoid getting ill. A healthy diet is necessary to \_
- 4 She spends a lot of time training every week. Training \_\_\_\_\_ a lot of her time every week.
- 5 Everybody needs to realise the dangers of an inactive lifestyle. Everybody needs to be \_\_\_\_ \_\_\_\_\_ the dangers of an inactive lifestyle.
- 6 He always trains hard at the gym and perspires a lot. when he goes to the gym.
- 5 RAMMAR Work in pairs. Match the underlined phrases in the article to the rules.

### used to, would and be | get used to

- 1 We use used to + infinitive and would + infinitive to talk about past habits and typical behaviour.
- 2 We use used to + infinitive to talk about past states.
- 3 We use be used to + -ing to talk about activities that we do regularly and are familiar with. It can refer to the past, present or future.
- **4** We use *get used to* + -*ing* to talk about activities that we become familiar with. It can refer to the past, present or future.

### **GRAMMAR BOOSTER** P129

- **6** Choose the correct alternative. In some cases, both options are possible.
  - When I was at school, I <sup>1</sup>didn't use / didn't used to enjoy P.E. We had it three times a week and we <sup>2</sup>used to / would do it outside, even in the winter. We <sup>3</sup>used to / would run around the playing fields three times before we could do anything else. Why did we <sup>4</sup>used / use to do such a pointless activity? This was the question I <sup>5</sup>used to / would ask myself. However, now I <sup>6</sup>used / 've got used to taking part in park runs and I'm training for a marathon! I <sup>7</sup>would also / 'm also used to going to the gym frequently. I wish my old P.E. teacher could see me now!
- 7 Write a short blog post about how your attitude to sport has changed or developed since you were a child. Explain what experiences have contributed to the way you feel by using used to, would and be / get used to doing.

Introduction 5

### Use modal verbs to talk about creating a study space.

### **Home comforts**

- 1 Work in pairs. Answer the questions.
  - 1 What are the advantages and disadvantages of studying in the following places?

bedroom café friend's house park school library

- 2 What are your best tips for creating a study space?
- 2 Read the blog post. Which tips do you think are the most / least useful? Why?



Academic success can be hard to achieve if you don't have a good study space, and for most students, that study space is their bedroom. Evidently, working at home can be advantageous. We might have a support network of family members who can give us a helping hand during intense revision periods (e.g. cooked meals), we may have central heating for the winter months and there should be facilities that are more comfortable to use in private than in public (i.e. a kitchen and bathroom). However, there are also distractions. Our bedrooms reflect our personalities, and they are where we often choose to stream a TV series or film, or connect with social media. Getting comfortable on our beds with our digital devices is likely to appeal to us more than exam revision. It <u>can't</u> be easy for most students to ignore those temptations to chill. So, how can we avoid such distractions when we are supposed to be studying hard? Read on and find out.

- Keep it tidy! If you want to stay focused, you must keep your desk organised and your room tidy. No matter how small your bedroom is, it will feel more spacious if everything is in its place, and that will help you view it as a temporary workplace.
- ✓ Block it! You need to see your digital devices as study aids, not entertainment devices. You mustn't stream the latest big TV series in the background while you work, because it will only distract you. If you find distractions hard to resist, download a blocking app and block certain websites for a specific period of time. You'll find that you aren't as dependent on them as you thought!
- Get dressed! Studying at home all day? That needn't mean staying in your pyjamas. When you get up, you should have a shower and get dressed as if you were going off to study at the library. That will put you in the right frame of mind for a day's work.
- Get out of the house! Take breaks and get out every few hours. You don't have to do strenuous exercise, but at least wander around the neighbourhood for fifteen minutes.

  Then you'll be able to return to your studies refreshed.

**3 GRAMMAR** Complete the sentences with <u>underlined</u> modals from the blog post.

Mo	odal verbs
1	We use, shouldn't and ought to (not) to
	give advice.
2	We use <i>must</i> and <i>have to</i> to express certainty or a
	strong possibility and to say we think
	something is impossible.
3	We use, and could to
	talk about the possibility of something happening.
4	We use, and have to to
	express an obligation or talk about a rule.
5	We use to talk about more informal
	rules and people's general expectations.
6	We use to say that something isn't
	allowed or to give strong advice against something.
7	We use to say that something is
	probably true or will probably happen in our opinion.
8	We use to express ability in the
	present and future, and about things that are usually,
	but not always, true.
9	We use, don't need to and
	to express a lack of obligation or necessity.
10	We use to talk about ability in the
	past, present or future.
GF	RAMMAR BOOSTER P130

- **4** Choose the correct alternative.
  - 1 They must / can't / needn't be hungry after walking all that way.
  - 2 Alex could / was supposed to / didn't have to return the books to me yesterday, but he forgot.
  - 3 It must / should / can rain heavily here in the summer, but it's quite unusual.
  - 4 Saeed **ought to / mustn't / doesn't have to** say things like that if he doesn't want to offend people.
  - 5 We can't / must / might win the game if we play really well.
  - 6 You **shouldn't** / **don't need to** / **may** leave until 10 o'clock. It's only five minutes to the station.

5	VOCABULARY	Complete the sentences with the correct
	form of the hig	hlighted words and phrases in the blog post.

	mgine	Since a Wor	as and pinases in the stop post
1	Living in a		flat with room for all my
	belongings		_ me. Having a garden to
		around in	would also be great.
2	Bettina is stay	ing in	accommodation until
	she finds a flat	to rent. It's	s near some excellent leisure
		, but her ro	om doesn't have
	so it's cold.		
3	Jayesh is ill, so	he's	others. He needs a
		with many	things and he's lucky to have a
	great		

6 THINK & SHARE Work in small groups. Make a list of five improvements that you would like to make to your study space and your study habits. Discuss them together and decide which two are the best.

Introduction

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### 0.4 INTRODUCTION

### Sustainable technology

- 1 THINK & SHARE Work in pairs. How does technology affect the environment? What positive and negative examples can you think of?
- 2 Work in pairs. Read the forum posts. Answer the questions.
  - 1 Which post did you find the most surprising? Why?
  - 2 What would you like to know more about?

### The Glabal Environment forum

Thread: Big tech and the environment

Q

TechGeek Sept. 17. 17:57

I'm a real techie and a big fan of technology that enables us to reduce our use of the world's natural resources. Without artificial intelligence, many advances in wind and solar energy wouldn't have been possible. However, digital technology has led to energy consumption that gets higher and higher every year. That wouldn't be a problem if all the energy that powers this technology came from renewable sources, but it doesn't. Alternative energy sources aren't as productive as traditional sources — not yet, anyway — so digital technology has an enormous carbon footprint. If we really care about the planet, we need to cut down on our use of digital technology now!

### Rossum.U.Robots Sept. 17. 19:41

The more addicted we become to gadgets such as smartwear, the more dependent we become on the satellites that link our devices and provide digital services, but we don't realise the environmental cost of this dependence. There are thousands of pieces of space junk from old rockets and satellites circling Earth at enormous speeds. These objects can be extremely dangerous for functioning satellites and space stations, and if or when a satellite in space is damaged by this space junk, it can cause huge problems here on Earth. What's more, the number of pieces of space junk is increasing dramatically and as a result, the risk to satellites, space science and space travel is far greater today than it was a few years ago.

### DeepBlue96 Sept. 17. 20:18

Electric batteries are an amazing advance in technology. They're supposed to be a great clean alternative energy source that will reduce air pollution from cars, but they aren't perfect. According to a pressure group, the Union of Concerned Scientists, electric vehicles are just as polluting as vehicles powered by petrol. In fact, some members believe that the bigger the battery, the less environmentally friendly the vehicle will be. Why? Because batteries are made with rare metals that have to be mined. Mining causes environmental damage and sometimes leads to deforestation. On the bright side, the batteries can be recycled, so at least they aren't being dumped in landfill sites and adding to global warming as waste.

