

Preparing to Write

A How is language in informal messages (e.g., text messages, notes, etc.) different from formal messages? Discuss with a partner.

B Read the informal messages. Answer the questions.

- 1 What relationship do you think each sender has with the person they're texting?
- 2 What do you think the context for each message is?
- 3 Were any of your ideas from Exercise A used in the messages?



Oliver

Thanks for reaching out, Leo—good to hear from you. Yes, we do use that software here, but I don't personally. I'll try and find out the answer to your question, though. Will get back to you soon, I hope.



Megumi

Wow, just wow! What a fantastic show! You must've worked really hard to get it that flawless. You nailed it! Please pass on my congratulations to everyone involved.



Isabel

Sorry for the silence lately. Things have been hectic since I moved here. But I'm adjusting well and first impressions are super positive. Let me know a good time to call for a proper catch-up. Til then, take care.



Terry

OMG! Got a letter of acceptance this morning. Not my 1st choice tbh, but still psyched! Btw say hi to Laura for me.



Krish

Hi, Krish here. Hope you don't mind me texting you. Jess told me you're a whiz with old stereo equipment. Any chance I could pick your brains some time? When it's convenient, obviously. No big hurry. All the best!



Min-jun

Sorry, but what on earth was that all about? I came out of that meeting more in the dark than ever. Did I miss something?

C Work with a partner. Can you find examples of these types of informal language in the messages? What is the full or more formal form?

- 1 elision (i.e., missing words like *I am*)
- 2 informal expressions (e.g., *catch you later*)

D Match the informal words and expressions from the messages (1–5) with the correct meanings (a–e).

a to be honest **b** very excited **c** confused or unaware **d** very skilled person **e** did well

- 1 ___ whiz
- 2 ___ nailed it
- 3 ___ tbh
- 4 ___ psyched
- 5 ___ in the dark

Writing

E Write informal messages to three different classmates, each covering one of the topics below.

- 1 to ask for their advice or a recommendation
- 2 to share some good news you've had recently
- 3 to get their thoughts on a recent class discussion or assignment

F Check whether the messages you have received are informal. Give feedback to your classmates. Then write a short message in response to one of them.

Economic Resources 4



A tulip farm in Holland, in the Netherlands

In this unit, you will ...

- explore different types of economic resources and how we could put them to better use
- watch a TED Talk about the economic value of nature
- read an opinion article about land ownership
- assess online claims
- write clear guidelines for an organization

Warm Up

Discuss the questions with a partner.

- 1 The photo shows a tulip farm in Holland. What different economic resources are shown?
- 2 How are these resources similar? What downsides do they have (if any)?
- 3 Think of three other types of natural resources. Which are abundant in your country, which are at risk, and are there any problems associated with their use?

4A Balancing economic growth

Use vocabulary related to resources • Understand a conversation on the circular economy • Talk about sustainability

Vocabulary Economic resources

A Match the words in **blue** in the box with their synonyms or antonyms.

abundant components	dwindling exorbitant	entrepreneur labor	nonrenewable prosper	viable sustainability
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Synonyms:

- 1 diminishing _____
- 2 workforce _____
- 3 businessperson _____
- 4 parts _____
- 5 endurance _____

Antonyms:

- 6 scarce _____
- 7 sustainable _____
- 8 low-cost _____
- 9 unworkable _____
- 10 fail _____

B **4.1** Complete this excerpt from a lecture with the words in **blue** from Exercise A. Then listen to check.

Economic resources are the elements needed to help a country ¹_____. They are usually divided into four categories: human resources, or the ²_____ and skills provided by people; natural resources, which can be either renewable resources like solar power or ³_____ resources like metals; capital, which refers to both the financial means and the equipment needed to produce something; and entrepreneurship, which is the skill needed to turn an economically ⁴_____ idea into reality.

Take a car factory, for example. This enterprise requires a skilled workforce; natural resources including land, energy, and metals; capital in the form of buildings, machinery, and manufacturing ⁵_____; and lastly, a(n) ⁶_____ who is willing to take a risk. The cost of the economic resources will depend on how scarce or ⁷_____ they are. For example, the entrepreneur might locate a factory abroad when the cost of buying or renting land locally is ⁸_____.

Furthermore, in a world with ⁹_____ natural resources, forward-thinking automotive manufacturers need to consider the environmental ¹⁰_____ of their enterprise.



Cars being assembled on an automotive production line

C Work in small groups. Discuss the questions.

- 1 **Natural resources:** Which natural resources do you think are the most important for society? Which are in particular danger of running out?
- 2 **Entrepreneurship:** What kind of business would you start if you were an entrepreneur? What are the risks associated with starting a new business?
- 3 **Labor:** What skills are in danger of being automated? Which are likely to be safe?

Listening

D **4.2** Listen to two friends discussing the circular economy. Check (✓) the topics they discuss.

- a doing volunteer work
- b recycling more
- c repurposing things
- d consumer attitudes toward sustainability

E **4.2** Listen again and choose the correct answers.

- 1 They have a lot of _____ at home.
 - a non-recyclable waste
 - b e-waste
 - c food waste
- 2 The man says recycling is _____.
 - a inefficient
 - b the best choice
 - c cheap
- 3 The man says repairing things is often _____.
 - a cheaper
 - b the most reasonable
 - c too expensive
- 4 The man _____ tree-planting initiatives.
 - a supports
 - b is skeptical of
 - c hasn't heard of
- 5 The woman thinks consumers _____ about sustainability.
 - a care
 - b don't care
 - c are ignorant

F Work in small groups. What kind of e-waste do you typically generate in a year? What do you do with it?

