

# American Language Hub



**LEVEL 4**  
**Student's Book**

+ access to **Student's App**

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The future belongs to those who believe in the beauty of dreams.

Eleanor Roosevelt

A father and daughter programming a VR simulator.

## OBJECTIVES

- talk about future plans and goals
- make predictions about the future of work
- evaluate future predictions
- debate a range of transportation proposals
- give your opinion on automation in the workplace
- write a for and against blog post

Work with a partner. Discuss the questions.

- 1 Read the quote. What do you think Roosevelt means? Do you agree with her? Why/Why not?
- 2 What technological developments do you think will change the world in the future?
- 3 Are you generally optimistic or pessimistic about the future of the world? Why?



**G** future forms  
**S** identifying evidence

**V** noun + preposition collocations; nouns and verbs with the same spelling  
**P** nouns and verbs with the same spelling

## LISTENING

**A** Look at the pictures (a–e). Rank these life decisions from most to least important.

**B SPEAK** Work in pairs. Compare your ideas from Exercise A. Explain your reasoning. What do you agree about? What do you disagree about?

**C LISTEN FOR GIST** Listen to a podcast about turning points in people's lives. Match the speakers to the change they talk about.

- 1 Lucy      a planning how to spend their retirement  
2 Hadiyah      b packing in preparation for a year of traveling  
3 Frank      c getting organized for a new arrival

**D LISTEN FOR DETAIL** Listen to the podcast again. Choose the correct option (a, b or c) to complete the sentences.

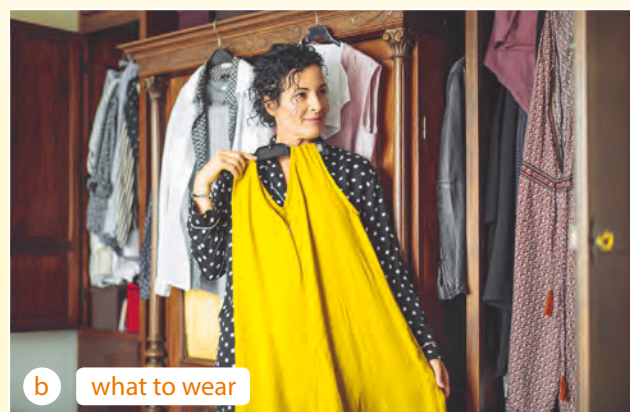
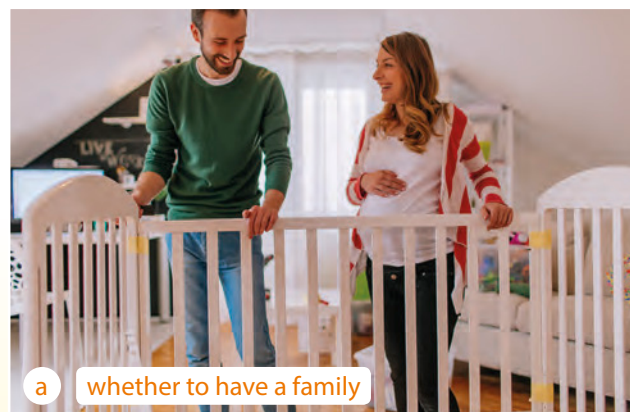
- 1 Lucy is planning to ...  
a take a course in Spain      c work in the UK  
b drive across Russia
- 2 Which country isn't Lucy going to?  
a Russia      c Brazil  
b China
- 3 Hadiyah's husband ...  
a thinks they are having a boy.      c is happy with a boy or a girl.  
b thinks they are having a girl.
- 4 Who in Hadiyah's family are they thinking of naming the baby after?  
a one of the grandmothers      c one of her sisters  
b one of the aunts
- 5 Frank has just bought ...  
a a new car.      c a fishing rod.  
b a new RV.
- 6 Frank is planning to ...  
a go on a cruise.      c take a road trip.  
b retire in Florida.

**E LISTEN FOR KEY INFORMATION** Listen again. Use the table to write notes about each speaker

	Lucy	Hadiyah	Frank
What is each speaker excited about?			
What hasn't each speaker decided?			
What new skill does each speaker talk about?			

**F IDENTIFY ASSUMPTIONS** Work in groups. Read the extracts (1–2). Do you agree with the assumptions each speaker makes? Why/Why not?

- 1 Everyone there speaks some English, anyway.  
2 Everyone wants to retire, don't they?