Work in pairs. Put the highlighted words and phrases in the correct column. Do you think any can go both columns? Explain why.

Words and phrases related to technology

Words and phrases related to the environment

- **4 VOCABULARY** Complete the sentences with the correct form of the words and phrases from Ex 3.
  - 1 Wind and solar power are the most popular sources of energy, but wave power also has potential.
  - is not only destroying the natural habitat of thousands of species of animals, but it is also contributing to climate change.
  - **3** Energy \_\_\_\_\_\_ always increases dramatically in winter.
  - **4** Transporting food products across the planet is not exactly \_\_\_\_\_\_! You should buy locally.
- 5 Flying is the biggest contribution to my
  \_\_\_\_\_\_\_\_. I should do less of it!
- 6 Ask Fatima for help with your phone. She's a real \_\_\_\_\_ and knows everything about technology.
- **5 GRAMMAR** Work in pairs. Find the comparative forms in the forum and match them to the rules.

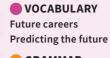
### **Advanced comparatives**

- **A** We use as ... as or (not) as ... as to say that two people or things are equal (or not).
- **B** We use double comparatives to show continuous change. We use ...-er and ...-er, more and more + adjective or less and less + adjective.
- **C** We use comparatives with *the* ... *the* ... to show that two things change together because they are connected.
- **D** We can qualify comparatives using *slightly*, *a bit* and *a little* to express a small difference, and *a lot*, *far* and *much* to express a larger difference.
- **E** We can qualify comparatives with as ... as, using:
  - equally or just to express similarity
  - not quite, nearly or almost to express small differences
  - nowhere near or nothing like as to express bigger differences

### **GRAMMAR BOOSTER** P131

- 6 Match 1–6 to A–F to make complete sentences.
  - 1 I would say that we are all just as bad
  - 2 The study says the wealthier we are,
  - 3 Our lifestyle has become less and
  - 4 Julia thinks we are nowhere near
  - 5 Electric cars won't be as environmentally friendly
  - 6 It looks like we are going to make space equally as polluted
  - A less sophisticated and we're much happier.
  - **B** as happy as we used to be.
  - **C** as each other when it comes to consuming energy.
  - **D** as the Earth!
  - **E** the more polluting we become.
  - **F** as they say.
- 7 MINK & SHARE Work in pairs. Discuss the questions.
  - 1 Whose responsibility is it to deal with climate change? What should schools teach about it? Why?
  - 2 What could you do to reduce your impact on the environment? Which things would have a big effect on your lifestyle, and which wouldn't?

Introduction



GRAMMAR
Advanced question forms
Future tenses

## LISTENING Story about ethics

READING
Article about happiness

# GLOBAL SKILLS Using memory techniques

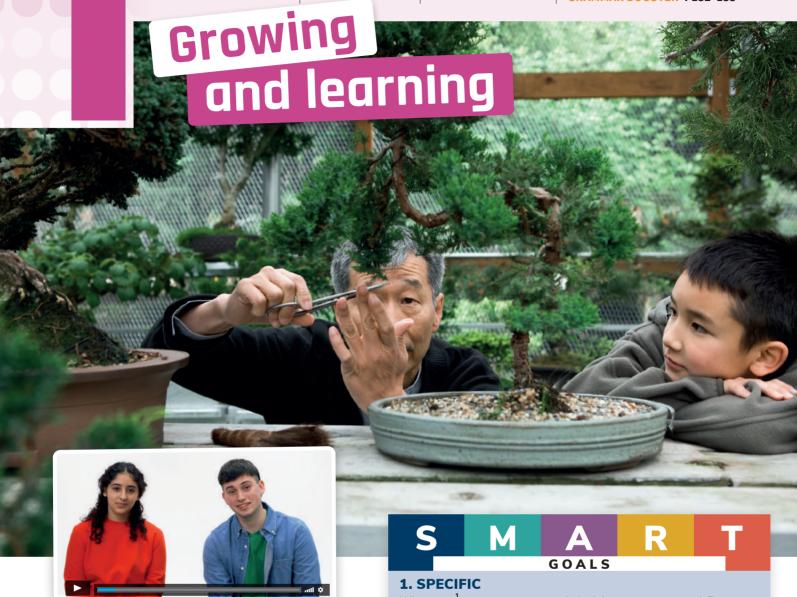
SPEAKING
Expressing opinions

### WRITING

A report

VISION 360°
Into the future

VOCABULARY BOOSTER P120
GRAMMAR BOOSTER P132-133



### **Future careers**

- 1 THINK & SHARE Work in pairs. Discuss the questions.
  - 1 What job did you want to do when you were younger?
  - 2 Have your career ambitions changed since then? If so, how?
  - **3** Do you think young people get enough guidance about possible future careers?
  - **4** At what age do you think young people should start thinking seriously about a future career?
- 2 1.01 Watch or listen. Answer the questions.
  - 1 Which area from Ex 1 do Darius and Amira discuss?
  - 2 What is the goal that Darius and Amira share?
  - **3** At the end of the vlog, what do Darius and Amira say everybody needs?
- 3 **1.01** Watch or listen again. Complete the information with one or two words.

When you <sup>1</sup>\_\_\_\_\_ a goal, don't be vague or general. Be precise about what you want to achieve. <sup>2</sup>\_\_\_\_\_ your goal into stages. This will help you clarify what needs to be done to achieve it.

### 2. MEASURABLE

Assess the <sup>3</sup>\_\_\_\_\_\_ of every stage: how well or badly did it go? This will help you stay focused and maintain a positive attitude.

### 3. ACHIEVABLE

Be realistic: what you want to achieve and what you have the  $^4$  \_\_\_\_\_ to achieve are two different things. Make sure you also have sufficient time and  $^5$  \_\_\_\_\_ . And remember: you may have to deal with and overcome  $^6$  \_\_\_\_\_ along the way.

### **4. RELEVANT**

If you work towards a goal you really want to achieve, one that is relevant to  $\underline{you}$ , you will be less likely to  $^7$ \_\_\_\_\_ working towards it halfway through.

### **5. TIME-LIMITED**

To achieve your specific, measurable, and relevant goal, you must also set <sup>8</sup>\_\_\_\_\_\_ for the various stages, otherwise, there is a danger you won't reach your objective within a reasonable time.

8 Unit 1

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### 1.1 VOCABULARY

### Talk about preparing for the future.

- 4 THINK & SHARE Work in pairs. Discuss the questions.
  - 1 Which of your personal objectives do you think you could apply SMART to?
  - 2 How can you apply SMART goals to learning English?
- **5 REAL ENGLISH** Read these lines from the video. Then choose the correct meaning (A or B) of the phrases in **bold**.
  - 1 It's a method designed to help you rise to a challenge.
    - A face a new situation successfully
    - **B** hide from a difficult situation
  - 2 ... downtime!
    - A time for working hard
    - **B** time for relaxing
  - 3 So we don't feel overwhelmed and throw in the towel.
    - A make more effort to succeed
    - B admit you are defeated
  - 4 If she does, it will be a step in the right direction.
    - A the achievement of your final goal
    - **B** a move towards eventual success
  - 5 ... you got it in one!
    - A understand something immediately
    - **B** be confused by something new
- 6 VOCABULARY Work in pairs. Check the meaning of the words and phrases in **bold**. Then discuss the questions.
  - 1 Which do you think is more important in gaining a foothold on the career ladder: talent or hard work? Why?
  - 2 What can you do if you come up against difficulties or obstacles when you are trying to achieve a goal?
  - 3 How important is **consistency** and perseverance when it comes to achieving a goal? At which point should you give up trying?
  - 4 Do you think it is worth pursuing a goal at the expense of personal relationships?
  - 5 Do you find it easy to accept criticism? How can constructive criticism help you achieve your goal?
- 7 VOCABULARY Check the meaning of the words below. Then complete the comments.

achievable inevitable malleable overwhelmed persistent resentful resilient self-motivated vulnerable

- \_, so you can leave her to get on with the job without supervision, and you can be confident she'll do it well.
- 2 Deniz has failed over and over again to gain a foothold in an acting career, but he's astonishingly and he's going to audition for a part in the new play.
- I'm terrible at maths, so it was. that I'd fail. I mean, I've never been able to understand algebra or geometry.
- It's a huge task and it will take time, but with a great deal of effort and an optimistic outlook, I think it's

- Valeria doesn't have any opinions of her own. and tends to agree with She is very \_ what other people say without thinking about it.
- Javier takes offence at even the most constructive criticism of his work. It makes him feel and he assumes that the only reason you would suggest improvements is because you think his work is bad.
- 7 Jules was chosen for the football. team, and Sam thinks the decision was unfair, so he's feeling
- Tomi was upset at not winning the competition because she'd put in a lot of effort, but she's \_\_\_\_\_ \_, so she'll soon get over her disappointment and try again.
- When I'm faced with a difficult or demanding project, I break it up into smaller, more manageable tasks and deal with them one by one. That way I don't get\_
- 8 Read the definitions below. Do the comments in Ex 7 describe a growth mindset or a fixed mindset?

