

### Employee A

#### Role

You are a full-time employee. You work Monday to Friday. Employer B is your boss.

#### Situation

You want to take five days off to attend an important family event. However, you have already used all your annual paid leave. Negotiate with your boss.

#### Factors to negotiate / discuss

- The leave can be paid or unpaid.
- You could work on the weekends or do overtime to make up the time.
- You could offer to find someone else (maybe a part-time colleague) to fill in for you.
- You could accept four days minimum.
- You could probably get the event to take place on the weekend.

**H** Take turns performing the role-play with your partner. Use the language in the box to help you.

#### SEEKING AN AGREEMENT

Tell me what a good outcome would be in terms of ... I'm sure you'll agree ...  
I'm sure we can find a way to agree on ... I'm sure we both want ...  
We've reached agreement on ... We just need to ... I think you'll agree with me that ...

**I** Tell the class about your role-play. Was the negotiation successful? What were the challenges and how did you overcome them?

### Reflect

**1** Read the situations. Check (✓) the situation in which you are most likely to try negotiating.

- when you are unwilling to pay a price that someone quotes
- when you believe that a potential employer should offer you a higher salary
- when you feel that a teammate should take on a greater share of the work
- when you need more time or resources to complete a task or meet a deadline
- when you want a friend or family member to agree to do something that they don't want to do

**2** Think back over the negotiation strategies from this lesson. Complete the chart with five strategies that could help you to succeed in the negotiation scenario selected in Exercise 1. Provide an example of what you could say or do for each strategy.

Negotiation strategy	Example

# Changing Spaces

# 5



Skateboarders practice at the Kaos Temple skatepark in Asturias, Spain.

#### In this unit, you will ...

- explore ways to rethink our buildings and cities
- watch a TED Talk about giving back to the community
- read an article listing seven keys to building better cities
- participate in a planning meeting
- write a set of recommendations

#### Warm Up

Discuss the questions with a partner.

- 1** The photo shows a former church that was repurposed into a skatepark and painted by Spanish artist Okuda San Miguel. How do you feel about San Miguel's design? How do you think it has changed the place?
- 2** Do you think it was a good idea to turn the church into a skatepark? Why or why not?
- 3** Think about places that have been repurposed. Do you prefer what they used to be like, or what they are like now? Why?

## Vocabulary Buildings

**A** Read about a furniture maker's business plans. Then write the words in blue next to their definitions.

Two friends and I have a small design business in Berlin. Our current business **premises** are an old garage behind my friend's house. We need to **relocate** because our business is growing. We need something larger and with more modern **conveniences**: a kitchen area, restrooms on site, and easy access for our truck. We were considering moving to a modern industrial **complex** at first, but we're probably going to move to Oberschöneweide instead—an old factory area that is part of the city's industrial **heritage**. A lot of the factories closed in the 1990s, but the **structures** weren't torn down. Many were **abandoned** for years, but some have now been **renovated** and are recognized as important **landmarks** in the city. We're looking at an old factory that has been **repurposed** as a co-working space for artists and designers. Not only will it give us a great space to work, but it will also make us part of a community.

- |  |   |
|--|---|
| 1 _____: to move elsewhere   | 6 _____: repaired and improved                                    |
| 2 _____: left alone and unused   | 7 _____: a company's building or land                             |
| 3 _____: buildings   | 8 _____: significant buildings or places                          |
| 4 _____: changed into something that is meant for a different use      | 9 _____: a place's history, traditions, and qualities             |
| 5 _____: things that are useful and that allow you to do things easily | 10 _____: a place containing multiple buildings of a similar type |

**B** In pairs, note down an example of each of the following places.

- |  |       |
|--|-------|
| 1 a building or location that shows a place's cultural heritage:                             | _____ |
| 2 an important landmark that many people know:   | _____ |
| 3 an interesting structure that is often photographed:                                       | _____ |
| 4 a building or location that has been abandoned:  | _____ |
| 5 a store that has recently relocated or renovated its premises:                             | _____ |
| 6 an industrial, shopping, or business complex:  | _____ |
| 7 a historic site that has been repurposed or that has been fitted with modern conveniences: | _____ |

**C** In pairs, choose one of the examples from Exercise B. Describe what it looks like and what it is used for. Then discuss if and how it has changed over time.

## Viewing

**D** ▶ 5.1 Watch the video about three buildings that have changed. Check (✓) the things that the speaker talks about.

- a the fact that cities don't remain the same way for long
- b the idea that repurposing old buildings has many benefits
- c the problems and dangers that can arise when a building is repurposed
- d an old power station that was turned into a place to live
- e a building that was first repurposed but then had to be knocked down

**E** ▶ 5.1 Look at the notes. Underline five things that don't match what the speaker says and correct them. Then watch again and check your answers.

- replacing old buildings with new ones: cheap solution, takes a long time
- Grand Splendid Theater: built in 1991 → became a bookstore in 2019
- Battersea Power Station: built in 1980 → now has leisure venues, apartments, offices
- Lagen Primary School: torn down to make room for a new complex

## Speaking

**F** Look at the building in the photo. What do you think it was built to do? How old do you think it is? Discuss your ideas with a partner.