## GRAMMAR

## Future forms

**A** Listen and complete the extracts with the correct future form of the verbs in parentheses.

- 1 I \_\_\_\_\_ (fly) to Paris because I have a friend there.  
2 The classes \_\_\_\_\_ (be) three days a week from nine to four.  
3 Then, I \_\_\_\_\_ (visit) as many countries as I can.  
4 Parents are always really busy, so I \_\_\_\_\_ (definitely / have) to get better at managing my time.  
5 Do you think you \_\_\_\_\_ (miss) work?  
6 That's a good idea. I \_\_\_\_\_ (add) it to the list!

**B WORK IT OUT** Choose the correct tenses to complete the rules.

## Future forms

We use the <sup>1</sup>*simple present / present progressive* for definite future arrangements.

We use <sup>2</sup>*going to / will* + base form to talk about general intentions.

We use <sup>3</sup>*going to / will* + base form for decisions made at the moment of speaking.

We use <sup>4</sup>*simple present / present progressive* for timetabled events.

We use <sup>5</sup>*will + base form / present progressive* for making predictions.

We use <sup>6</sup>*will / going to* + base form for predictions based on something we know.

**C** Go to the **Grammar Hub** on page 128.

**D PRACTICE** Complete the sentences with the correct form of the verbs in the box.

break come fly go leave miss see text

- 1 There's no milk left? OK, I \_\_\_\_\_  
Bea and ask her to pick some up.  
2 That chair doesn't look very strong – I think it \_\_\_\_\_!  
3 We \_\_\_\_\_ with JetBlue on the way out, but haven't booked the return flight yet.  
4 The next train to Cambridge \_\_\_\_\_ at 5:12 pm.  
5 She probably \_\_\_\_\_ – she doesn't really like parties.  
6 After college, I \_\_\_\_\_ traveling for a year. Not sure where though.  
7 We're still miles away from the airport – we \_\_\_\_\_ our flight!  
8 I \_\_\_\_\_ her on Friday, actually. We have a meeting at 2 pm.

## VOCABULARY

## Noun + preposition collocations

## Noun + preposition collocations

Some nouns and prepositions are commonly used together. For example, we can say *the reason for* but not *the reason of*.

**Correct the prepositions in each sentence.**

- 1 Congratulations for passing the exam!  
2 I'm hoping to take a course for accounting.  
3 I need to make more time of my family.  
4 We're planning to visit a lot of places of Europe.  
5 There's the possibility to changing jobs next summer.  
6 I'm a little worried. There's the risk for not getting into college.

## SPEAKING

**A PREPARE** You are going to interview your partner about their plans and goals for the future. Write questions about:

- home      • study      • work  
• family      • travel      • achievements

- 1 What are you going to do after your course finishes?  
2 Would you like to go traveling?

**B SPEAK** Interview your partner. Ask follow-up questions to find out more information.

A: When does your course finish?

B: At the end of July.

A: So, what are you going to do afterward?

B: Hmm ... I'm not sure. I'll probably try and find a job in a café or something.





## READING

**A SPEAK** Work in groups. Which jobs do you think will be most affected by robots in the future? Why?

**B SCAN** Read *The future of work* quickly. Which of your ideas from Exercise A are mentioned?

# THE FUTURE OF WORK

Few people would argue that society hasn't <sup>1</sup>**benefited** enormously from technological advancements. However, the future of many jobs may be hanging in the <sup>2</sup>**balance** due to the increased use of robotics in the workplace. According to Osbourne and Frey from Oxford University, almost 50% of jobs worldwide are at risk of being automated over the next 20 years. Taxi drivers could be replaced by driverless cars. In some warehouses, robots already move <sup>3</sup>**produce** around more efficiently than workers. Even the role of teachers could be dramatically affected as more and more of the learning process moves online. There's also a greater risk of change in certain countries where there are a high number of people employed in manufacturing. For example, the World Bank estimates that some countries risk up to 60% of jobs possibly being replaced by robots and automation, simply because technology is usually able to <sup>4</sup>**produce** more than human workers, with better accuracy and attention to detail. Yet many economists argue that despite the risks of increased automation, there are still many opportunities and <sup>5</sup>**benefits** ahead.

Although to many this may feel like a new problem, in reality it is a <sup>6</sup>**challenge** that has existed for years. Since the invention of the printing press, machines have continued to replace humans in the workplace. In fact, people have always worried about technology taking their jobs. During the Industrial Revolution in England, the Luddites – a group of clothes and textile makers – protested against new technology in factories by destroying machinery. They weren't against the technology, but they didn't like the <sup>7</sup>**control** and power it gave to factory owners to make working conditions worse. In the late 1950s, there were also widespread protests across the US in response to the <sup>8</sup>**influence** of automation on the shipping industry.