### **Growth mindset:**

the belief that you can develop your abilities through hard work and determination

### **Fixed mindset:**

the belief that there is little you can do to change your natural abilities

- **9** Turn to page 149 and do the quiz.
- 10 Nork in pairs. Read the following situations and discuss what advice you could give the people. Think about the following:
  - How does the person feel?
  - Why might they be in this situation?
  - Is the situation inevitable?
  - Can the situation be improved? If so, can you suggest any SMART goals that might help the person? If the situation can't be improved, why not?
  - 1 Sonia keeps failing her English language tests. Unless she passes her English exam at the end of the year, she won't be able to study at the college of her choice.
  - 2 Roberto's ambition is to be captain of the basketball team, but he has never even been chosen to play for the team.
  - 3 Marissa took piano lessons for a few months, then gave up and started guitar lessons. She gave those up, too. Her brother, on the other hand, plays the clarinet very well.
- 11 THINK & SHARE Work in pairs. Using vocabulary from this lesson, discuss the statements. Give reasons for your views.
  - Everyone feels vulnerable when they fail at something.
  - It's easy to feel resentful of other people's success.
  - With the right attitude, anything is achievable.

VOCABULARY BOOSTER Unit 1 9

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### **Advanced question forms**

- 1 THINK & SHARE Some psychologists say it is better to praise people's effort rather than their intelligence or talent. Why do you think they say this? Do you agree?
- 2 1.02 The psychologist Carol Dweck is an expert in the field of motivation and the importance of mindset in students' achievement. Read and listen to a podcast about her research into growth mindset. Are her reasons for praising effort instead of intelligence and talent the same as yours?



**Interviewer** In this week's episode of Psychology Now, we're privileged to have with us psychologist Dr Gabriella Messina to tell us a little about the work of Carol Dweck. Dr Messina. thank you for being with us this morning.

Dr Messina Thank you for inviting me!

- O So, tell us, Doctor, who is Carol Dweck, and <sup>1</sup>what does she do?
- A Well, she's a professor of Psychology at Stanford University, and she's known for her work on growth mindset.
- O <sup>2</sup>Growth mindset?
- A Yes, the belief that we can develop our talents.
- Q 3But aren't people born with certain talents?
- A In a way, but Dweck insists abilities aren't fixed.
- Q <sup>4</sup>Aren't they?
- **A** Not according to Dweck. She says we can become smarter.
- **Q** <sup>5</sup>We can become smarter?
- A That's right. The more effort we put into something, the easier it becomes, and then the more motivated we are to attempt other things.
- O 6So who will do better: a student who relies on their natural ability or one who works hard?
- A Guess.
- O 71'd be right in thinking it's the student who works hard, wouldn't I?
- A Surprisingly often, yes, That's why praising children for making an effort is effective. Why try harder if you're already talented and intelligent!



3 Match the rules A-G below to questions 1-6 in the podcast.

### **Advanced question forms**

- A We use question tags to check something is true or to ask for agreement.
- **B** We don't use do when the question word is the subject of a subject question.
- **C** We use an auxiliary, e.g. do, when the question word is the object in an object question.
- D We can use normal statements as questions to check understanding or express surprise.
- **E** We use short reply questions to express understanding or interest.
- F We use negative questions to ask for confirmation, show surprise, make an invitation or present an opinion in a less direct way.
- **G** We use echo questions that repeat what has been said to show surprise and disbelief.

**GRAMMAR BOOSTER** P132

- 4 Write subject or object questions for the underlined answers. Check your answers with a partner.
  - 1 We studied at Laura's house last night.
  - 2 Jack learned about growth mindset at a talk.
  - 3 My mum helped my cousin gain a foothold in her banking career.
  - 4 Five students got it in one.
  - 5 My maths exam results made me feel vulnerable.
  - **6** Amy showed consistency throughout the year.
- 5 Nork in pairs. Take turns to respond to the statements. Use a reply question or an echo question and then your opinion.
  - 1 The SMART goals technique is pointless. The SMART goals technique is pointless? / Is it? In my view, ...
  - 2 I think talent is more important than consistency.
  - 3 Having a fixed mindset is fine if you're really good at something.
  - 4 Everybody accepts constructive criticism.
  - **5** Being self-motivated is crucial to success.
  - 6 Working hard doesn't affect how successful you are.
- 6 a 1.03 Complete the dialogue. Then listen and check.

Maya	Hi Hasan. What are you doing here? 1		
	supposed to be at the match?		
Hasan	Yes but I have to study for the exam and there isn't		

enough time to revise. \_? What do you mean? We've had Maya

plenty of time. Hasan <sup>3</sup>\_ \_? Really? OK, don't answer that! I know we have. It's just that you're self-motivated and I'm not.

\_? Me? Well, I am now, but I didn't use to Maya

Hasan I'd love to change, too. 5\_ do it?

**Maya** I developed a growth mindset.

Hasan Who 6\_\_\_\_\_you?

Maya My brother. He learned it at university.

Hasan You could tell me now, 7\_ \_? Or is it complicated?

Maya No, but you have to unlearn a few bad habits – at least I did!

**b** Decide which question forms from the rules in Ex 3 are used.

### **PRONUNCIATION** Intonation in questions

When we ask for information that we didn't have before, for example in wh- questions, the intonation usually goes down at the end of a question. When we ask a yes-no question or a question to check that information is true, to express surprise, interest or disbelief, the intonation usually goes up at the end.

- 7 **1.04 PRONUNCIATION** Read the Pronunciation box. Listen to the questions and decide if the intonation goes up or down at the end of the questions.
  - **1** What's your name?
- **4** What do you do?
- 2 Is that in Mexico?
- **5** Who told you?
- **3** She's coming, isn't she?
- 6 You couldn't help, could you?
- 8 1.04 Listen again. Practise asking the questions.
- Work in pairs. Student A, go to page 150. Student B, go to page 151.

10 Unit 1

### 1.3 LISTENING

### **Ethics**



- 1 Mork in pairs. Answer the questions.
  - How do we learn what is right and wrong?
  - Why should you be a good person?
- 2 Work in pairs. What is the ethical thing to do in each of these situations? Give reasons for your answers.
  - 1 Your tutor praises you for some research that another student did.
  - 2 You cancel a streaming service, but the company forgets to stop your subscription and you can continue watching films and series for free.
  - 3 Your basketball coach is always criticising one particular player and insulting them. You told the coach that you don't like it, but she replied that she'll do the same to you if you complain again.
  - **4** You want to take out €100 from a cash machine, but it gives you €200 because the new notes are stuck together. Your receipt says you've received €100.
  - 5 You are the only one that knows that your best friend is the anonymous student who frequently insults a classmate on social media.
  - **6** You are paid more than you expected for a job that you and a friend did. Your friend doesn't know about the extra money.
- 3 THINK & SHARE Work in groups. Answer the questions.
  - 1 Which decisions in Ex 2 were easy to make and which were difficult? Why?
  - 2 How have your answers been affected by whether the situation involves you or a friend, a company or a bank?
- 4 1.05 Listen to four people (A, B, C and D) talking about the situations in Ex 2. Match a speaker to a situation. Two situations are not mentioned.
- 5 **1.05** Listen again. Which answers are similar to yours? Which answers do you disagree with? Why?
- 6 a 1.06 Read the strategy. Then listen to a story about an ethical dilemma and complete the notes with one, two or three words.