Speaking

G Think about how waste is handled on a personal level (i.e., in your household) vs. on a national level (i.e., in the country you live in). What are the differences? How could it be improved? Discuss your ideas with a partner and complete the chart with notes.

In my household	In my country

SPEAKING SKILL Emphasizing points

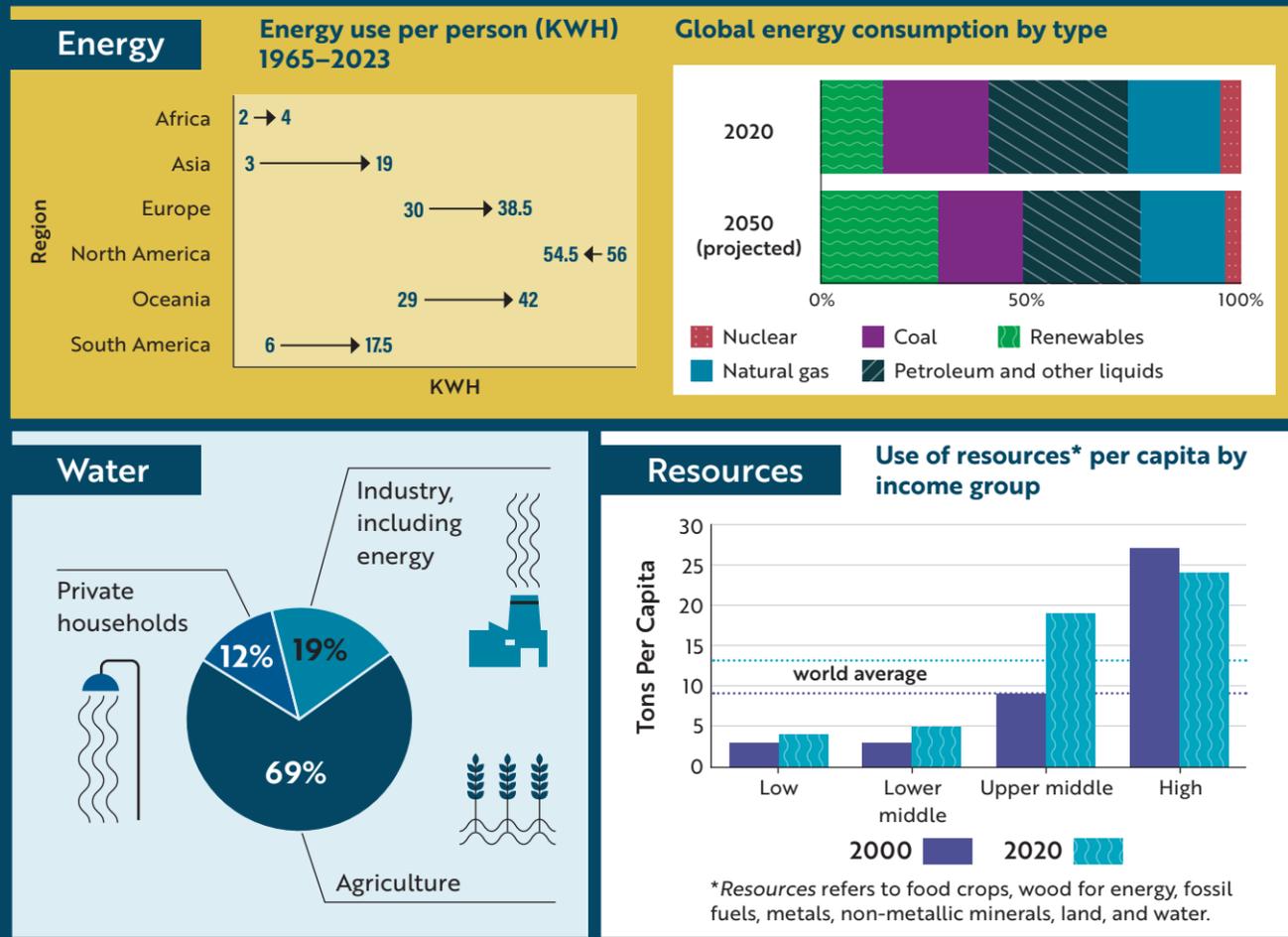
There are various ways to emphasize a point to make your message clear and impactful. For example:

- adverbs: *The amount of e-waste we generate these days is **absolutely** ridiculous.*
- emphatic do: *It **does** seem like companies are making products last shorter on purpose.*
- cleft sentences: ***What companies could do is** buy products back at the end of their life.*

H Work with another partner and discuss the ideas you noted in Exercise G. Use strategies from the Speaking Skill box to help you.

Language in Context

How do we use our resources?



A Study the infographic. Discuss the questions with a partner.

- 1 What positive or negative patterns in the use of energy and material resources do you notice?
- 2 How does energy use correlate with industrialization and income levels worldwide?
- 3 Do the proportions of water usage surprise you? Why or why not?

B 4.3 Listen to a report on resource use. Take notes about the three areas. Then compare your answers with a partner. Use the keywords to help you retell the main ideas.

Areas	Keywords	Additional notes
1 Energy use	transition, renewables, demand	_____
2 Material use	middle class, standard of living, environmental cost	_____
3 Water use	limits, agriculture / industry, harming	_____

Language Focus Reporting facts

GRAMMAR Passive forms

The passive voice is common in formal writing, such as news stories, technical descriptions, business reports, and academic texts.