Although technological advances frequently <sup>9</sup>**challenge** society, overall levels of unemployment have never risen consistently. Periods of increased unemployment are usually temporary and associated with a recession. We don't run out of work – work simply changes and new jobs are created. People were once employed to open doors on trains and take people's tickets. Farmers, factory workers and elevator operators have all lost their jobs due to technological changes. People have simply moved on and found new types of employment.



Automation will no doubt <sup>10</sup>**influence** society greatly as it starts to <sup>11</sup>**control** more and more aspects of our lives. However, arguably, it won't change the total number of jobs in the economy. Studies into the impact of automation on employment focus only on which existing jobs could be replaced. They do not address the subject of which new jobs might be created. While planes and boats may not have a crew on board, they will still need to be operated by someone remotely. As more and more of life moves online, we may find we need fewer traditional police officers and that experts in preventing online crime will become increasingly important. Jobs that we cannot even imagine right now will become vital.

While many of our jobs are no doubt under threat, it is a dramatic exaggeration to present the idea that huge numbers of people will find themselves unemployed because of automation. Humans will always be vital in the workforce, just not necessarily in ways we are used to. Technology may even free up humans to work less and allow them more free time to <sup>12</sup>**balance** the pressures of work, family and other interests.



### Glossary

**recession (n)** period when trade and industry are not successful and there is a lot of unemployment

**C IDENTIFY EVIDENCE** Read the article again. Underline the evidence used to support the arguments below. Use the information in the box to help you.

### Identifying evidence

Good writers use evidence to support the argument or point they're trying to make. This can include references to specific studies, examples and statistics.

- 1 A large proportion of jobs are at risk from technological developments.
- 2 Some countries may suffer more than others due to automation.
- 3 Jobs have always been at risk from technological developments.
- 4 Many old jobs now no longer exist.
- 5 New jobs will be created that do not currently exist.

**D SPEAK** Work in pairs. Discuss the questions.

- 1 Do you think society needs to worry about automation affecting people's jobs? Why/Why not?
- 2 How might the increased use of robots and automation benefit society?
- 3 What skills do you think people need to develop to protect themselves from automation?

## VOCABULARY

Nouns and verbs with the same spelling

**A** Scan the article again. Which of the words in bold (1–12) are nouns? Which are verbs?

**B** Complete the sentences with the correct form of the words in Exercise A.

- 1 One of the \_\_\_\_\_ of robotics could be more free time for individuals.
- 2 We need to \_\_\_\_\_ the convenience of automation with the need for employment.
- 3 We should constantly \_\_\_\_\_ companies that get away with paying lower taxes.
- 4 There's no doubt that technology \_\_\_\_\_ the way in which all industries work.
- 5 Some people think that automation gives companies more \_\_\_\_\_ over workers.
- 6 Robots make it quicker and easier for companies \_\_\_\_\_ their products.

## PRONUNCIATION

Nouns and verbs with the same spelling



**A** Listen to the pairs of sentences. Are both forms of the words in bold pronounced the same way?

- 1 a The key **benefit** of increased automation is greater efficiency.  
b Technology should be used to **benefit** humans, not replace them.
- 2 a I think we'll all need to **upgrade** our skills.  
b This system is an **upgrade** to the previous one.



**B** Listen to the pairs of sentences. Underline the stressed syllable in each of the words in bold.

- 1 a An **increase** in automation will have a negative impact on jobs.  
b We need to **increase** the number of automated jobs in education.
- 2 a Robots are increasingly used to **produce** more and more products.  
b A lot of people are eating local **produce** to reduce their environmental impact.
- 3 a Many people would **reject** the idea of a machine being a doctor.  
b Products produced by machines usually lead to fewer **rejects** being made.

## SPEAKING HUB

**A PREPARE** Would you be happy for a robot to do any of these jobs? Why/Why not? Write notes.

- a doctor
- a bus driver
- a waiter
- a sales clerk
- a teacher
- an accountant

**B DISCUSS** Work in groups. Discuss your ideas from Exercise A. Are there any other jobs that you think could or couldn't be automated?

**C PRESENT** Explain the main points of your discussion to the class. Which jobs do you think could be automated? Which couldn't? Why?

- Talk about future plans and goals
- Make predictions about the future of work



**G** future perfect, future progressive and future perfect progressive  
**S** identifying agreement and disagreement **V** intensifiers **P** intonation with intensifiers

## READING

**A SPEAK** Work in groups. Discuss which of the following will become common within the next decade.

- driverless cars
- virtual reality in the classroom
- space tourism
- 3D printing in the home

**B PREDICT** Work in pairs. Look at the subheadings in *When science fiction becomes science fact*. What predictions do you think each section will make about the future?