◀ Vyšehrad in Prague, Czech Republic

**G** Read the short description. Imagine the inside of the building. In pairs, make notes on how it might look and what facilities you might find inside.

Opened in 1872, Prague's Vyšehrad Train Station served passengers until 1960. Although it has been abandoned for decades, the structure remains a beloved local landmark due to its Art Nouveau design. The building remains unused to this day.

## SPEAKING SKILL Phrasing ideas as suggestions

In a discussion, it can be useful to frame your thoughts as suggestions. These can help show that you are happy to negotiate and are not only insisting on your own preferences.

*It might be worth considering ...*

*It would make a fantastic ...*

*It might not be a bad idea to ...*

*I can see this being turned into ...*

*I'm thinking out loud here, but we could ...*

*A shop like ... would be hugely popular.*

**H** Work in groups. Discuss ways the building can be repurposed. Use your notes from Exercise G, the expressions in the Speaking Skill box, and the questions below to help you.

- What businesses could be opened?
- How could the building's heritage be respected?
- What renovations might be needed?

## Language in Context

## The City of the Future

National Geographic asked city planning experts Skidmore, Owings & Merrill to plan the city of the future. Here's what they came up with:

**ENERGY** Roof gardens, solar panels, and other features produce renewable energy that is shared locally.

**WATER** When it rains, the water is collected and later filtered and reused.

**COMMUTING** Places of work are interspersed with residential buildings and green spaces. People walk or cycle, rather than drive.

**CULTURE** The city's buildings are modern, with its heritage preserved and celebrated through the arts, entertainment, and recreation.

**ECOLOGY** The city is compact and self-contained, allowing the green spaces surrounding it to be preserved.

**WASTE** Waste is used to produce energy or turned into food for plants.

**FOOD** Most produce is locally sourced. Urban farms and gardens make use of hydroponic technology.

**A** Study the infographic. Do you think that a city like this will exist in your country one day? Why or why not? Discuss your ideas with a partner.

**B**  5.1 Listen to an introduction to a lecture about the city of the future. Order the topics according to their appearance in the introduction.

a \_\_\_ ecology   b \_\_\_ energy   c \_\_\_ food   d \_\_\_ waste   e \_\_\_ commuting   f \_\_\_ culture   g \_\_\_ water

**C** Look at the list of benefits that a future city like the one discussed in the lecture could provide. Check (✓) three advantages that you think are most important. Compare and discuss your choices with a partner.

- |   |  |
|---|--|
| <input type="checkbox"/> efficient public transportation    | <input type="checkbox"/> protected spaces for wildlife                   |
| <input type="checkbox"/> a secure supply of food and water  | <input type="checkbox"/> a more cohesive community                       |
| <input type="checkbox"/> a clean and unpolluted environment | <input type="checkbox"/> cost savings from efficient resource management |

## Language Focus Using complex sentences

## GRAMMAR Subordinating conjunctions

Subordinating conjunctions allow us to join two ideas into one sentence.

*As soon as the plants reach two to three inches in height, fertilizer can be added to the soil.*

*Contrary to what people might imagine, it is possible to preserve a sense of heritage even in a new and modern city.*

*The land can be preserved for wildlife provided that the city doesn't spread.*

*In light of the fact that dry spells occur each year, effective water management is crucial.*

*Despite how the city consumes a lot of power, no energy needs to be imported.*

For more information and practice, see Language Reference.

**D** Look at the example sentences in the Grammar box. Discuss the questions with a partner.

- Which part of each sentence—the main clause or the subordinate clause in **bold**—can stand alone as a complete sentence?
- When is it necessary to separate the two clauses with a comma?

**E** Complete the text with the conjunctions in the box.

as soon as	in light of	contrary to
provided that	despite	

<sup>1</sup> \_\_\_\_\_ the fact that many more of us are expected to live in cities by 2050, urban developers have been racing to improve current city designs. In Shanghai's Lingang area, for example, innovations have been put in place to turn the land into "sponge" through the construction of new parks, waterways, and lakes. <sup>2</sup> \_\_\_\_\_ the stored water in these places exceeds a threshold, it gets transferred to other areas through a smart management system.

In cities like New York and Singapore, urban farms are also being built. <sup>3</sup> \_\_\_\_\_ what people may think about farming in a tightly-packed city, farming can still be done effectively in vertical farms.

<sup>4</sup> \_\_\_\_\_ how costly vertical farms can be to build, they play a critical role in helping cities to become self-sufficient. Thanks to these farms, less food will need to be transported into cities,

<sup>5</sup> \_\_\_\_\_ the farms produce enough food to feed large numbers of people.

**F** Rewrite the sentences by using the conjunctions in parentheses. There can be more than one possible answer.

- It is important for people to be aware of flood risks. Efforts to educate the public have not increased. (**despite**)
- Cities can be designed to be good for the environment. Many people believe that they can't. (**contrary to**)
- The moment the water reaches this level, it should be discharged. (**as soon as**)
- Future cities will need to prioritize efficient resource usage. Resources are limited. (**in light of**)
- Community farms can flourish. The locals have to be encouraged to be involved. (**provided that**)

## TIP

## Pronunciation

## Intonation in subordinate clauses

When a subordinating conjunction appears at the start of the sentence, the subordinate clause ends with a rising intonation. Noticing this pattern can make it easier to distinguish between main and subordinate clauses, and help you identify the main idea of a sentence.