- Present: *New technologies **have been introduced**, but resources **are still being used** rapidly.*
- Past: *It **had been reported** that water **was being drawn** from the river illegally.*
- Future: *The price of goods **will be affected**.*
- Modals: *We **must be kept** in the loop, or the project **might be delayed**.*
- To-infinitive: *The problem needed **to be addressed**.*
- Gerund: *I regret **not being given** a chance.*

For more information and practice, see Language Reference.

C 4.4 Complete these passive sentences from the report using the correct form of the verb *be*. There may be more than one answer. Then listen to check.

- 1 In energy, priority _____ given to renewable sources, such as wind and solar ...
- 2 By 2050, it _____ predicted that less than half of our energy will come from renewable sources.
- 3 Clearly, more efforts need _____ made in that area.
- 4 And this price is generally not _____ paid by countries already enjoying said higher living standards.
- 5 People don't like _____ constantly reminded that their actions are harming the environment.

D Rewrite the underlined parts of the sentences using passive forms.

- 1 The question is whether clean energy can meet this increased demand.
- 2 People should remember that renewables have an environmental impact, too.
- 3 Scientists have recently made breakthroughs in battery technology.
- 4 Governments also need to eliminate unsustainable practices that deplete resources.

E Write three passive sentences about how your town or city helps to protect resources or reduce waste. Consider the ideas below, or use your own.

- pollution control
- waste reduction
- public transportation
- energy and water conservation

*The city provides a collection service for large appliances **to be taken away and recycled**.*

VOCABULARY

Nominalization in passive sentences

In more formal contexts, we often prefer nominalized forms, which is when we form nouns from other parts of speech. However, this requires the use of another verb, which is often in the passive.

*If only people **prioritized** efficiency **more**. → If only **greater priority was given to** efficiency.*

For more information and practice, see Language Reference.

F Rewrite these sentences by nominalizing the verb and using a passive form. You may need to make other changes.

- 1 They have agreed on the main points.
Agreement has been made on the main points.
- 2 They decided to reduce CO₂ emissions by 25%.
- 3 They are researching the consequences of each possible scenario.
- 4 They will confirm the results in writing after further tests.
- 5 We have arranged for him to be met at the airport.

Speaking Creating a news story

G Work with a partner. Complete these headlines with your own ideas. Then choose one headline and create a news story about it. Make brief notes for retelling the story, using passive verbs where appropriate.

- 1 **Car Developed that Can Run on ...**
- 2 **Politician to Highlight Issue of ...**
- 3 **Huge Water Bill Run Up By Man Who ...**
- 4 **Wonder Material Found to Replace ...**

H Join another pair. Take turns telling your news stories, and ask follow-up questions.

A groundbreaking development has been made in the field of clean energy—a car that can run on used coffee grounds. The innovative technology was invented by ...

The true value of a whale

Understand a talk about the economic value of a whale • Extend ideas to new contexts • Present statistics



LISTENING SKILL Dealing with unfamiliar words

When encountering a word you are unfamiliar with, first use context, your own background knowledge, and any explanation or paraphrase the speaker gives to guess its meaning. This will help with your language analysis skills.

Guess what the words in **bold** mean, then turn to page 180 to check your ideas.

The forest is incredibly diverse: **chock-full** of unusual species of plants and **fauna** not found anywhere else, such as the **Boophis** frog. Researchers sequestered the frogs within **designated** conservation areas to protect and study this fascinating species.

C 4.5 Listen to a sentence from Chami's talk. What do you think the words below mean? What helped you guess their meaning?

1 steward: _____

2 indigenous: _____

D 4.6 Listen to two more sentences from the TED Talk. Can you use context to guess the meaning of these two words? Tell your partner.

1 calamity: _____

2 intrinsically: _____

Viewing

E 4.1 Watch Part 1 of Chami's TED Talk. Complete the diagram at the bottom of the page with words or numbers from the video. Then work with a partner and take turns explaining the process.

F 4.2 Watch Part 2 of Chami's TED Talk and complete the notes with the correct information.

1. current value of a living whale _____
2. the service of a whale that Chami set out to calculate _____
3. real discounted present value of this whale service _____
4. value of global carbon sequestration by seagrass _____

Before Viewing

A Work in pairs. Read the information in the box. What does climate change have to do with the IMF? What is unusual about Ralph Chami's approach to climate change?