**C READ FOR GIST** Read the article quickly. Which of your ideas from Exercise B are mentioned?

**D IDENTIFY OPINION** Read the article again. Write Y (Yes) if the statement agrees with the writer's opinion. Write N (No) if it contradicts the writer's opinion. Write NG (Not Given) if it is impossible to say what the writer thinks.

- 1 The author thinks pollution is the main threat to cities. \_\_\_\_\_
- 2 AI and robotics will dominate both our home and work lives. \_\_\_\_\_
- 3 Humans and robots will work side by side. \_\_\_\_\_
- 4 Social media will affect people's real-life status. \_\_\_\_\_
- 5 People will have little contact with each other. \_\_\_\_\_
- 6 We need laws to restrict the influence of social media. \_\_\_\_\_

# WHEN SCIENCE FICTION BECOMES SCIENCE FACT

In 1989, the movie *Back to the Future 2* predicted that 26 years into the future, people would make video calls, use wearable technology and tablet computers, and play video games hands-free. While these predictions probably seemed pretty unrealistic at the time, all have come true in some form or another. Even the famous hoverboard could soon become a reality, as car giant Lexus has recently developed a working prototype. So, are predictions made in movies and TV always this accurate? Here we take a look at some of the key predictions made in science fiction over the past 30 years and assess which, if any, are likely to come true.

## ENVIRONMENT

Many movies set in the future show changes to our environment. *Blade Runner* is set in the year 2049 and shows a dark future in which pollution levels in the city are shockingly high, and the sun is rarely seen. The natural environment has been almost completely destroyed and industrial cities dominate the landscape. While this movie focuses on the pollution and poor air quality in major cities, in reality the biggest environmental threat to cities is arguably rising sea levels. Recent estimates suggest that if we are unable to dramatically reduce the amount of carbon dioxide released into the atmosphere over the next few decades, **sea levels will have risen so much by 2050** that hundreds of millions of people will lose their homes. At present, the city most affected would be Shanghai. Projections show that the majority of the city will disappear under water if global temperatures increase by just three degrees.

## TECHNOLOGY

Perhaps the most common types of predictions made in movies center around technology. According to Alex Proyas's movie *I, Robot*, by 2035 robots will have evolved to such a point that they will be able to carry out most human tasks.

<sup>2</sup>By 2035, we will have been living with computers for around 100 years, and while many predictions estimate that robots will be doing almost 50% of jobs worldwide within the next 20 years, a world like Proyas's is still a long way from reality. <sup>3</sup>It is much more likely robots will be working alongside humans, rather than replacing them.

**E SPEAK** Work in groups. Discuss the questions.

- 1 Which of the predictions in the article do you think will come true? Why?
- 2 What else do you think might happen in each of the categories over the next twenty years?

## GRAMMAR

Future perfect, future progressive and future perfect progressive

**A** Scan the article again. Match the highlighted sentences (1–3) to the things they describe (a–c).

- a an action or situation that will be finished before a specific time in the future \_\_\_\_\_
- b an action or situation that will continue up to a specific time in the future \_\_\_\_\_
- c an action or situation that will be in progress at a specific time in the future \_\_\_\_\_

## COMMUNICATION

Movies are also full of predictions about the future of communication. The communicators in *Star Trek* are incredibly similar to modern cell phones, and the 1927 classic *Metropolis* showed video calls long before the creation of Skype. Our increased reliance on smartphones is taken a step further in the movie *Her*, where the main character has a relationship with a computer operating system that has a female voice. If it's still popular in 2025, we will have been using Facebook for just over twenty years. The Netflix series *Black Mirror* shows a future where the 'like' feature of Facebook impacts on people's actual lives. The more likes someone gets, the higher their social status is in real life. As a result they can get better cars, houses and jobs. Although this is unlikely to happen, it does draw our attention to the worrying impact of social media on society.

**B WORK IT OUT** Scan the text again and complete the box with one more example of each tense.

### Future perfect, future progressive and future perfect progressive

We use the **future perfect** to talk about something that will finish before a specific point of time in the future.

1 \_\_\_\_\_

We use the **future progressive** to talk about an action or situation that will be in progress at a specific time in the future.

2 \_\_\_\_\_

We use the **future perfect progressive** to talk about an action or situation that will continue up to a specific time in the future.

3 \_\_\_\_\_

**C** Go to the **Grammar Hub** on page 128.

**D PRACTICE** Complete the predictions with the future perfect, future progressive or future perfect progressive form of the verbs in parentheses.

- 1 I \_\_\_\_\_ (change) jobs by the end of the year.
- 2 I \_\_\_\_\_ (live) in the same place in thirty years.
- 3 I \_\_\_\_\_ (visit) five new countries by the end of the decade.
- 4 By the end of the month, I \_\_\_\_\_ (buy) a new phone.
- 5 By the end of the decade, I \_\_\_\_\_ (work) for the same company for over twenty years.
- 6 In five years, I \_\_\_\_\_ (still / study) English.