**G**  5.2 Check (✓) the sentence(s) where you expect the intonation to rise at the end of the subordinate clause. Listen and check your answers. Take turns saying the sentences with a partner.

- a** In light of the fact that access to job opportunities is limited here, many people have moved away.
- b** I'll have to spend more time commuting as soon as I start my new job.

## Speaking Talking about new city features

**H** Look at the infographic from Exercise A again. Discuss the questions with a partner.

- Are there any features that can already be seen where you live? What impact do you think they have had on people and the environment?
- Which feature(s) do you think your city could implement successfully? Which one(s) would be challenging to introduce? Why?

**I** Work in pairs. Share your ideas from Exercise H with another pair. Use subordinating conjunctions.

In light of the fact that many buildings in my city now have solar panels installed on the roofs, the amount of fossil fuels needed has probably gone down.



### Before Viewing

#### A Read the information in the box. Discuss the questions with a partner.

- 1 What do you know about Burkina Faso? What do you think life is like there?
- 2 What do you think are some advantages and disadvantages of creating buildings with clay?
- 3 What building materials are common where you live? Can you think of any advantages or disadvantages of using these materials?

#### B Read the sentences. The words and phrases in blue are used in Diébédo Francis Kéré's TED Talk. Choose the correct synonyms for them.

- 1 I'm grateful to have the **privilege** of speaking with you today.
  - a honor
  - b high status
- 2 They were **over the moon** when they heard the good news.
  - a delighted
  - b very upset
- 3 They **polished** the floor until it was as shiny as a mirror.
  - a painted
  - b rubbed
- 4 The room has poor **ventilation** because it doesn't have any windows.
  - a air movement
  - b lighting
- 5 The sleeping bag was **compressed** to fit inside the bag.
  - a soaked
  - b squeezed into a smaller space

## TED TALKS

**DIÉBÉDO FRANCIS KÉRÉ** is from Gando, a small village in the African nation of Burkina Faso. After completing his education and starting work as an architect, he decided to use the power of architecture to give back to the community that raised him. In his talk, *How to Build with Clay ... and Community*, Kéré shows some of the structures he has designed and helped to build by using innovative and low-cost techniques, which have brought positive changes to his village.

### LISTENING SKILL Understanding disappearing verb endings

In natural speech, the *-ed* at the end of some past verb forms may not be pronounced. However, the words around the past form can help you understand the tense of the verb. Remembering this can help you understand natural speech better.

#### C 5.3 Listen to these sentences from Kéré's TED Talk. Underline the verbs with disappearing endings.

- 1 I would like to show you how architecture has helped to change the life of my community and has opened opportunities to hope.
- 2 I was born in a little village called Gando. In Gando, there was no electricity, no access to clean drinking water, and no school. But my father wanted me to learn how to read and write.

#### D 5.4 Listen to two more sentences from Kéré's TED Talk and write the missing verbs.

- 1 Today, not so much has \_\_\_\_\_.
- 2 Oh yes, I \_\_\_\_\_ to make drawings and \_\_\_\_\_ for money.

### Viewing

#### E 5.2 Watch Kéré's TED Talk. Complete the chart using 1–3 words in each blank.

#### Important locations

- Gando: A little <sup>1</sup> \_\_\_\_\_ in Burkina Faso
- A <sup>2</sup> \_\_\_\_\_ in Burkina Faso: where Kéré first went to school
- Germany: A place where Kéré studied after receiving a <sup>3</sup> \_\_\_\_\_

#### Kéré's challenges

- not enough <sup>4</sup> \_\_\_\_\_ to achieve his goal at first
- had to <sup>5</sup> \_\_\_\_\_ the community that buildings could be built with <sup>6</sup> \_\_\_\_\_

#### Kéré's achievements

- built a <sup>7</sup> \_\_\_\_\_ and a <sup>8</sup> \_\_\_\_\_ in Gando
- improved the <sup>9</sup> \_\_\_\_\_ of life for the Gando community through his work
- showed how architecture can inspire <sup>10</sup> \_\_\_\_\_ to shape their own future

#### F 5.3 Read the statements. Then watch the first part of Kéré's TED Talk again. Are the statements true or false according to what Kéré says in his talk? Choose T (true) or F (false).