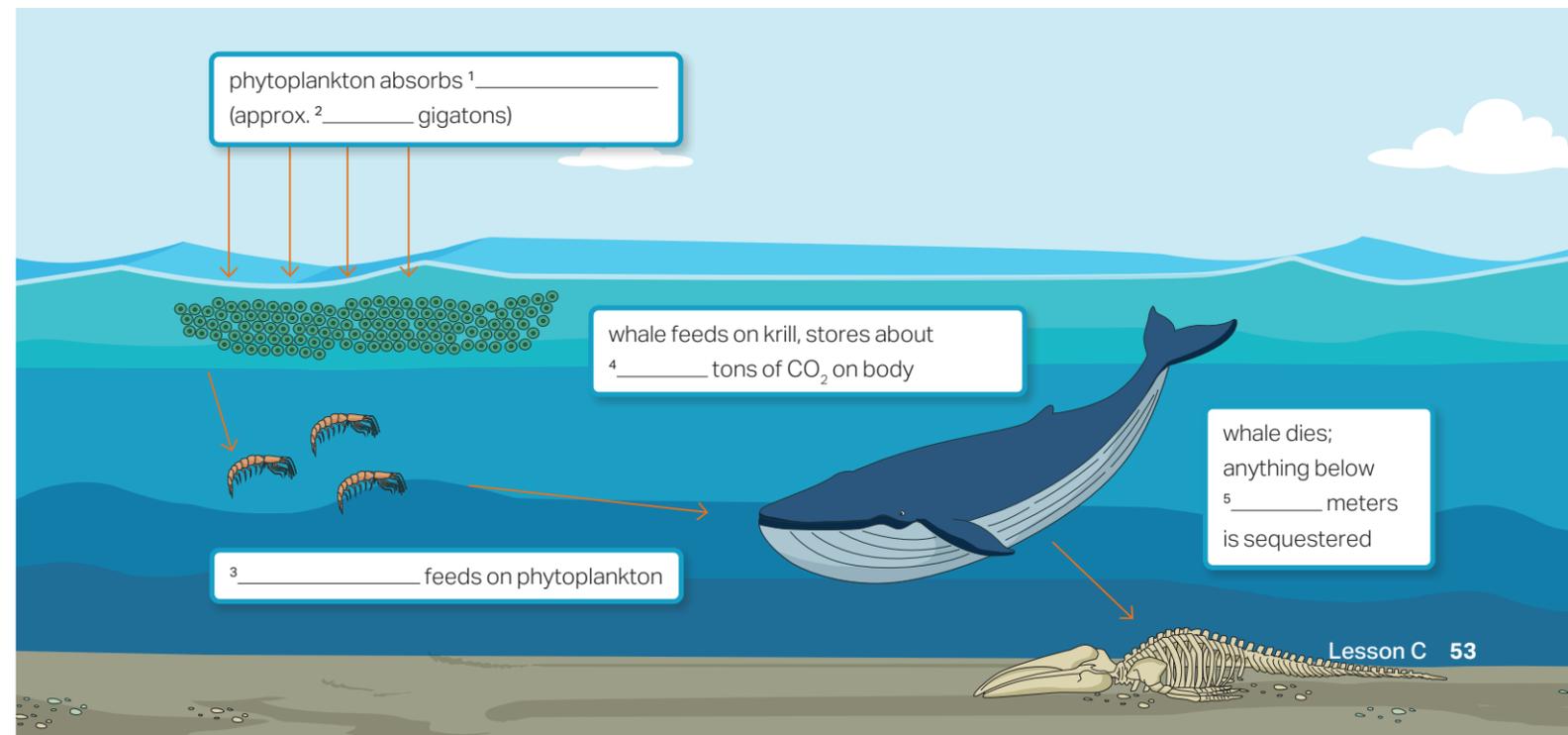
B The words and phrases in **blue** are used in Ralph Chami's TED Talk. Discuss with a partner what you think each one means. Then match the words and phrases with their definitions.

- 1 The company has decided not to pay **dividends** on stocks for the next two years as it wishes to reinvest profit to grow the company.
- 2 The land was donated to the wildlife reserve to be protected **in perpetuity**.
- 3 The **discounted present value** of your pension, assuming that you take it 10 years from now, is \$20,000 per year.
- 4 For too long we have pursued an **extractive** policy with our forests, cutting them down for wood or clearing them for farmland.
- 5 We cannot completely eliminate pollution, but we can **sequester** it.

- a _____: forever or indefinitely
- b _____: payments made to shareholders from a company's profits
- c _____: related to the removal of something
- d _____: to isolate something
- e _____: current worth of a future sum of money

TED TALKS

RALPH CHAMI is a financial economist and assistant director of the International Monetary Fund (IMF). The IMF is concerned with global economic affairs and, by extension, the impact of climate change, especially on countries it considers "fragile." In his talk, *What a Living Whale is Worth—and Why the Economy Should Protect Nature*, Chami advocates addressing climate change by integrating the natural capital of plants and animals into the traditional economic system.



- G ▶ 4.2** What does Chami think we can do with this knowledge? Complete this sentence using one word in each space. Watch the end of Part 2 again if you need help.

We can build an ¹_____ around a living and thriving nature—not an ²_____ view of nature, but a ³_____ view of nature.

- H ▶ 4.3** Chami also talks about the value of elephants. Watch Part 3 of his TED Talk. Then choose the correct options to complete the sentences.

- 1 Gabon's elephant population can grow to **57,000 / 195,000**.
- 2 Gabon can sell its **renewable energy / carbon offsets** to countries that want to become carbon neutral.
- 3 The money received—around **\$1 / \$10** billion a year—could go toward protecting the elephants.
- 4 The elephants could help **sequester / eliminate** carbon in the forests.
- 5 The **government / population** would get the revenue.

- I** Work with a partner. The central idea of Chami's talk is that we should ascribe a true economic value to nature in order to more readily understand the value of protecting it. What do you see as the benefits and drawbacks of this idea?

Critical Thinking Extending ideas to new contexts

One way to evaluate whether an idea is feasible is to think about how it can be applied to different situations or contexts. This often reveals obstacles, problems, or questions that need to be addressed before the idea can be implemented.

- J** Work with a partner. Consider how Chami's idea can be applied to other aspects of life. How might some of the things below provide an economic value to society?

- having clean air to breathe
- parents staying at home to raise their children
- activities that celebrate a country's cultural heritage

PRESENTING SKILL Presenting statistics

Striking statistics can be very memorable and help back up your ideas with hard evidence. However, too many statistics can overwhelm your audience and cause confusion. If you have a lot of statistics to include, presenting them visually can help.

- K ▶ 4.4** Watch the excerpt from Chami's TED Talk. Then discuss the questions with a partner.

- 1 What statistics does Chami present? What visuals does he use to do this?
- 2 Do you think Chami's use of statistics was effective? Why or why not?

- L** You are going to present some statistics using visuals. Follow the steps.