### **STRATEGY** Understanding details

When you listen for details, you are interested in finding out specific kinds of information on a particular area. This involves listening for groups of words or phrases that deal with that topic. To be able to do this, you need to have a clear idea of what information you need and the vocabulary you should listen out for before you start listening.

The narrator is 1	years old at the time of the events
in the story.	
At the beginning of the stor	ry, the narrator feels <sup>2</sup> and
3 because or	f:
– a bad relationship with	<sup>4</sup> and <sup>5</sup>
(Why?)	
- being bullied. (By whom	n?)
- doing badly at school. (	(Why?)
The narrator has to go to a	6 (Why? Where is it?
What is it like?)	
What is the attitude of the	people there to the narrator? (Why?)
	e student who <sup>7</sup> her. (Why
The narrator talks about one does the person do this? Ho	e student who <sup>7</sup> her. (Why w does she do it?)
The narrator talks about one does the person do this? Ho Then the narrator's life char	e student who <sup>7</sup> her. (Why w does she do it?)
The narrator talks about one does the person do this? Ho Then the narrator's life char One day, the narrator is in <sup>8</sup>	e student who 7 her. (Why w does she do it?) nges for the better. (How? What happens?
The narrator talks about one does the person do this? Ho Then the narrator's life char One day, the narrator is in <sup>8</sup>	e student who <sup>7</sup> her. (Why w does she do it?) nges for the better. (How? What happens? B when she sees a box. ny is it locked? What does the narrator
The narrator talks about one does the person do this? Ho Then the narrator's life char One day, the narrator is in <sup>8</sup> (What is inside the box? What think of the things inside it	e student who 7 her. (Why w does she do it?) nges for the better. (How? What happens? B when she sees a box. ny is it locked? What does the narrator ?)
The narrator talks about one does the person do this? Ho Then the narrator's life char One day, the narrator is in <sup>8</sup> (What is inside the box? What think of the things inside it	e student who <sup>7</sup> her. (Why w does she do it?) nges for the better. (How? What happens?  B when she sees a box. ny is it locked? What does the narrator ?) . (What does she lose? What does she do?
The narrator talks about one does the person do this? Ho Then the narrator's life char One day, the narrator is in <sup>8</sup> (What is inside the box? What hink of the things inside it Julia loses 9 Why is this significant to the	e student who 7 her. (Why w does she do it?) nges for the better. (How? What happens? 3 when she sees a box. ny is it locked? What does the narrator ?) . (What does she lose? What does she do?
The narrator talks about one does the person do this? Ho Then the narrator's life char One day, the narrator is in <sup>8</sup> (What is inside the box? What hink of the things inside it Julia loses 9 Why is this significant to the	e student who 7 her. (Why w does she do it?) nges for the better. (How? What happens? B when she sees a box. ny is it locked? What does the narrator ?) . (What does she lose? What does she do? e story?) thical dilemma. (What is the ethical
The narrator talks about one does the person do this? Ho Then the narrator's life char One day, the narrator is in 's' (What is inside the box? Wh think of the things inside it Julia loses 9 Why is this significant to the The narrator now faces an edilemma? What choices does	e student who 7 her. (Why w does she do it?) nges for the better. (How? What happens? B when she sees a box. ny is it locked? What does the narrator ?) . (What does she lose? What does she do? e story?) thical dilemma. (What is the ethical

**b** Work in pairs. Look at the notes in Ex 6a and discuss the questions in brackets.

- 7 **1.06** Listen again and choose the correct alternative.
  - 1 The narrator remembers the year of the events because ...
    - A she was sixteen years old at the time.
    - **B** she was feeling especially vulnerable.
    - **C** 1968 was an important year historically.
    - **D** she could relate it to another date.
  - **2** The narrator's new school ...
    - A was better academically than her old school.
    - **B** was located in another part of the country.
    - **C** was no different from her old school.
    - **D** was a less friendly place than her old school.
  - **3** The narrator ...
    - A explains why Susan approached her and how they became friends.
    - **B** admired the contents of the wooden box in Susan's room.
    - **C** made a disturbing discovery by chance one day.
    - **D** suggests that Susan had stolen the bracelet she usually wore.
  - 4 The narrator ...
    - A implies that her decision not to say anything was wrong.
    - **B** had two potential courses of action.
    - **C** knows that if she had acted differently, Amanda wouldn't have gone to prison.
    - **D** didn't see Susan again after she left school because Susan moved to Canada.
- 8 Work in groups. Discuss the questions.
  - 1 What would you have done in the narrator's position?
  - 2 How do you think the narrator, Susan and Amanda felt after Julia accused Amanda of being a thief?
  - **3** Who do you think behaved worse: the narrator, Susan, Amanda or Julia? Give reasons.
  - **4** Why do you think the narrator felt guilty on hearing about what happened to Amanda?

Unit 1 11

### **Predicting the future**

- 1 THINK & SHARE Work in pairs. Discuss the questions.
  - 1 Why do we make predictions about the future?
  - 2 Can predictions help us? Why? / Why not?
- 2 Read the blog. Which two things below does it say help people make accurate predictions?
  - studying all the available facts
  - trusting their feelings
  - focusing on their own knowledge
  - expecting the unexpected

**BLOG** 

# HOW TO BE A SUCCESSFUL FORECASTING PUNDIT

Forecasting the future with accuracy is extremely difficult, as psychologist Phillip Tetlock found out. Tetlock studied over 8,000 predictions about what was going to happen from 284 expert economists, scientists and journalists, and found that their judgements were correct just 33% of the time; exactly the same as non-experts! So, what does it take to be a successful forecasting pundit?

### **Facts not feelings**

We can't foresee what will happen in the future simply by using our feelings and making assumptions. Serious forecasters use data from similar situations in the past and current trends to come to conclusions. Using your instincts to predict who will have won a football match after 90 minutes is fine, but when more important things like the economy are at stake, you need to examine the facts!

### All the facts

Tetlock discovered that some experts excluded facts that contradicted their ideas from their calculations. To provide clear insight into what will be happening in the future, take into account all variables; not just the ones that confirm your theories.

### **Expect black swans**

There is a tendency to base predictions of future scenarios on what we know now, but unexpected events and discoveries can quickly change the outlook. Until the 17th century, Europeans thought that because all the swans in Europe were white, all swans in the world were white. However, a trip to Australia introduced them to black swans, and gave us an expression that warns against making assumptions. Successful forecasters take black swans into account and talk about what might or could happen, not what will happen.

**3 VOCABULARY** Check the meaning of the highlighted words and phrases in the article. Choose the correct answers.

<sup>1</sup>Making calculations / Forecasting correctly – or saying what will happen in the future – is difficult. In his research, Tetlock noticed there are two groups of <sup>2</sup>pundits / tendencies who make predictions about future political and economic <sup>3</sup>scenarios / instincts. The first group are very confident about the <sup>4</sup>insight / accuracy of their predictions and <sup>5</sup>judgements / pundits, and they <sup>6</sup>make assumptions / are at stake about how things will develop, even though they have little evidence for them. The second group appreciate that there are many <sup>7</sup>variables / accuracies that can appear and quickly change the <sup>8</sup>instinct / outlook of what is likely to happen. They often use words like 'however', 'perhaps' and 'maybe', which appear to <sup>9</sup>contradict / foresee earlier statements, and are less confident about their predictions.