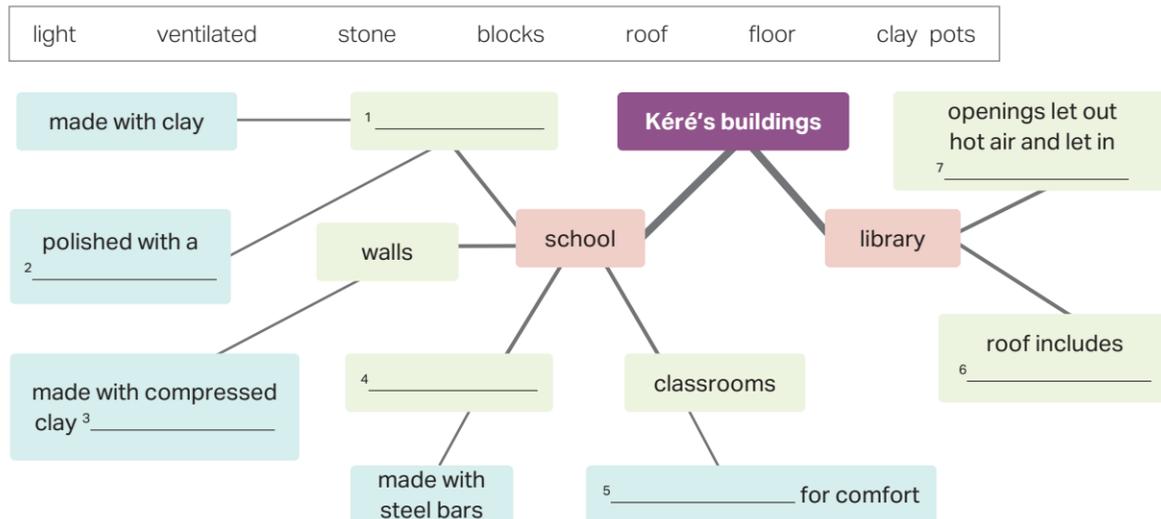
- |  |   |   |
|--|---|---|
| 1 Today, Gando is much more modern compared to when Kéré was a child.    | T | F |
| 2 Kéré learned to read and write in Germany.                             | T | F |
| 3 Kéré wanted to build a school in Germany.                              | T | F |
| 4 While studying, Kéré raised US\$50,000 to build a school.              | T | F |
| 5 The people in Gando didn't want a school to be built in their village. | T | F |

### GLOBAL ENGLISHES

#### Familiarizing yourself with different accents

Sometimes speakers for whom English is not their first language stress different syllables or words. For example, Kéré says *rainy season*, rather than *rainy season*. Being aware of this and listening to a variety of accents can help you to identify familiar words and phrases when they are stressed differently.

- G ▶ 5.4** Complete the mind map using the words in the box. Then watch the second part of Kéré's TED Talk again and check your answers.



- H ▶ 5.5** Watch the third part of Kéré's TED Talk again. Discuss the questions with a partner.

- 1 What is Kéré's main motivation for doing his work?
- 2 According to Kéré's mother, why did the women give him money for his education? Do you think they achieved their aim?

### Critical Thinking Identifying the relevance of stories and descriptions

Stories and descriptions often capture an audience's attention, but it's important to recognize the purpose behind them and to understand how they help communicate the speaker's message or ideas.

- I** Think about Kéré's TED Talk. How does each story or example provided by Kéré help you to better understand his message? Discuss your ideas with a partner.
- 1 Kéré tells us about the poverty in Gando. *This is relevant because it helps us understand what life was like in his community.*
  - 2 He describes the traditional process of making a hard clay floor.
  - 3 He talks about Burkina Faso's climate.

### PRESENTING SKILL Varying your tone of voice

Your tone of voice is the overall quality of your voice, including pitch and volume. When you're presenting, it can help to deliberately vary your tone of voice to grab attention, show emotions, or convey meaning.

- J ▶ 5.6** Watch an excerpt from Kéré's TED Talk and notice how Kéré varies his tone. Answer the questions.

- 1 At the start of the excerpt, is Kéré's voice more excited and passionate or calm and quiet?
- 2 How would you describe his tone of voice when he says, "And then you have this result, very fine"? What feelings do you think this tone expresses? What information does it emphasize?
- 3 How would you describe his tone of voice at the end of the excerpt?

- K** Think of a time when something exciting happened or when you received exciting news. Share the experience with a partner. Try to vary your tone of voice.

- ✓ Use a lighthearted and friendly tone to create a relaxed atmosphere.
- ✓ Try speaking more deliberately or slowly to emphasize main points.
- ✓ Use an excited tone to show enthusiasm for what you're saying.
- ✗ Don't change your voice so much that it sounds artificial.

## 5D Making cities livable

Understand an article on city design • Understand words with multiple meanings • Apply and evaluate design principles

### Reading

- A** Read the lesson title. What does a livable city mean to you? What are some examples of livable cities? Discuss your ideas with a partner.
- B** Read the article. Check (✓) the ideas that are discussed in the article.
- a Urban design affects all aspects of life, from mental health to how people earn a living.
  - b Cities need to be adapted to accommodate population growth and climate change.
  - c Industrial spaces in most cities will be turned into shops and apartments.
  - d Creating mixed-use communities leads to closer connections.
  - e Private vehicles will become less common in cities in the future.
  - f Meeting the challenges of climate change will require massive technological development.

## 7 Keys for Better Cities

### ▶ 5.5

- A** Over the last century or so, our world has witnessed an astonishing change. In 1900, just 16 percent of the global population of 1.6 billion lived in cities. By 2005, half of the world's 6.5 billion people were urban dwellers. It's now expected that by 2050, humans will number almost ten billion, of which nearly 70 percent will live in cities. That's 2.5 billion more people than we have living in cities today. According to urban designer Peter Calthorpe, there is a greater need than ever before to ensure our cities are livable and thriving environments. "So much depends on how we shape our cities," he says.