- 1 Work with a partner. Choose a type of plant, animal, or food product that interests you and find some data about it. Alternatively, Student A can use the information on page 180, and Student B can use the information on page 181.
- 2 Discuss how you would present the statistics visually.
- 3 Make 1–3 slides to support your statistics. Use the tips above.
- 4 Practice presenting the statistics with the slides.

GLOBAL ENGLISHES

Jargon

In his talk, Chami uses some financial jargon, such as *discounted present value*. Jargon is specialized language used by a specific group of people—in this case, economists. While jargon can make communication efficient among experts, it can confuse general audiences. Have you had any problems with jargon in other situations? What did you do?

4D Land for all

Understand an opinion article about land ownership • Group collocations by discipline • Explore counterarguments

Reading

- A** Work with a partner. Read the comment from a forum. Then discuss the questions (1–3).

Posted by darkcity925 on Apr 22

I have a question that might sound odd, but bear with me. Why do we have to pay to live somewhere? Why can't we just live on a piece of land for free?



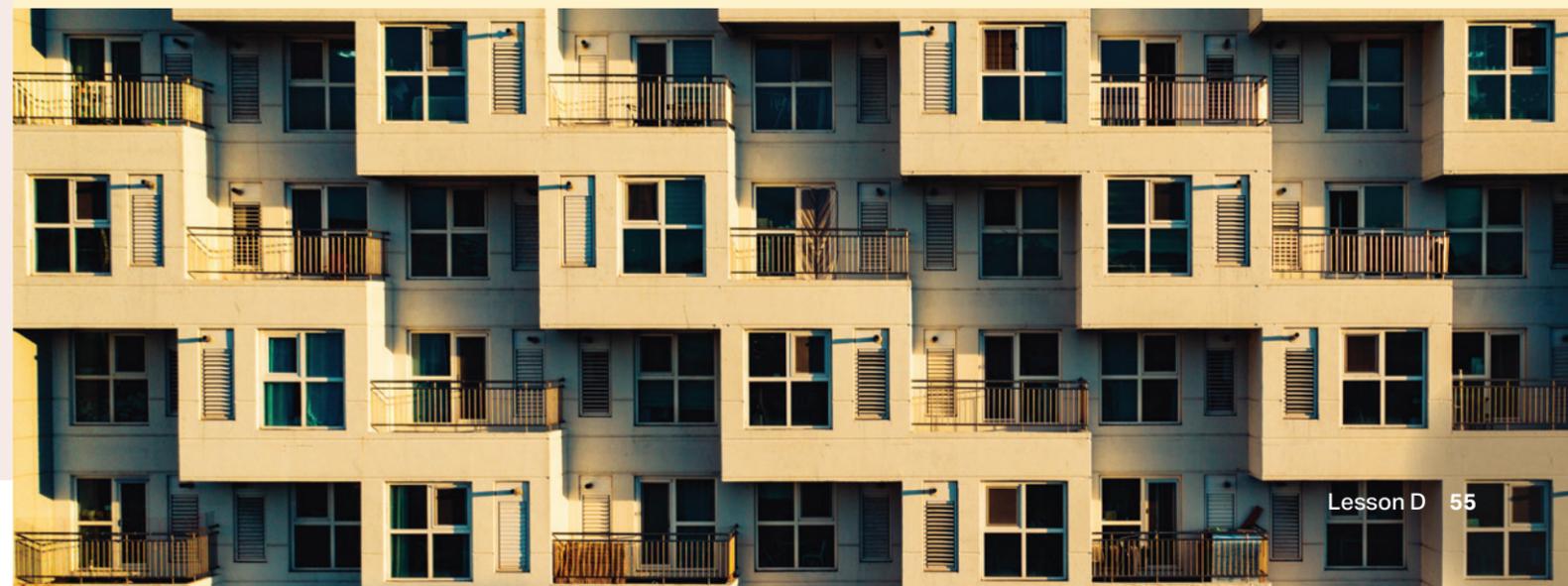
- 1 How would you personally answer this?
 - 2 In your country, do most people rent or own their homes? What is the general attitude about housing costs?
 - 3 Is owning property and land seen as a good investment in your country? Why or why not?
- B** Read the article. According to the author, what is the fundamental problem with the current system of land ownership?

A fairer system of LAND OWNERSHIP

▶ 4.7

A Land—one of our most basic necessities, and the foundation on which we build our lives. Yet, in the market economy, it has also become a primary tool by which people acquire and pass on wealth. In recent years, land speculation—buying land with the intention of profiting from its sale later—has surged globally, with investors snapping up properties in major cities like Vancouver, Sydney, and London. Real estate now accounts for two thirds of all global assets.

This speculative buying has driven up property prices, making it increasingly difficult for people to purchase their own homes. In many cases, properties remain vacant as investors wait for values to rise, further tightening the housing supply. Workers and students may struggle to find affordable housing close to their places of work or study. High rent forces them to either live far away and commute long distances or bite the bullet and spend a big proportion of their budgets on rent.



- B All of this points to a fundamental problem with the idea of land as a marketable commodity, a problem that was vividly described by Tanzania’s former president, Julius Nyerere, in his 1967 essay, “Ujamaa”:

To us in Africa land was always recognized as belonging to the community. Each individual within our society had a right to the use of land, because otherwise he could not earn his living [... The] African’s right to land was simply the right to use it; he had no other right to it, nor did it occur to him to try and claim one.