- 4 Work in pairs. Discuss the questions about the texts. Use vocabulary from this lesson in your answers.
  - 1 What black swan events (e.g. natural or human-made disasters). have occurred around the world in recent years?
  - 2 Why did so few people foresee them?
- **5 VOCABULARY** Replace the <u>underlined</u> words and phrases with the correct form of the <u>highlighted</u> words from the article in Ex 2.
  - 1 I think <u>saying what you think will happen in the future</u> is a waste of time. The future is unforeseeable.
  - 2 In my opinion, <u>people who know a lot about a particular subject</u> often present their opinions as facts and that can be dangerous.
  - 3 Conspiracy theories are promoted by people that <u>think something</u> is true although there is no evidence to support it.
  - 4 In some circumstances, I think it's necessary to trust your <u>own feelings</u> <u>about something, even if those feelings are not based on facts or</u> reasons.
  - **5** When the future of the planet is <u>being put at risk</u>, as many experts as possible should be involved in making decisions.
  - **6** Global situations like the 2020 pandemic teach us that it's impossible to have any real <u>understanding</u> about the future.
- 6 Work in pairs. Discuss the statements in Ex 5. Do you agree or disagree with them? Why? / Why not? Use vocabulary from this lesson to give your opinions.
- 7 THINK & SHARE Work in groups. What should we take into account when we make predictions? Use the ideas below or your own ideas.

current events other people's opinions possible black swans what usually happens in these situations

- **8** Work in pairs. Make predictions about each of the topics below. Use vocabulary from this lesson and give reasons for your predictions.
  - your professional life
- the future of your country
- the future of technology
- another topic that interests you

I want to be a doctor, which means there'll be a lot at stake when I do my final school exams! Hopefully, I'll ...

**9** Work in pairs. Comment on how realistic you think your partner's predictions are. Give reasons for your opinions.

I think there are a number of variables that could affect your future career. What about the future of our health service, for example. I don't foresee a good outcome for ...

12 Unit 1 VOCABULARY BOOSTER

### **Future tenses**

1 Work in pairs. Read the blog post. Which prediction do you think is most likely to come true? Why?

ABOUT PREDICTIONS CATEGORIES Q The Future Timeline website started in 2008 with just a few predictions. Since then, it has grown dramatically with forecasting in lots of different areas. For example, the site claims that we'll be regularly using human-like artificial intelligence in our homes and offices by 2029. The site also predicts that by 2028 we'll have found the first definite evidence of life on another planet. The site also attempts to foresee further into the future and says that by the beginning of the 22nd century, some humans will have been living on giant floating cities for some time because of the consequence of climate change and rising sea levels. All the predictions come with a short text explaining the current tendencies in science and other fields that

2 Read the sentences in **bold** in the blog post. Identify the tenses. Complete the rules for the three tenses with the phrases below.

have led to the predictions made on the site.

a completed has been in progress in progress

### **Future tenses**

- 1 We use the future continuous for an action \_\_\_\_\_ at a particular time in the future.
- 2 We use the future perfect continuous to say how long an action \_\_\_\_\_\_ by a certain time in the future.
- 3 We use the future perfect simple to talk about \_\_\_\_\_ action by a particular time in the future.

### **GRAMMAR BOOSTER** P133

**3** Complete the sentences. Write the verbs in brackets in the correct future continuous, future perfect simple or future perfect continuous tenses.

1	(we / finish) our calculation
	by 5p.m. tomorrow?
2	I (take) all the information
	into account when I'm writing my report on Monday
3	By next Thursday, my brother
	(work) as a sports pundit fo
	a year.
4	We (meet) at 7 p.m. on
	Friday for the meal.
5	(they / still / provide) clear
	insights in ten years' time?
6	The fashion for ripped jeans
	(die out) by the end of the year.
7	Sara (create) scenarios for
	video games for ten years next month.
8	They (not finish) their chess
	match by 8p.m.

4 Read the text and find examples of the structures below.

### Home > News > Skywatching

### ...

### Comet Kohoutek: The astronomical prediction that disappointed the world

It was December 1973. Millions of people worldwide were excited because they were going to see Comet Kohoutek. According to astronomers, it would be 'the comet of the century'. Our neighbours were thinking of driving to a dark-sky site for a good view, and my parents were on the verge of doing so themselves, but changed their minds. Comet Kohoutek was due to be at its brightest on 28 December. I was about to join my family outside when my brother come back indoors. 'Don't bother. You won't see a thing.' After Kohoutek, astronomers learned not to make such confident predictions about comet brightness.

### **Future in the past**

To talk about plans and events that hadn't happened yet in the past, we sometimes use these structures:

was / were going to + infinitive past continuous
would + infinitive was / were on the verge of + -ing
was / were due to + infinitive was / were about to + infinitive

### **GRAMMAR BOOSTER** P133

- **5** Choose the correct alternative.
  - 1 Andy was going to / would give up his studies, but there was too much at stake, so he changed his mind.
  - 2 I was about to / was on the verge of leave the house when my mum called me.
  - 3 I thought I was due to / would find the science fair boring, but it was fascinating.
  - **4** The TV commentator **was going to / was on the verge of** announcing a City victory when United scored two quick goals!
  - 5 The conference was due to / would start at 6 p.m., but it was delayed by about an hour.
  - 6 They were going to / were thinking of going bowling, but they decided to watch a film instead.
- **6** Write sentences that are true for you. Use the structures in Ex 5 and the prompts below.

a concert a day out a holiday a journey a meal a phone call a sports activity an exam

I was about to get into the taxi when I realised I ...

7 **1.07** Listen to someone talking about his job. Are the sentences true (T) or false (F)?

1	The speaker had no intention of going to university.	T/F
2	He and his parents disagreed about his decision.	T/F
3	The company made no plans to train him until another	
	employee joined the company.	T/F
4	The speaker would very soon have resigned if the	
	situation hadn't changed.	T/F
5	The other employee began working at the firm nearly	
	six months after the speaker.	T/F

8 THINK & SHARE Work in pairs. Discuss what will be happening or will have happened in ten or twenty years' time. Use the prompts below and appropriate future tenses.

education homes jobs medical advances robots space exploration

Many more people will be living in cities. We will have stopped driving cars, and robots will be on the verge of ...

Unit 1 13

### **Happiness**

- 1 THINK & SHARE Work in pairs. Which of these things do you think will have a long-lasting effect on your happiness? Why?
  - a close family an expensive phone a good social life a satisfying job clear objectives fame good exam results lots of followers online money new clothes regular exercise satisfying interests / hobbies
- 2 1.08 Read the article. What does the article suggest is the motivation for studies into happiness? Do you think it's a good reason? Why? / Why not?

### STRATEGY Understanding discourse construction

To understand a paragraph, you need to know how the sentences relate to each other. The topic sentence, which is usually the first sentence in the paragraph, presents the main idea, and supporting sentences provide examples and details of the main idea. A concluding sentence sometimes summarises the paragraph

- **3** Read the strategy. Then read the article again. There are six missing sentences which are either topic sentences or supporting sentences. Match sentences A-H to gaps 1–6. There are two extra sentences.
  - **A** We want to get to know them and find out what it is that is making them feel so good.
  - **B** Of course, how often we smile is also regulated by the cultural norms of where we live.
  - **C** What's more, our bodies produce the same chemical responses that these emotions cause, even when we copy them.
  - **D** They also promote a realistic but positive outlook on life and a growth mindset.
  - **E** Investigations into smiling are just part of a growing interest into how to improve people's mental health, particularly when they are at school.
  - F You can try it now if you like.
  - **G** There is also evidence that education systems that focus on high-pressure exams do not help.
  - **H** Not surprisingly, given the benefits, health experts recommend that we smile more.