"Not just environmental impacts, but our social well-being, our economic vitality, our sense of community and connectedness."

- B** In the face of one of humanity's biggest challenges, city planners like Calthorpe, who embrace a philosophy called New Urbanism, remain undaunted. Calthorpe has identified seven principles to make existing cities more hospitable to residents and more resilient in the face of climate change. According to him, these are the fundamental building blocks for "what a great city can and should be."

People walk through the Seoulo 7017 Skygarden in Seoul, South Korea.



**1 Preserve**

C In order to preserve their surrounding environment, while leaving enough room for agriculture and historic buildings, cities need to use the space they already have more efficiently, rather than grow outwards. Green spaces should also be brought into cities. One example of this is the North Duisburg Landscape Park in Duisburg, Germany: a recreational area with natural spaces for hiking, climbing, and even diving. Here, former industrial buildings have even been converted into spaces for cultural events.

**2 Mix**

D When we divide cities into separate areas of use—homes, stores, recreational areas, and so on—people are likely to be interested only in the places they live in or use. Calthorpe argues that we should design cities with mixed use in mind, and allow cities to include people from different age and income groups. If people live, work, shop, and relax in the same area, they integrate and form closer connections, and people become more invested in working together for the common good.

**3 Walk**

E Walking is not only good for the environment—it's good for people, too. In Barcelona, Spain, an estimated 60 percent of public space was previously given over to cars, with approximately one million of them crossing the city every day. But all that is changing. In a move to prioritize pedestrians, the city has established a system of “superblocks”—areas with limited car access and plenty of pedestrian-friendly roads and green spaces. The initiative has made the city quieter, safer, and healthier, and has even given a boost to local businesses.

**4 Bike**

F Cycling is one of the most efficient ways to travel, and that is one reason why in Vietnam, the historic coastal city of Hoi An has set up the Hoi An Bicycle Plan that aims to get both residents and tourists alike to travel using bicycles. The plan includes improved cycling

routes, car-free zones in the town center, and a program that allows both residents and tourists to have easy, low-cost access to shared bicycles.

**5 Connect**

G When street networks provide only one main route between two busy locations, it often results in congestion, noise, pollution, and frustration for motorists, pedestrians, and cyclists. A better alternative is to create a street network with not only a variety of routes, but also a variety of street types. Urban planners in Seoul, South Korea, for example, have converted an abandoned highway overpass into a tree-lined pedestrian bridge. Today, the Seoulo 7017 Skygarden provides a traffic-free alternative for people to get from one part of Seoul to another easily.

**6 Ride**

H Investment in public transportation is another key to making cities better places to live. In the year 2000, for example, planners in Bogotá, Colombia, opened TransMilenio, a rapid-transit bus network with 1,500 buses. Within just ten years, the city's greenhouse gas emissions were down by an estimated 40 percent, commute times had decreased, and there were fewer road accidents. Today, 1.5 million passengers in Bogotá use the system daily.

**7 Focus**

I Transit-focused development aims to put as many homes, businesses, and leisure spaces as possible within walking distance of public transportation. Urban planners in Seoul have adopted this approach, developing small residential neighborhoods near busy business districts and also near subway stations so that residents aren't reliant on cars for daily journeys.

J Despite the challenges involved, Calthorpe remains optimistic about the future. He believes that our instinctive understanding of the potential of cities, coupled with these seven principles that have already been implemented in a number of cities, show that we now know what a great city is and how to achieve it.

The landscape park Landschaftspark Duisburg-Nord in Germany combines greenery with over 180 hectares of abandoned iron and steel works.



C Are these statements true according to the article? Choose T (true) or F (false). Note any evidence to support your answers.

1 By 2050, almost ten billion people will live in cities. **T F**

\_\_\_\_\_

2 People with different interests and needs can form close connections if they spend time in the same area. **T F**

\_\_\_\_\_

3 The pedestrian-friendly zones in Barcelona have impacted local stores negatively. **T F**

\_\_\_\_\_

4 It is better to provide one main route between two busy locations. **T F**

\_\_\_\_\_

5 The TransMilenio network made Bogotá's air substantially cleaner. **T F**

\_\_\_\_\_

**TIP**

**Vocabulary**

**Words with multiple meanings**

Many words have more than one meaning. For example, as a noun, *number* can be a word or a sign that represents an amount. As a verb, it can mean “to make an amount.” You can use the context of a word to determine its sense. To increase your vocabulary, notice words with multiple senses, and if you keep a vocabulary notebook, write them down.

D Read the sentences. Choose the most appropriate meanings for the words in bold.