The foreigner introduced a completely different concept—the concept of land as a marketable commodity. According to this system, a person could claim a piece of land as his own private property whether he intended to use it or not. I could take a few square miles of land, call them “mine,” and then go off to the moon. All I had to do to gain a living from “my” land was to charge a rent to the people who wanted to use it. If this piece of land was in an urban area, I had no need to develop it at all; I could leave it to the fools who were prepared to develop all the other pieces of land surrounding “my” piece, and in doing so automatically to raise the market value of mine. Then I could come down from the moon and demand that these fools pay me through their noses for the high value of “my” land—a value which they themselves had created for me while I was enjoying myself on the moon! Such a system is not only foreign to us, it is completely wrong.

- C Although Nyerere’s perspective may appear radical to some, it effectively highlights some inherent problems with land commodification: people buying up land, leaving it unused, and waiting for the value to go up. However, some have proposed one simple solution: a land value tax, or LVT.
- D An LVT is a tax paid on the unimproved value of land; that is to say, it is levied not on the value of a property, but on the value of the land that the property sits on.

Without an LVT, it is possible to buy a piece of land in an undeveloped area and wait for that area to be developed by the government or by the surrounding community, as Nyerere explained. Through little or no effort of the owner, that land will become more valuable by the addition of infrastructure and services—transportation hubs, schools, stores, and so on. In many cities around the world, private investors buy up property with no intention of ever occupying it, and sit on their investment until it has the potential to make them a healthy profit, increasing rents and property prices for local residents. That would not happen if the land were subject to an LVT.

- E An LVT seeks to collect payment from owners on what economists call the “unearned betterment of the asset”—the part that has nothing to do with the owner’s actions and everything to do with the actions of the community. So, if the value of the land is improved by the community, the amount of tax the owner pays increases accordingly. On the other hand, should the owner develop the land themselves—for example by renovating their house or running a business from that site—the amount of land tax due is unaffected. In this way, an LVT encourages owners to do something productive with their land and discourages idle speculation.
- F Economists Adam Smith and Milton Friedman both noted the efficacy of an LVT, and it has been implemented in a few countries, such as Denmark and Singapore. Yet, despite its benefits, its use is not widespread and political resistance remains. Introducing an LVT would impose fairly heavy costs on a large and influential section of the population: current landowners, who would likely face a new tax bill and a reduced sale price. In other words, landowners would experience an initial shock. However, the benefit to future generations who simply want to buy a place to live, rather than to speculate with, would be enormous.

- C Read the article again. Decide if each statement is true (T) or false (F) according to the article.

- | | | |
|-----------------------------------------------------------------------------------------|---|---|
| 1 The majority of the world’s wealth lies in real estate. | T | F |
| 2 Land speculation does not affect the availability of lower-value homes. | T | F |
| 3 Nyerere claimed that private landowners profit from the hard work of other people. | T | F |
| 4 Nyerere believed that claiming land is an African way of thinking. | T | F |
| 5 There is a global market for property purely as an investment. | T | F |
| 6 With an LVT, the amount of tax you pay increases if the value of your home increases. | T | F |
| 7 LVTs have become common in many countries. | T | F |

- D Read the sentences. Find words from the reading that mean the same thing as the parts in bold.

- 1 Home prices **increased quickly** after the subway station was opened. (para. A)
- 2 One **basic** aspect that needs to be considered when designing a city is how people will move around. (para. B)
- 3 An **intrinsic** issue of living near the city is that it will be more crowded. (para. C)
- 4 Some say it is selfish to let property sit **still** and unoccupied. (para. E)
- 5 They will **place** penalties on landowners who violate the policy. (para. F)

TIP

Vocabulary

Grouping collocations by discipline

Within a given discipline (such as economics), there are phrases made up of verb + noun collocations specific to that field. Grouping such phrases by discipline can be a useful way to memorize them. For example, the article includes *to acquire / pass on wealth*, which is a common collocation in economics discussions.

- E Read three accounts of an economic situation. Complete the phrases in bold using the correct form of the options given. There is one extra option in each group.

A company manager’s perspective

clear	offer	skyrocket
generate	go out of	

Things are OK—particularly if I compare it to two years ago when I thought we would ¹_____ **business**. Since the government ²_____ **financial relief** last May, we have been able to ³_____ **more revenue** and ⁴_____ some of **our debt**.

An employee’s perspective

allocate	come out of	have	lay off	make
----------	-------------	------	---------	------

I know officially we’re supposed to have ¹_____ the **recession**, but we’re not feeling it around here. It’s still difficult to ²_____ **ends meet**. A lot of people I know still have to ³_____ most of **their budget** to food and rent. There’s also a rumor they’re going to close the car plant and ⁴_____ about 2,000 **people**, which would be a big blow to the town.