**E SPEAK** Work in pairs. Which predictions in Exercise D do you think will become true for you? Why?

## SPEAKING

**A PREPARE** Read the following predictions from different science fiction movies. Which do you think will become true? Write notes.

Police will be able to predict the future, preventing serious crimes before they happen. *Minority Report* (2002)

You will be able to pay to have your memory of a relationship that went wrong permanently erased. *Eternal Sunshine of a Spotless Mind* (2004)

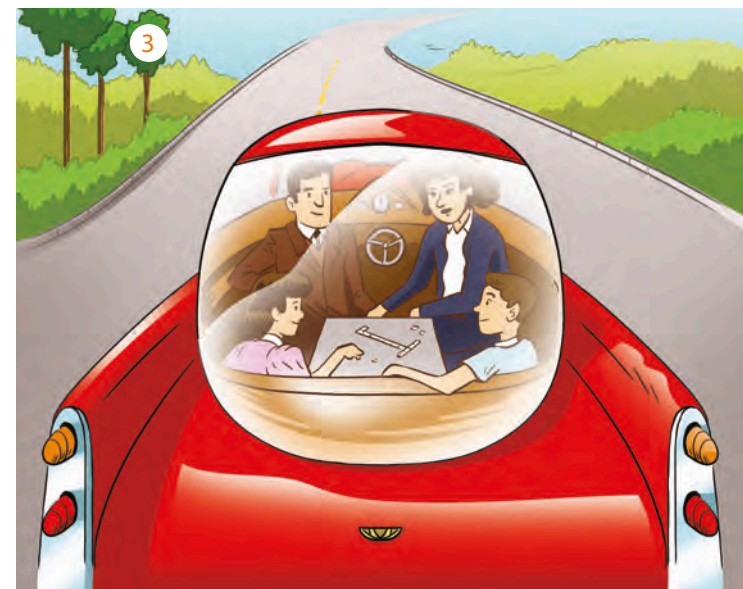
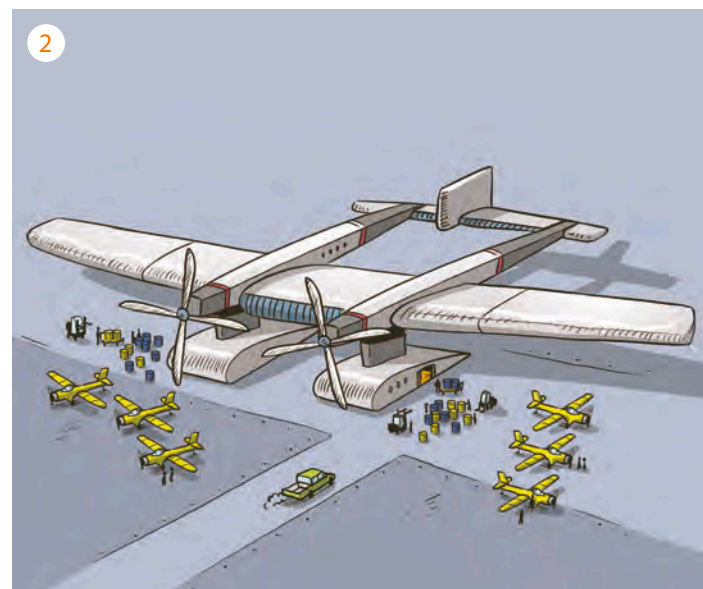
Humans will learn how to communicate with aliens. *Arrival* (2016)

The Earth will be so damaged that humans will look for a new planet to call home. *Interstellar* (2014)

The rich will control cities from high-rise towers, while the poor will work machines underground. *Metropolis* (1927).

**B SPEAK** Work in pairs. Compare your ideas from Exercise A. Explain your reasoning.





## LISTENING

**A SPEAK** Work in pairs. Look at the pictures (1–3) and discuss the questions.

- Which of the predictions about future transportation came true?
- Which didn't come true and why do you think they failed?
- How do you think transportation will change over the next ten years?

**B LISTEN FOR GIST** Listen to a public debate about the future of transportation. Put the modes of transportation in the order they are discussed.

- \_\_\_ hypersonic jets      \_\_\_ driverless cars  
\_\_\_ hyperloop trains      \_\_\_ flying bikes

**C IDENTIFY AGREEMENT AND DISAGREEMENT** Listen again. Who makes the following points – Mark or Sarah? To what extent do they agree with each other? Use the information in the box to help you.