1 It is one of **humanity's** biggest challenges.

- a all people
- b kindness

2 Some city planners **embrace** a philosophy called New Urbanism.

- a accept in an enthusiastic way
- b put your arms around someone

3 Calthorpe has identified seven principles that can make cities more **hospitable** to residents.

- a friendly, welcoming, generous to visitors
- b providing an environment in which people and other living things can thrive

4 Everyone is **invested** in working together for the common good.

- a putting money in something
- b caring about something and wanting it to succeed

5 The **historic** city welcomes many visitors each year.

- a old and interesting, of a place or building
- b important, said of an event that will be recorded in history

6 When there is only one main route between two busy locations, **congestion** will occur.

- a the problem of too much traffic
- b the condition of your nose or chest being full of liquid

**Critical Thinking**

E Which principle from the article do you think is the most important in creating a livable city? Are there any principles that wouldn't apply to where you live? Discuss your ideas with a partner.

I think being connected is key to creating a livable city. It doesn't matter how many amazing places there are in the city if you're not able to get to them easily.

I disagree. In my opinion, what's more important is ...

F Work in pairs. Discuss three principles that have already been applied where you live, or that could be applied. Give an example for each one. Make notes in the chart.

Principle	Example

G Work with another pair. Share your examples from Exercise F. Agree on the application that has made or that would make the most significant difference in creating a livable city.

## Communication in Context

### A Discuss the questions with a partner.

- 1 How do you feel about doing surveys? What do you like or dislike about the process?
- 2 Do you always tell the truth when you participate in a survey? What makes it easy or difficult for you to share your thoughts?

### B 5.6 Listen to three college students planning to do research. Order the meeting steps according to what you hear in the conversation.

- a \_\_\_ Clearly identify the question, problem, or matter to be discussed.
- b \_\_\_ Discuss ideas and choose the best one(s).
- c \_\_\_ Come up with an action plan.
- d \_\_\_ Brainstorm as many ideas as possible.

### C 5.6 Match the sentence parts from the meeting. Then listen again and check your answers.

- |                                       |  |
|---------------------------------------|--|
| 1 Ultimately, we have to find out ___ | a happy with that?                                 |
| 2 Does anyone ___                     | b have any ideas about that?                       |
| 3 One approach could be to just ___   | c think that might work?                           |
| 4 Do you ___                          | d the next step?                                   |
| 5 I think we're all ___               | e on the same page.                                |
| 6 So what's ___                       | f how local residents would like to use the space. |
| 7 Is everyone ___                     | g stop people on the street and do a survey.       |

### D During their meeting, do the students use language that is formal, informal, or somewhere in the middle? How do you think this might have affected their discussion? Discuss your ideas with a partner.

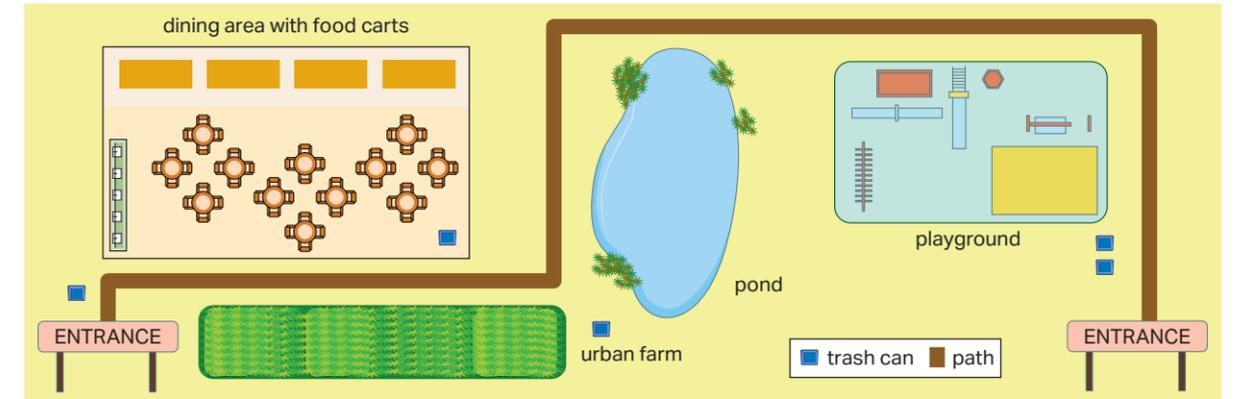
## Communication Task Participating in a planning meeting

### E Imagine that you are part of a team that is designing a new community space to bring local residents together. Look at two designs on page 77. Make notes in the chart with your own ideas on how to create an improved design.

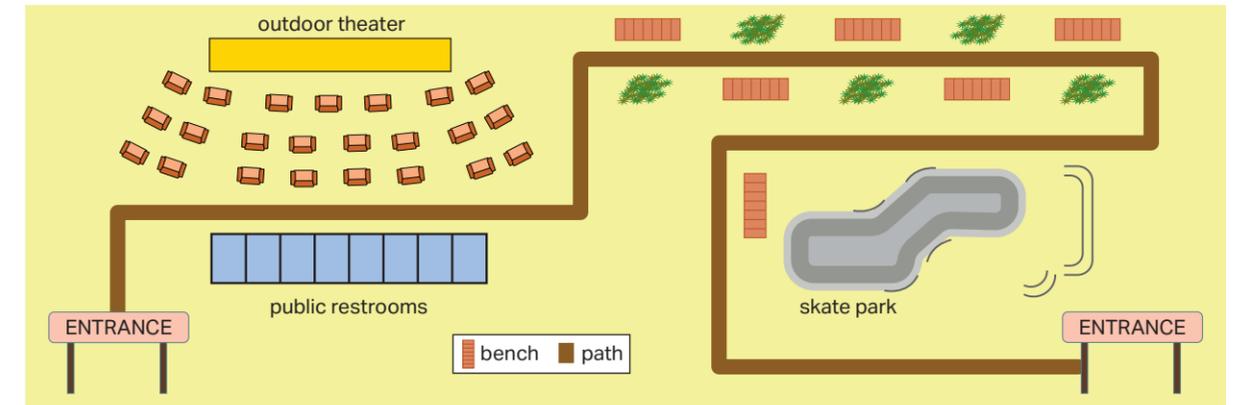
Do you prefer Design 1 or 2?	
Which features from Designs 1 and 2 would you like to keep in your new design?	
What other features would you like to see in the new design?	
Are there any ways to make better use of the space?	