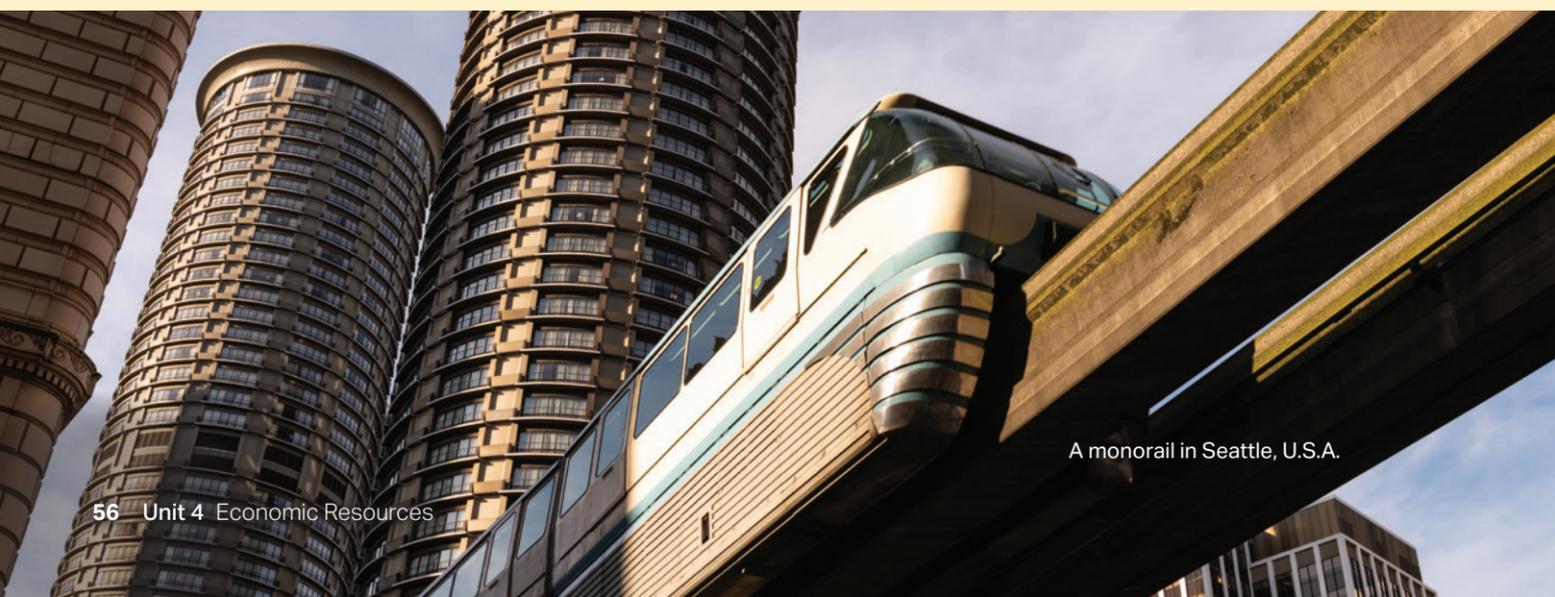
A politician’s perspective

enjoy	restore	start up	stifle	turn
-------	---------	----------	--------	------

I think the fundamentals of the economy are sound. It’s more about ¹_____ people’s **confidence** in it so they start spending again. One thing that should instill optimism is the number of people ²_____ **new businesses**. Manufacturing is also ³_____ a **mini boom**. As a government, we just need to make sure we don’t do anything to ⁴_____ **the recovery**.

Critical Thinking

- F Work in small groups. Discuss the questions.
- 1 What objections might someone have to an LVT? How would you address these objections?
 - 2 Would you support an LVT where you live? Why or why not?



A monorail in Seattle, U.S.A.

Are you sure that's true?

Listen to conversations about "facts" • Express belief and skepticism • Assess online claims



Communication in Context

A Work with a partner. Discuss the questions.

- 1 "Drinking a glass of water before every meal can help you lose weight." Do you believe this? Would you share this information with others or try to verify it first?
- 2 Do you fact-check stories or claims you find online? If so, what do you verify and how?
- 3 Are certain groups of people more likely than others to believe false information they find online? If so, who?

B **4.8** Listen to three conversations between friends discussing information they have read or heard. Complete the chart with notes.

	Topic	Questionable fact
1		
2		
3		

C Work with a partner. Are the facts believable? Why or why not?

D **4.8** Listen again and complete each sentence with the correct word. Then choose whether they indicate belief (B) or skepticism (S).

- 1 I _____ it's also a bit of an exaggeration. **B S**
- 2 That sounds _____, actually. **B S**
- 3 That makes _____. **B S**
- 4 It's not beyond the realm of _____. **B S**
- 5 I'll _____ it when I see it. **B S**

E Work in pairs. What other expressions do you know to indicate belief or skepticism? Are some stronger than others?

F **4.9** Underline the silent consonants in these words. Then listen and check your answers.

- | | | | | |
|-----------|----------|----------|------------|-----------|
| 1 receipt | 3 resign | 5 honest | 7 scissors | 9 condemn |
| 2 answer | 4 subtle | 6 numb | 8 rhino | 10 talk |

TIP

Pronunciation

Silent consonants

In the word *doubt*, *b* is a silent consonant. Silent consonants are not pronounced.

Beginning: *know, psychology, write*

Middle: *cupboard, soften*

End: *doubt, should, weigh*

Communication Task Assessing online claims

G Read the quiz. Which of the pieces of information (1–5) do you believe? Which are you skeptical about? Make notes on your ideas.

Don't take it as gospel

The more a so-called fact supports our own agenda or is what we want to hear, the more likely we are to share it—but do we always verify before we share? Probably not, as according to a study by the Massachusetts Institute of Technology (MIT) in the U.S., fake news on social media reaches people about six times faster than the truth.

We grabbed five "facts" from online sources—do you think they're true or false?

- 1 Capturing CO₂ emissions from coal and gas plants and storing it underground can do much to solve global warming.
- 2 Using a dishwasher is more environmentally friendly than washing dishes by hand.
- 3 Fishing is no longer sustainable. In a few decades, there will be no more fish in the sea.
- 4 Continued population growth is causing the world to run out of resources.
- 5 Digital communication is more sustainable than pen and paper.

H Work with a partner. Discuss your ideas to Exercise G. Use the expressions in the box and in Exercise D to express your belief or skepticism. Then do research to check your answers. Consider the below sources and which might be the most appropriate.

- government and environmental agency websites
- nonprofit organizations and think tanks
- reputable news organizations
- educational websites
- academic institutions and universities

EXPRESSING BELIEF

That doesn't surprise me at all.
I'm inclined to believe that.
I can see how that might be true.