### Identifying agreement and disagreement

When arguing about a topic, speakers use expressions such as *I completely agree*, *I can't see ...*, *Yes, but ...*, etc to signal agreement or disagreement. These are typically followed by reasons and examples to counter or support the original point.

Speakers also highlight agreement or disagreement by responding with a single adverb (e.g. *Seriously?*, *Definitely!*, etc).

- Driverless cars will soon become a common sight on our roads.
- Driverless cars have better reactions than human drivers.
- Hyperloops are safer than existing train systems.
- Hyperloop train systems are unlikely to get the funding they need.
- We're unlikely to develop flying cars within the next two decades.
- There may be a market for space tourism in the future.

**D SPEAK** Work in pairs. Read the driverless car scenario Sarah describes in the discussion. What do you think the car should do? Explain your reasoning.

How can a car make a decision about what to do in a dangerous situation? Should it protect the driver at all costs? What if doing so might mean injuring somebody else? What does it do then? I just think it would be incredibly dangerous to have driverless cars on the road.

## VOCABULARY

### Intensifiers

**A** Read the extracts from the discussion. Complete the definitions below with the words in bold.

- The way we get around is going to be **entirely** transformed.
- I **firmly** believe there is no chance driverless cars will become popular.
- It's **undoubtedly** true that driverless cars will have more consistent and quicker reactions than most drivers.
- But it would **greatly** improve our lives!
- Hyperloop train systems are **widely** expected to happen.
- ... **especially** things that save significant time, like the Hyperloop train...
- ... it will become **significantly** cheaper over time.
- You seem **incredibly** focused on speed!

- \_\_\_\_\_ completely, or in every way
- \_\_\_\_\_ in a way that is relevant or that has an important effect on something
- \_\_\_\_\_ used for saying that something is certainly true or is accepted by everyone
- \_\_\_\_\_ very much
- \_\_\_\_\_ extremely
- \_\_\_\_\_ by a lot of people, or in a lot of places
- \_\_\_\_\_ strongly
- \_\_\_\_\_ used when mentioning conditions that make something more relevant, important or true

**B** Choose the correct intensifiers to complete the sentences.

- Many of these inventions seem *undoubtedly* / *incredibly* unlikely to happen.
- It's *entirely* / *greatly* possible that all cars will be driverless in the future.
- There are *significantly* / *firmly* more passengers using the system than it was designed for originally.
- Travel times would be *greatly* / *entirely* improved.
- You are *undoubtedly* / *especially* right.
- I *firmly* / *widely* believe that safety is more important than convenience.
- That is *especially* / *widely* true when it comes to a company making a profit.
- It is *significantly* / *widely* believed that commercial flights will eventually be powered by solar energy.

**C** Go to the **Vocabulary Hub** on page 145.

**D SPEAK** Work in pairs. Use intensifiers to give your opinions on the topics below.

- the likelihood of space tourism
- police traveling by hover bikes
- the widespread use of hyperloop trains

*Space tourism in our lifetime seems incredibly unlikely.*

## PRONUNCIATION

### Intonation with intensifiers

**A** Listen to the extract from the debate. What intonation does the speaker use on the intensifiers: rising (↗), falling (↘) or rise-fall (↗↘)? What effect does this have?

They're **undoubtedly** cheaper than building a normal high-speed train and travel times will be **greatly** reduced.

**B** Listen and repeat the sentences.

- The city is incredibly congested!
- The idea is entirely unrealistic. It will never happen.
- Considering the environmental impact has become increasingly important.
- Travel times will be greatly reduced.

## SPEAKING HUB

**A PLAN** Read the information cards and write notes about the advantages and disadvantages of each form of transportation.

### CITY TRAIN

- Completion:** 2030  
**Design:** Spacious and modern. Built-in wi-fi. First-class meeting tables  
**Cost:** \$5 billion  
**Ticket cost:** \$10 day ticket  
**Speed:** Much faster than road vehicles. Delays less likely

### ECO BUS

- Completion:** 2022  
**Design:** Eco-friendly using renewable energy  
**Cost:** \$300 million  
**Ticket cost:** \$3 day ticket  
**Speed:** Faster than cars because it uses a designated bus lane. Delays possible

### TROLLEY SYSTEM

- Completion:** 2025  
**Design:** A simple subway train. Many roads will need to be redesigned to fit trolleys  
**Cost:** \$2 billion  
**Ticket cost:** \$5 day ticket  
**Speed:** Relatively slow-moving. Delays possible

**B PREPARE** Work in three groups. You are going to propose a new transportation system for your city. Group A – City Train, Group B – Eco Bus, Group C – Trolley System. Prepare your arguments.