### Design 1

\*Items in Designs 1 and 2 not drawn to scale

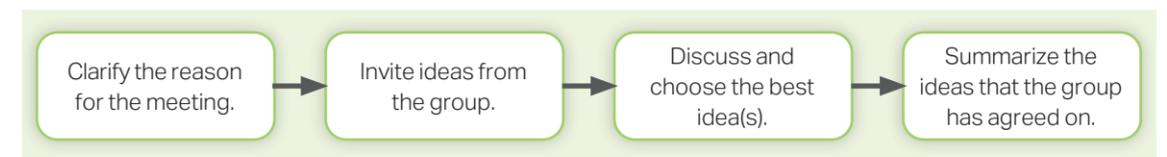


### Design 2



### F Work in groups of three. Hold a planning meeting. Discuss what you would like to include in your team's new design.

- 1 Choose one of the roles each:
  - **Chair/Facilitator:** Introduce the meeting objective and make sure everyone gets to speak.
  - **Timekeeper:** Keep everyone on track and ensure the meeting doesn't drag on.
  - **Notetaker:** Record the main points and decisions reached.
- 2 Look at the flow chart below. Hold a planning meeting following the steps in the flow chart. Use the expressions in the box and the phrases from Exercise C to help you.



#### ASKING FOR IDEAS

- Any ideas?
- Would anyone like to put forward a suggestion?
- Does anyone have any thoughts about ...?

#### COMING TO AN AGREEMENT

- Is everyone happy with that?
- Are we all on the same page?
- Maybe we can decide this with a show of hands.

### G Using your notes from Exercise F, share your ideas with another group.

## Preparing to Write

- A** City planners have asked residents to do a survey and provide recommendations for a pedestrian-only area. Read the recommendations provided by a resident. Check (✓) the feature(s) that the resident recommends, write an X for the feature(s) they recommend against, and write the additional feature that they mention.

## What features would you like to see in a pedestrian-only area?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> public restrooms | <input type="checkbox"/> a skatepark               | <input type="checkbox"/> a fountain/water feature |
| <input type="checkbox"/> urban farms      | <input type="checkbox"/> an outdoor theater        | <input type="checkbox"/> food carts               |
| <input type="checkbox"/> a playground     | <input type="checkbox"/> greenery (trees, flowers) | <input type="checkbox"/> other: _____             |