# Better than chocolate!

- A lot of people eat chocolate when they want to cheer themselves up. Chocolate helps produce serotonin, a hormone that makes people feel better. But did you know that there is something you can do that has the same positive effects as 2000 bars of chocolate, but without the potential health problems? 

  Just push up the corners of your mouth, squint your eyes and ... smile!
- B Smiling not only produces serotonin, but it also makes us more resilient to anxiety by reducing the levels of stress hormones such as cortisol and adrenaline in our bodies. Furthermore, the act of smiling has social advantages. There is an attraction factor, and we are drawn to people who smile. <sup>2</sup>\_\_\_\_ Researchers at Penn State University in the USA found that when you smile, not only do you appear more polite and likeable, but you also appear more competent.
- However, although we smile up to 400 times a day as children, as we get older, we come up against difficulties and problems and sometimes feel overwhelmed and vulnerable. As a result, adults smile a lot less: only around 20 times a day! Moreover, sadness forms part of the human experience and some of us naturally have a pessimistic outlook on life. What are the possible scenarios that life presents us with that make smiling difficult? The answer, according to researchers at Uppsala University in Sweden, is simple: fake it to make it.
- The investigators at Uppsala University studied participants watching brief video clips of people frowning, smiling, expressing anger, etc. They noticed that when exposed to happy faces, the participants unconsciously moved the facial muscles used for smiling, and when they saw sad faces, they



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- 4 Work in pairs. Read sentences 1–3 and discuss which paragraphs A–C they relate to. Then decide which would be the best position for them in the paragraph.
  - 1 Therefore, aren't fewer smiles inevitable?
  - 2 This is not just because the pleasant taste helps them forget their worries; there is also a scientific reason
  - 3 Smiling can also actually improve the image that people have of you.
- THINK & SHARE Work in pairs. How useful do you think the happiness curriculums would be for improving our levels of happiness? Have you followed / would you like to follow a happiness curriculum? Why? / Why not?



unconsciously activated the muscles for frowning. The researchers concluded that emotions are contagious and that we mimic them without realising it. <sup>4</sup>\_\_\_\_ Further studies by Michigan State University in the USA, suggested that the health benefits of fake smiles were even greater if we accompanied them with thoughts about the good things in our lives.

- with this issue? Well, research into the use of social media and digital technology by a British parliamentary committee in 2019 showed that it increases stress, anxiety and loneliness, hardly good news for a world in which technology is becoming pervasive. Alongside this research, some schools in Britain have introduced happiness curriculums, joining countries such as India that had already decided to introduce mindfulness into the school classroom.
- F These curriculums include happiness courses that focus on the importance of family, friendship and community, the need to find satisfaction in your studies and to have achievable goals that are fulfilling. <sup>6</sup> Other institutions are also developing programmes; the Happiness Institute in Sydney, Australia offers courses in positive psychology and nine European universities have joined together to form the European University of Well-Being. The courses taught at these institutions offer a variety of techniques and solutions, but they all have one goal in common: to help young people develop skills that will enable them to deal with mental health issues throughout their lives. Isn't that a better answer to such problems than eating chocolate?

**OVERWITH SET OF SET OF** 

# EASY MINDFULNESS TECHNIQUES

### TECH DETOX

Stop <sup>1</sup>\_\_\_\_\_ at your screens at all hours and try a technology detox. Whether it's for a whole day or just thirty minutes, a break from technology, especially from <sup>2</sup>\_\_\_\_\_ social media, which is becoming so pervasive, will help reduce your stress levels.

### **DEAR DIARY**

Keep a diary. Writing down your thoughts can be <sup>3</sup>\_\_\_\_\_ and also quite satisfying, especially as there will be nobody around to make judgements or <sup>4</sup>\_\_\_\_\_ with displeasure at what you say.

### **MOVE TO THE BEAT**

Dancing gives you a good workout and makes your body produce happiness <sup>5</sup>\_\_\_\_\_\_\_. Furthermore, whether you dance at home alone or with friends, you'll <sup>6</sup>\_\_\_\_\_\_ feel better about yourself.

### **MEDITATION**

Meditation is a great way of disconnecting. It doesn't take long to become a <sup>7</sup>\_\_\_\_\_\_ practitioner: To begin with just close your eyes and concentrate on your breathing for a few minutes. However, you'll need to practise regularly and there are some good free apps, such as *Smiling Mind*, available to help you.

### **POSITIVE NOT NEGATIVE**

We're all <sup>8</sup>\_\_\_\_\_\_ popular people, but we shouldn't choose friends just because they're cool. Try to hang out with people because they produce positive, not negative, feelings. These feelings can be <sup>9</sup>\_\_\_\_\_\_, and we don't want to the bad ones!

7 Work in pairs. Read the technique. Then discuss three good things that happened to you yesterday.

# The Three Good Things Technique

This is a simple but effective technique for appreciating the good things in your life. At the beginning or the end of the day, you write down three good things that happened to you during the day or the day before, no matter how small these might appear to be. Then reflect on each for 10 to 15 seconds. You can adapt this by writing down three things about a particular topic e.g., your friends, your school, your home town, etc. Many people say that doing this every day helps them appreciate the good things in their lives.

8 THINK & SHARE good thing about ...

Work in groups. Take turns to share one

a friend or friends

- your school
- your home town

Unit 1 15

### 1.7 GLOBAL SKILLS

### **Using memory techniques**



- 1 Mork in pairs. Answer the questions.
  - 1 What techniques do you use to memorise information?
  - 2 Which things do you find the most difficult to remember? Rate the things below from 1 (most difficult) to 6 (easiest).

people's names	a route
addresses	appointments
new vocabulary	dates

Work in pairs. Imagine you need to memorise the information below. How would you do it?

**Student A** The value of pi ( $\pi$ ) = 3.141592 **Student B** The order of the planets nearest the sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

- 3 (1) 1.09 Listen to the first part of a lecture about mnemonics. How does the speaker memorise the value of pi  $(\pi)$  and the order of the planets?
- 4 **1.10** Now listen to the whole lecture and complete the notes.

	١	1emory techniques lecture
_	1	The example of C.S. Lewis illustrates that the ability to
		remember large amounts of information learned in the
		past is
	2	The speaker uses the value of pi $(\pi)$ to demonstrate
		that the information we learn for exams tends to
		over time.
	3	To memorise the value of pi $(\pi)$ to seven digits the
		speaker suggests a memorable
		as a mnemonic.
	4	The speaker suggests another type of mnemonic to
		remember the
	5	The fact that we remember jingles even when they are
		demonstrates what powerful
		mnemonics songs can be.
		•
	6	A two-line poem about Columbus can help to recall
	7	The acronym HOMES will not necessarily help you to
		remember the Great Lakes of North America in order
		of
	8	To memorise personality adjectives, the speaker suggests
		thinking of with those qualities.

- THINK & SHARE Which of the mnemonics in Ex 4 have you used before? Which do you think is the most / least useful to you? Why?
- Work in groups. Create a mnemonic to remember the order of adjectives below, e.g. *Only Sensible Students Are Calm Or Make Promises*. Compare your mnemonics. Which ones do you think are the best?

Order of adjectives: opinion, size, shape, age, colour, origin, material, purpose

**7 VOCABULARY** Check the meaning of the phrasal verbs below from the lecture in Ex 4. Then complete the text with the correct form of the phrasal verbs.

brush up on call up come up with fade away go over pick up sail through

# The Memory Palace

One of the most famous techniques for memorising a	and
recalling information is the Memory Palace. A Memor	y Palace
is an imaginary location in your mind where you can s	
mnemonic images. Many experts claim that informati	on
learned using this technique rarely <sup>1</sup> It	t works
for <sup>2</sup> facts you've already studied as we	ell as for
storing information you happen to have <sup>3</sup>	

Here's how you can create your own Memory Palace:

- Imagine a place you know very well, such as your home, school or workplace.
- 4\_\_\_\_\_ a specific route that you can take through the place. In your imagination, walk through this route several times to memorise it.
- Think of the information, words, facts, etc. that you might want to be able to <sup>5</sup>\_\_\_\_\_\_ at some future time.
- 'Place' the information, words, facts, etc. in different locations in the Memory Palace. Exaggerate the images of the items and make up stories about how you interact with them and the place. This will make it easy to remember where they are later.