**C DISCUSS** Debate the best method as a class. Remember to question the weaknesses in the other methods.

- Evaluate future predictions
- Debate a range of transportation proposals



## ▶ Flippy the robot

### COMPREHENSION

- A** Work in pairs. You are going to watch a news report about a burger-flipping robot. What do you think the advantages and disadvantages of this kind of technology are?
- B** ▶ Watch the report. Which of your ideas from Exercise A are mentioned?
- C** ▶ Watch again. Complete the sentences with no more than three words from the report.
- 1 A combination of image recognition and \_\_\_\_\_ tells Flippy which burgers need turning over.
  - 2 The introduction of Flippy may lead to \_\_\_\_\_ in the future.
  - 3 CaliBurger will spend an estimated \_\_\_\_\_ a year on maintenance.
  - 4 Human employees frequently find the working conditions difficult and many leave after \_\_\_\_\_.
  - 5 Flippy isn't fully autonomous yet and regularly \_\_\_\_\_ that a human employee wouldn't.
  - 6 David Zito, the CEO of Miso Robotics, is confident that Flippy \_\_\_\_\_ with time.
  - 7 The presenter believes it won't be long before Flippy can both \_\_\_\_\_ and serve customers.
  - 8 Roboticists predict that new \_\_\_\_\_ will emerge to replace those lost.
- D** Work in groups. Do you agree with the following predictions made in the report? Why/Why not?
- 1 It won't be long before the majority of unskilled jobs are automated.
  - 2 In the future, it will be odd to go to a restaurant that isn't almost fully automated.

### AUTHENTIC ENGLISH

- A** Read the extract from the report. Why do you think the speaker says *right*?

It's not a very fun job, *right*? Er, it's hot, it's greasy, it's dirty, erm, it hurts your wrist, *right*?

- B** Read the information in the box and check your answers to Exercise A.

#### *right*

In informal spoken English, speakers frequently use *right* in place of a question tag to check information or to ask if someone agrees with them.

*You have tomorrow off, right?*

(= You have tomorrow off, don't you?)

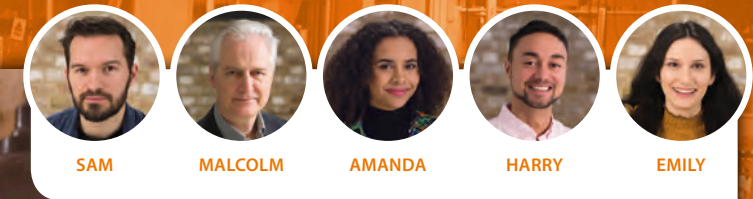
*You know where you're going, right?*

(= You know where you're going, don't you?)

- C** Read the extract in Exercise A again. Which regular question tags could be used instead of *right*?
- D** Work in pairs. Take turns using prompts (1–6) to make sentences with *right*.
- 1 You want to check that the movie starts at 9 pm.
  - 2 You think your friend has met Yuki before.
  - 3 You're not sure if a friend can speak Japanese.
  - 4 You think a colleague is going to Seville next week.
  - 5 You think a friend finishes early on Fridays.
  - 6 You want to check if your friend knows how to get to the station.
- So, the movie starts at 9 pm, right?*



## ▶ The perfect coffee



- A** Work in pairs. What's your favorite café? Why do you like it so much?

- B** ▶ Watch the video. Choose the best summary (1–3) of what Sam thinks customers want from an independent café.

- 1 They want to be served quickly and efficiently.
- 2 They want to make use of the latest technology.
- 3 They want to feel like a valued part of a community.

- B** Work in pairs. Tell your partner about your job or a job you would like to have. Listen to your partner and ask for clarification of what they tell you. Then swap roles.

Talk about:

- what skills and knowledge you need
- who you work with
- what you like/dislike about the job
- what your responsibilities are
- what equipment you use

### SPEAKING SKILL

- A** ▶ Watch the video again. Complete the box with examples from the conversation.

#### Asking for clarification

In conversation, we frequently need to check that we have understood something correctly. A common way to do this is to use a signaling phrase followed by an explanation of what we think the speaker meant.

*Sam: I want the people who come to our café to feel that it is their space. So I often allow local clubs to hold meetings here or we host events like book signings or talks.*

*Amanda: So you mean that the café can be a hub for the local community?*

We use a number of other phrases for asking for clarification, some of which are more formal than others:

#### More formal

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

#### Less formal

- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### SPEAKING HUB

- A PREPARE** Work in pairs. You are going to conduct an interview about increased automation in the restaurant industry.