## Recommendations

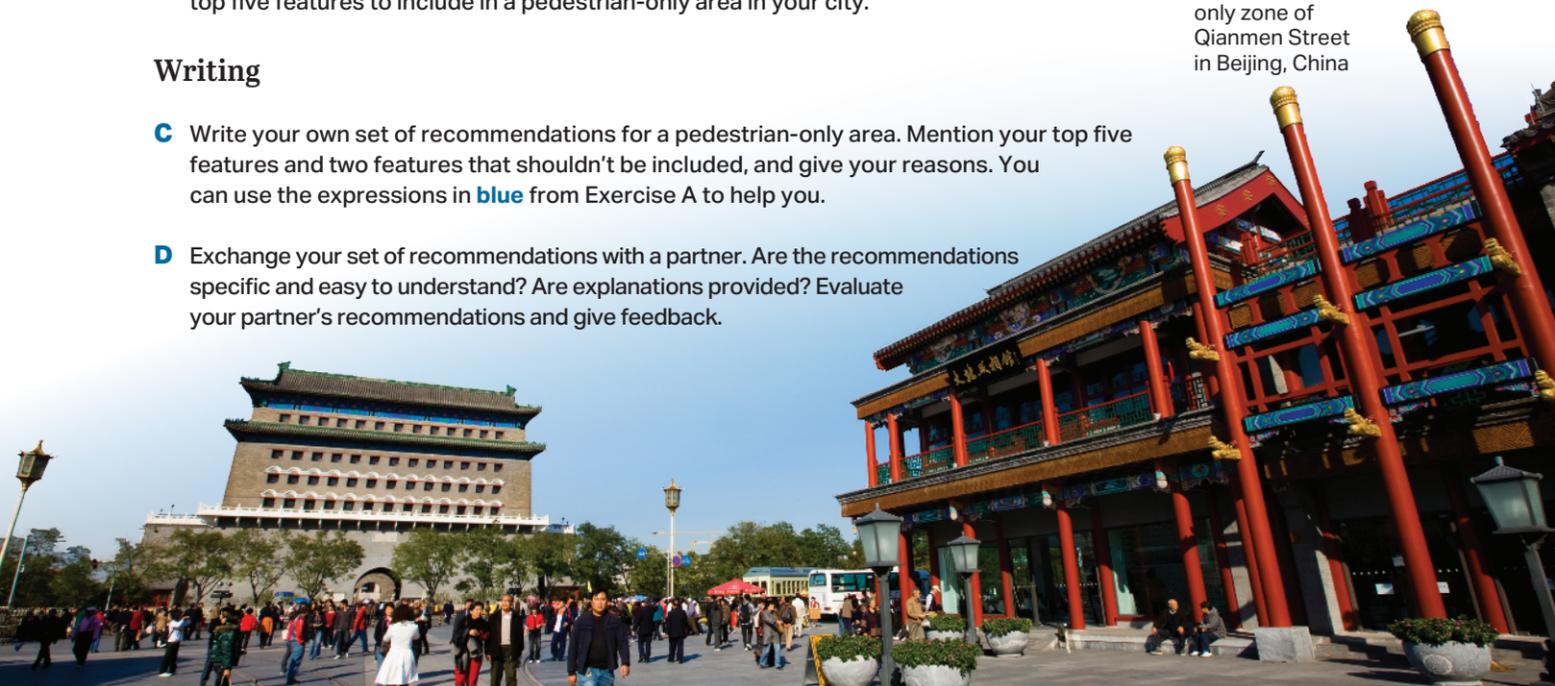
- A playground is a **must-have feature** that would provide recreational opportunities for families and children.
- **It would be good to include** an outdoor theater where people can rest and enjoy performances.
- Public restrooms **are essential** for the comfort and convenience of visitors.
- Adding trees is a **simple but effective way to** beautify the area.
- **I have reservations about** the food carts because of the potential for litter.
- The inclusion of a skatepark would be **inappropriate**. Skateboarding can be dangerous and noisy, which could be disruptive to visitors.
- It's **imperative that we include** a community gathering space, such as a sheltered seating area. This could help to promote community engagement.

- B** Which features would you like to see in a pedestrian-only area? Are there any features that have not been included in the survey? Discuss your ideas with a partner and agree on your top five features to include in a pedestrian-only area in your city.

▼ The pedestrian-only zone of Qianmen Street in Beijing, China

## Writing

- C** Write your own set of recommendations for a pedestrian-only area. Mention your top five features and two features that shouldn't be included, and give your reasons. You can use the expressions in **blue** from Exercise A to help you.
- D** Exchange your set of recommendations with a partner. Are the recommendations specific and easy to understand? Are explanations provided? Evaluate your partner's recommendations and give feedback.



## Vocabulary

- A** Complete the sentences using the words in the box. There are five words you won't need.

subjective	relocate	objective
fake	self-image	consensus
renovate	abandon	focus
mindset	asset	authentic
negotiate	reconsider	premises

- 1 When Julia received the job offer, she decided to \_\_\_\_\_ for a better salary.
- 2 It is vital to be \_\_\_\_\_ when carrying out a scientific experiment.
- 3 People who struggle with their \_\_\_\_\_ may feel more anxiety in social settings.
- 4 The leadership team was forced to \_\_\_\_\_ the plan within six months.
- 5 When buying bags and shoes while on vacation, beware of \_\_\_\_\_ goods that are of low quality.
- 6 My parents moved to France, bought an old farmhouse, and decided to \_\_\_\_\_ it.
- 7 Being good at teamwork is definitely a(n) \_\_\_\_\_ in this post.
- 8 The director requested for his secretary to \_\_\_\_\_ her decision to leave the company as she was a key member of his staff.
- 9 Some local councils in rural areas where the population is declining are offering incentives to attract people to \_\_\_\_\_ there.
- 10 The school's board of trustees was able to reach a(n) \_\_\_\_\_ on the need for better communication with parents.

## Conversation

- B** Choose the correct options to complete the conversation.

- A:** Listen, I'm thinking of changing my job. It's not challenging enough, and I'm bored out of my mind. On top of that ...
- B:** <sup>1</sup> **After / Before** you continue, can I just say that I've heard this before. It <sup>2</sup> **seems / assumes** to me that you might need to have a bit more patience.
- A:** You <sup>3</sup> **could / can** be right. I just think I'm in the wrong type of job and I should look for the right one for me.
- B:** I can <sup>4</sup> **guess / relate to** that. I felt the same ten years ago. Have you <sup>5</sup> **considered / suggested** going to a career coach? I did, and he helped me to choose the right career. What's your <sup>6</sup> **take / page** on that?
- A:** I'm not so <sup>7</sup> **sure / resolved** that would help. I did lots of career tests at school and it turned out that I'm a perfect fit for this job. But I hate it!
- B:** I'm <sup>8</sup> **an / no** expert, but it might not be a <sup>9</sup> **bad / good** idea to take some time out and think about what you really want to do.
- A:** You might have a <sup>10</sup> **sense / point** there.



A warehouse picker retrieves boxes in a distribution warehouse. ▶