•	When you've finished, <sup>6</sup>	the route again
	few more times to fix it in your memory	,

	tew more times to fix it in your memory.
	Use the Memory Palace and you will not only succeed in exams, you'll
N	7them!
1	
	C To be the company of the company o

8 MEDIATION Your friend, who is also a classmate, struggles to memorise information and facts and is concerned about failing the end-of-year exams. Write them a message explaining the memorisation techniques you learned about in the lecture you heard in Ex 4, and also explain how a Memory Palace works.

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### **Expressing opinions**





- 1 Work in pairs. Make a list of three things that you consider before buying clothes. Compare your lists. What are the similarities and differences?
- 2 **1.11** Listen to two students discussing an item of clothing. Answer the questions.
  - 1 What has Dara bought?
  - 2 What is Frank convinced of?
  - 3 Why is Dara surprised and how do we know she's upset?
  - **4** Do the friends agree about children working in factories? Why? / Why not?
  - 5 Do they mention any topics from your lists in Ex 1?
- 3 1.11 Listen again. Which phrases from the Phrasebook do the speakers use? Write D for Dara or F for Frank.

### **PHRASEBOOK** Asking for and giving opinions

### **Asking for opinions**

What are your thoughts  $\slash$  views on the situation?

Where do you stand on ...?

How do you feel about ...?

What makes you say that?

### Giving your opinion

I have no doubt that ...

I'm not sure, but I'm leaning towards ...

I'm convinced that ..

There's no doubt in my mind that ...

My impression is that ...

From my point of view, ...

### Agreeing / disagreeing

I couldn't agree more.

That's how I see it.

That's a great suggestion.

You've got a point there.

That's one way of looking at it.

You aren't being serious, are you?

### **STRATEGY** Using rhetorical questions

Use rhetorical questions to emphasise a point of view or respond to and challenge someone else's opinion. Rhetorical questions do not require an answer, so it must be clear what the answer is from your point of view. Don't overuse rhetorical questions; use them to emphasise important points:

Alex was really upset about the anonymous comments on his social media page. How would you feel? (The same!)

Politicians always make promises that they can't keep! When will they be more realistic about what they can do? (Never!)

- 4 Work in pairs. Read the strategy. Then read the four sentences and decide which questions are rhetorical and which require an answer. Explain how you can identify the difference.
  - 1 There's no doubt in my mind that business people such as Elon Musk and Jeff Bezos should not be sending tourists into space. Haven't we polluted the Earth's atmosphere enough?
  - 2 In a globalised world, pandemics will become more frequent. What can we do to control them?
  - **3** Homelessness is on the increase. How many people have to be sleeping on the streets before we do something?
  - **4** I think artificial intelligence will improve our lives. Have you seen those robots that accompany elderly people in Japan?
- 5 THINK & SHARE Work in pairs. Discuss the issues below using phrases from the Phrasebook and rhetorical questions.
  - We should all stop using social media.
  - Homework doesn't aid learning.
  - We are wasting our time recycling.
- **6 REFLECT** Give feedback on each other's performances. Think about the following questions.
  - Which of the phrases did your partners use?
  - Did your partners use rhetorical questions?
  - What did they do well / could be improved?
  - Do you agree / disagree with their opinions? Why? / Why not?

Unit 1 17

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### Write a report with a suitable introduction and conclusion.

### **A report**

- 1 Mork in pairs. Discuss the questions.
  - 1 In the past, which jobs were typically associated with women and which with men? Why?
  - 2 What reasons related to a person's gender might discourage a man or woman from doing a particular job?

### **STRATEGY** Writing an introduction and conclusion

We use the introduction to a report to summarise the situation and to set out what we plan to say about it. We can use the conclusion to refer back to the introduction and assess whether our report has provided a favourable or unfavourable view of the situation. We can also use the conclusion to make recommendations on how the situation can be improved.

- 2 Work in pairs. Read the strategy and the report. Discuss the questions.
  - 1 What is the situation that the report highlights?
  - 2 What is the objective of the report?
  - **3** What strengths and weaknesses mentioned in the report does the conclusion refer to?
  - 4 What recommendation does the conclusion make?
  - **5** How is the recommendation linked to the introduction?

# The Inclusive Science Institute: an option worth considering for future female scientists?

### The current situation

Women represent 50% of the workforce but only 22% of people working in STEM (science, technology, engineering and maths). The Inclusive Science Institute claims to be contributing to changing this situation. This report sets out to evaluate the strengths and weaknesses of the Darwin Science Institute's attempts to make STEM more attractive to female students.

### The Athena programme

One of the strengths of the institute is its Athena Programme dedicated to helping women gain a foothold in STEM. The programme encourages both genders to work in mixed teams and supports female students' applications for all types of STEM research positions. The institute also sends female scientists to secondary schools to demonstrate that young women's dreams of a career in STEM are achievable.

### Room for improvement

This means that in recent years, the number of female students at the institute has doubled to 29%, and the institute forecasts that 35% of the students who will be studying at the centre next year will be women. While these are steps in the right direction, there is obviously still room for improvement. On the downside, the programme only focusses on young women – at the expense of older ones. For this reason, students are campaigning for flexible timetables and childcare facilities for mothers.

### Conclusions

As a result of my experience as a female student at the institute, I would say its greatest strength is that the Athena programme really encourages young women to rise to the challenge of studying STEM. Furthermore, the quality of its courses means that my classmates and I will have been perfectly prepared for a STEM career when we finish. If the institute could just improve its facilities for mothers, then it really will be able to claim that it is contributing to changing the current situation.

3 Read the Phrasebook. Complete the list with the highlighted phrases in the report.

### **PHRASEBOOK** Reports

### Introduction

The aim / purpose of this report is to ... This report will review and evaluate ... The objective of this report is to ...

L '

### Strengths and weaknesses

<sup>2</sup>\_\_\_\_\_\_/ weaknesses of ... Another clear advantage / disadvantage is ...

One possible strength / benefit of ... is ...

### **Explaining results**

As a result, ... Consequently, ...

5

### Recommendations

In the light of my experience, I would ...
Given my experience, I would advise /
suggest / recommend ...

4 Choose one of the topics below and write a report.

The use of technology in education
The importance of a work-life balance
The usefulness of techniques for setting goals

- 1 In your introduction, state what you are going to evaluate using one of the phrases from the Phrasebook.
- 2 Evaluate the situation. Consider the strengths and weaknesses / benefits and drawbacks / advantages and disadvantages / pros and cons and their consequent effects or impact.
- **3** In your conclusion, make recommendations, give reasons using one of the phrases from the **Phrasebook**.

### 5 CHECK YOUR WORK Did you ...

- organise your work into four paragraphs?
- use some of the phrases for reports from the Phrasebook?
- use some of the vocabulary from this unit?
- check your spelling and use of punctuation?