EXPRESSING SKEPTICISM

I don't buy it.
I'd be surprised if that were true.
I have my doubts about that.

I Work with a partner. Write down two more "facts" or predictions of your own. They can be true or just something you've heard people say. Then join another pair and take turns sharing your statements and discussing whether you believe them.

Preparing to Write

A Clear documentation is essential in order to establish an organization's rules and expectations in a transparent way. Read the document below and answer these questions.

- 1 Who are these guidelines for? How would you sum up the main message?
- 2 How is the information presented? What tone does the author use, and why?

Guidelines on Use of Resources

The following guidelines have been put in place to ensure careful use of resources within our organization. In general, you are asked to avoid anything that might be considered wasteful and to be alert to opportunities to conserve resources. Specific guidelines are as follows:

Energy

No machines should be left on when unattended. ("On" means in active rather than in standby mode.) The office temperature will be maintained at a steady 22°C, and you are requested to adjust your clothing accordingly if you find this too cold.

Supplies

Purchase of any supplies, such as stationery, electronic equipment, or office furniture, must first be approved by the Purchasing Office to confirm it complies with environmental standards. It is suggested that you use recycled paper for internal communications and note-taking. Fresh paper can and should be used for external communications.

Waste

There are five bins for waste on each floor. Four are dedicated recycling bins, and the fifth is for general waste. The target is that no more than 30% of the total waste generated will be placed in the general waste bin. It is hoped that we can reduce this to 15% in the near future.

Travel

Where possible, you are encouraged to travel to the office by environmentally friendly means. Please note there is no staff parking available at the building.

B Look at the underlined example of a passive reporting structure. Answer the questions below.

- 1 What other examples of passive reporting verbs are there? Underline them.
- 2 What grammatical pattern follows when the subject is *you*? You + _____
- 3 What grammatical pattern follows the verb when the subject is *it*? It + _____

Writing

C Write a set of guidelines for one of these topics or choose your own.

- using a fitness, leisure, or other club's facilities
- completing and submitting a written assignment
- carrying out a specific work task (e.g., purchasing supplies)

D Exchange your guidelines with a partner. Use these questions to evaluate your partner's guidelines and give feedback.

- Is there a clear title?
- Does it follow the structure of the model above?
- Is it written in concise, understandable language?
- Does it use passive forms appropriately?



Managing People



▲ A tailor showing an apprentice how to make clothes

Warm Up

- 1 The photo shows an example of a mentor and a mentee. What are some other examples of mentor / mentee relationships?
- 2 What do you think makes a good mentor?
- 3 **CS2.1** Listen to three people talking about a great mentor they had. Take notes in the chart, then compare with a partner.

	Speaker 1	Speaker 2	Speaker 3
Who			
What made them great			

- 4 Have you had a mentor like any of the speakers had? Describe them to your partner.

Exploring Career Skills

- A** ▶ **CS2.1** Watch Part 1 of a talk about managing and mentoring people. The speaker talks about two scenarios. Take notes on the characteristics of each one.

Scenario 1	Scenario 2

- B** ▶ **CS2.2** What are the pros and cons of the two approaches? Write your ideas below. Then watch Part 2 of the talk. Were any of your ideas similar?

	Pros	Cons
Scenario 1		
Scenario 2		

- C** ▶ **CS2.3** Complete the notes with one word in each space. The first letter of each word is given. Then watch Part 3 of the talk to check.

- Building a strong relationship with your manager—¹ a _____ up
- Good ² c _____ is key
- Be ³ p _____
- Be ⁴ h _____ about making mistakes
- Applicable to many ⁵ s _____

- D** Work with a partner. Discuss the questions.

- Describe a time when a mentor or manager gave you feedback. How was it similar to or different from the two scenarios in Exercise A?
- How do you try to create a good relationship with your manager or someone senior to you?
- Which tips from the video in Exercise C do you agree / disagree with? Why?

Career Skills in Action

- E** ▶ **CS2.2** Work in pairs. A professor is discussing a student's draft essay. Listen to their conversation and answer the questions.

- 1** What phrases does the professor use to give feedback and suggestions? Check (✓) the ones you hear.

- | | |
|---------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> a What you should do is ... | <input type="checkbox"/> e Can you see a way to ...? |
| <input type="checkbox"/> b One aspect concerns ... | <input type="checkbox"/> f What might help is to ... |
| <input type="checkbox"/> c You seem to ... | <input type="checkbox"/> g It might be useful if you ... |
| <input type="checkbox"/> d Do you think you could ...? | <input type="checkbox"/> h It's not quite as clear as it could be ... |

- 2** What issues did the professor raise?

- F** ▶ **CS2.2** Listen to the conversation again. Answer the questions.

- 1** Which scenario from Exercise A is the conversation more similar to (1 or 2)? What are its characteristics?

- 2** What idea(s) from Exercise A did the professor NOT use? Could his advice have benefitted the student if he had?

- G** **YOUR TURN** Work with a partner. You are going to role-play a meeting between a mentor and a mentee. First, choose a situation.

Situation 1

Student A (a college professor) is giving feedback to **Student B** (a college student) on a first draft of a presentation. There are several issues to discuss and clarify:

- The aim is unclear.
- The slides are detailed but have too much text.
- The visuals are well done, but more are needed.
- The flow of the presentation doesn't seem logical.

Situation 2

Student A (a manager) is giving feedback to **Student B** (an employee) on a sales and marketing campaign for a new product. There are several issues to discuss:

- The campaign seems lively and engaging, but it's unclear who the target audience is.
- There is no mention of how success will be determined (e.g., percentage increase in sales, deadlines met, etc.).
- The specific costs and budget are not shown.