**Student A** – You are a journalist. Choose which questions to ask from the list below and add some of your own.

**Student B** – You are the interviewee. Write notes about your responses to the questions below.

- How might the industry benefit from increased automation?
- Which jobs do you think are most at risk from this trend?
- How do you think the public would react?

- B SPEAK** Conduct the interview. Ask each other for clarification if you need to.

*Correct me if I'm wrong, but you seem to be saying that you'd be happy for robots to help prepare, but not serve your food. Is that right?*

- C DISCUSS** As a class, discuss whether increased automation in the workplace is mainly positive or negative.

○ Give your opinion on automation in the workplace

➤ Turn to page 157 to learn how to write a for and against blog post.



## VOCABULARY

**A** Choose the correct prepositions to complete the sentences.

- I want to take a course **in / on / for** accounting next year.
- There's a risk **with / of / for** the company going out of business before the end of the year.
- Do you have any knowledge **of / in / on** spreadsheets?
- Congratulations **about / for / on** the birth of your new baby daughter!
- There are a lot of historic places of interest **at / in / on** the northern part of the country.
- Is there any possibility **for / of / about** getting a refund?

**B** Complete the sentences with words from the box.

balance benefit challenge  
control influence produce

- We are being expected \_\_\_\_\_ far more than is humanly possible!
- I'm so exhausted all the time. I think I just need a better work-life \_\_\_\_\_.
- Always \_\_\_\_\_ yourself to try something new is extremely important.
- The trend toward digital \_\_\_\_\_ the new direction of the company.
- If this deal goes through, XKOM \_\_\_\_\_ 65% of the market.
- One of the \_\_\_\_\_ of exercise is that it lowers your stress levels.

**C** Choose the correct options (a, b or c) to complete the sentences.

- He usually exaggerates so I'm not \_\_\_ sure I believe him.  
a entirely      b firmly      c widely
- They've \_\_\_ improved the new model.  
a entirely      b incredibly      c significantly
- \_\_\_, everyone survived the plane crash.  
a Undoubtedly      b Incredibly      c Widely
- The price of tickets may vary \_\_\_ between distributors.  
a firmly      b greatly      c especially
- I \_\_\_ believe that closing the company was the right decision to make.  
a firmly      b widely      c significantly
- New England is usually pretty cold, \_\_\_ in the winter.  
a greatly      b incredibly      c especially
- The population will \_\_\_ continue to rise as more people move there for work.  
a incredibly      b undoubtedly      c firmly
- It is \_\_\_ believed that AI will place many jobs at risk.  
a widely      b especially      c entirely

## GRAMMAR

**A** Complete the article with *will*, *going to* or the present progressive form of the verbs in parentheses. Sometimes more than one answer is possible.

### Four changes to make to your life

At the start of every year, we all make promises to change certain aspects of our life.

'I <sup>1</sup> \_\_\_\_\_ (exercise) more and  
'I <sup>2</sup> \_\_\_\_\_ (eat) more healthily'

we say. But we typically fail to keep our promises. So what simple changes can we make that will make a big difference and be easy to achieve?

**1** Get up and go to sleep at the same time.  
You <sup>3</sup> \_\_\_\_\_ (feel)  
a lot more refreshed.

**2** Be punctual. It reduces stress. If you start arriving early for things, you  
<sup>4</sup> \_\_\_\_\_ (find)  
that life starts to feel less frantic.

**3** Routine is good, but you should also be spontaneous occasionally. When a friend says,  
'I <sup>5</sup> \_\_\_\_\_ (go) the beach this weekend, do you want to come?' Say, 'Great!  
I <sup>6</sup> \_\_\_\_\_ (come).'

**4** Try to be optimistic. For example, if your company is struggling, don't think  
'I <sup>7</sup> \_\_\_\_\_ (lose) my job.'  
Be positive and think about the new good job you might get.

Make these simple changes in your life and I am sure you <sup>8</sup> \_\_\_\_\_ (be)  
happier in the long run.

**B** Choose the correct options to complete the sentences.

- Can we meet later? I *'ll be watching* / *'ll have watched* the World Cup final then.
- At the end of this month, I *'ll be working* / *'ll have been working* at this company for 20 years!
- Just think – this time next week, we *'ll be lying* / *'ll have been lying* on a beach in Hawaii.
- I can't believe she's changing jobs again. She *'ll have had* / *'ll be having* three different jobs this year!
- I *won't be finishing* / *won't have finished* this work by the deadline. I just don't have enough time.
- Will you be going* / *Will you have gone* to Sarah's party on Saturday?
- In three years, I *'ll have completed* / *'ll be completing* college and I'll be starting to look for work.
- This is ridiculous! In ten minutes time I *'ll have been waiting* / *'ll be waiting* for almost two hours!