18 Unit 1

### **Grammar**

1 Complete the questions with the words below.

	do	hasn't	isn't	preparing	what	who	
Α	1_		ga	ve the talk?			
В				ogist, Thom	as Manr	٦.	
Α				e's got his ov	vn blog,	2	he?
В		e has. I of	ten rea	nd it.			
A			-				
В			lly inte	resting. It's a	about pr	eparing	g for future
Α		reers.	fo	r future care	orc2 5		that a
А		tle difficu		i iuture care	E12:		tilat a
В				Mann. He cla	ims that	we sho	ouldn't
	sp	ecialise i	n one a	rea. He says	we shou	ıld learı	n transferable
	sk			y give you be			
A				ippened to l	pecomir	ng an ex	pert in a
D		rticular f		n tha field [	Dut con	orolly c	nookina it
В		nits your		n the field. E tunities	out, gen	erally S	peaking, it
_		•		nces using t	ho word	le in he	ackata Da
				of these w		13 111 101 6	ackets. Do
		yla				law at	university,
			ie char	nged her mir	nd.		
2	Н	pefully, I	l		(	(heard)	about my
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3		nis time n		ontn, I York for a wh		r	
4		-		ek I	-		(giving)
·				at the confer			— (8·····6)
5		ne plane _					ive at 10 p.m.,
				elay before v			
6				me the mes			
	DE	ecause I _			(Ve	erge) of	leaving.
		hula	LV.				
U	L	abula	II y				

- **3** Choose the correct alternative.
  - 1 The company was in a **vulnerable** / **achievable** position after the manager left. It was **persistent** / **inevitable** that it would be less competitive.
  - 2 I had so much work that I felt overwhelmed / achievable, but I'm resentful / resilient and I was able to get everything done without too many difficulties.
  - 3 Sam is really **persistent** / **vulnerable**, and he has been trying to come up against / gain a foothold in the industry for ages. Well, all that effort has finally paid off!
  - 4 Someone with a **constructive criticism** / **growth mindset** believes they can always develop and they're usually self-motivated / malleable and able to work independently.

**4** Complete the sentences with the correct form of the words below.

accuracy accumption at stake

	instinct pundit scenario
1	When she saw the lion running towards her, her first was to run away.
2	2 He claimed to be a sports, but he didn't make one correct prediction.
3	The of Max's predictions was incredible. They were all correct!
4	We shouldn't make about what happened before we have all the facts.
5	We can't take risks when the company's future is
6	She gave us a few possible about how things might be in the future.

### **Cumulative review**

**5** Read the article and choose the correct answer: A, B or C.

### The gig economy

We will soon have <sup>1</sup>\_\_\_\_ with the gig economy, which offers short-term contracts rather than a permanent job, for twenty years. When it arrived on the scene in 2008, it was claimed that it offered young people a  $^2$  in the world of work. However, it operated at the  $^3$  of basic workers' rights, such as sick leave and a minimum wage. These rights seemed to be on the <sup>4</sup>\_\_\_ of disappearing as employees were pushed onto 'self-employed' contracts. Many were soon <sup>5</sup> by the difficulties of earning enough to live on.

The gig economy took off in sectors such as food delivery and taxi services, but what <sup>6</sup> in other industries? Well, it came up <sup>7</sup>\_\_\_\_ workers' organisations that took legal action to protect 8 workers, and the workers won. Today, around 3.8% of American workers work in jobs with flexible contracts, the same figure as twenty years ago. In fact, business <sup>9</sup> \_\_\_\_ don't think that the long-term for the gig economy is positive at all.

1	Α	been living	В	be living	С	lived
2	Α	mindset	В	pundit	С	foothold
3	Α	tendency	В	expense	С	criticism
4	Α	verge	В	consistency	С	tendency
5	Α	achievable	В	malleable	С	overwhelme
6	Α	did happen	В	happened	С	happen
7	Α	against	В	about	С	around
8	Α	resentful	В	vulnerable	С	inevitable
9	Α	pundits	В	scenarios	С	calculations
10	Α	judgement	В	accuracy	С	outlook

### Think & share

- 6 Work in pairs. Discuss the questions.
  - 1 'We should work to live, not live to work.' What do you think this means? What are your views?
  - 2 What can we do to achieve a good work-life balance?

Review 19



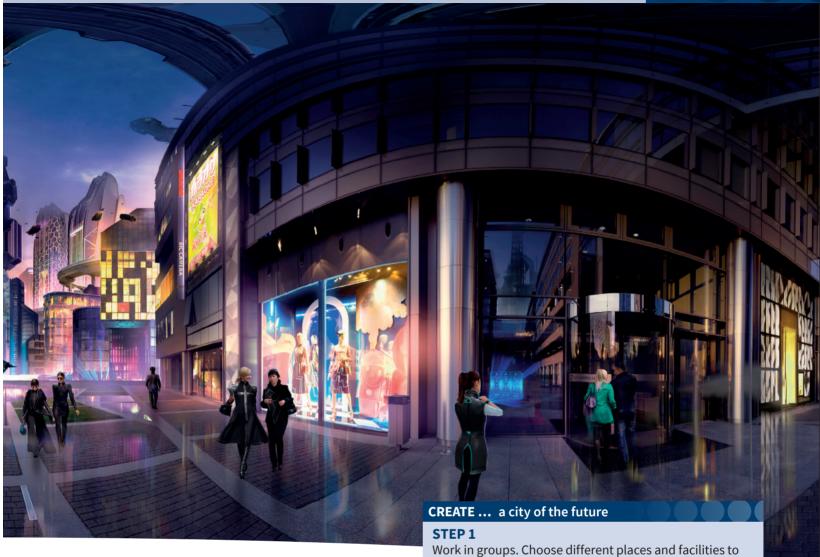
- 1 THINK & SHARE Work in pairs. Discuss the questions.
  - 1 How will the future be better or worse than the present?
  - 2 What problems do you think we will have to deal with in the future that we don't have now?
  - 3 What problems that we have now do you think will be solved in the future?

### EXPLORE (360°) Access the interactive 360° content now!

- 2 Work in pairs. Explore the picture of the future city. What looks similar and what looks different from today? How accurate do you think this vision of the future is?
- 3 ALL HOTSPOTS Work in pairs. Explore the hotspots. Which hotspot relates to ...
  - 1 travel and transport?
  - 2 homes?
  - 3 fashion?
  - 4 the environment?
  - 5 work and entertainment?
  - 6 ethics?

- **4** Watch and listen to the presentation about homes in the future. Answer the questions.
  - 1 What kind of homes does the presentation believe will be built in the future?
  - 2 How will these homes be 'smart'?
  - 3 What major disadvantage do these homes have compared to homes today?
  - 4 Would you like to live in one of these homes in the future? Why? / Why not?
- **5** Read about the metaverse. What advantages does it mention for ...
  - 1 travelling?
  - 2 business owners?
  - 3 performers?
- 6 Work in pairs. What do you think will be some of the disadvantages of the metaverse?
- 7 A Read about the history of flying cars. Then go online and research the latest flying cars. Find out about:
  - 1 how they are likely to be used
  - 2 when experts predict they will be available
  - 3 how much they may cost

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8 Watch a video about trees in the future. Complete the sentences.

- 1 It is predicted that cities in the future won't have trees because of ...
- 2 Without trees, temperatures in cities ...
- **3** Fewer trees in cities would also affect ...
- 4 It is feared that artificial trees would not ...

9 🖈 🔍 Work in groups. Listen to a talk about robots and discuss the questions.

- 1 If an autonomous car hits someone in the street, who do you think is responsible?
- 2 Do you think robots working in healthcare should be able to make a person do something against their will?
- 3 How often do you use your instinct and what do you use
- 4 Do you think robots will ever be able to develop an instinct?

10 THINK & SHARE Work in pairs. Discuss the questions about the forecasts of the future in this lesson.

- 1 How realistic do you think these forecasts and predictions are?
- 2 Which scenarios outlined here do you think are positive and which are negative?
- 3 How would you feel about living in a future like this one?

include in your city, and who will research them.

entertainment centres housing hospitals museums public transport schools shops sports facilities restaurants and cafes

### STEP 2

### **M** RESEARCH IT!

Go online and do some research into your chosen subject. Find out and make notes about:

- how these places might be different in the future
- how technology will change them
- how they will minimise their environmental impact

Use your notes to write a short presentation about your city.

Create a map of your city which includes all the places and amenities that you researched. Think about:

- the locations of the places
- how they will connect with each other
- natural features of the city, e.g. rivers, lakes, forests
- a name for your city

### STEP 5

Present your city to the class. Each member of the group presents their subject. Listen to the other presentations. Which city would you most like to live in? Why?

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