

# Elevate!

Student's Book + Workbook + MyLab

**CSE**  
Global Scale of English

55–75

A blended English course for University

**B2**

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**MyLab** Access code  
to digital resources





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## Elevate! B2



Writing the *Elevate!* series has been an instructive and fascinating journey.

The first level of *Elevate!*, the A2-B1 book, was first published by Pearson in 2021 and covered an A to Z of knowledge – from art to zoology, and biology to literature. It moved from the cells that make up our human body to the contents of the universe. We peeked into the past, wondered about the present and pondered over the future. It was an experience that the whole writing and editorial team learnt a lot from. But as we were writing *Elevate!* A2-B1, nagging questions started to emerge. Does it end with *Elevate!* A2-B1? What about an *Elevate!* B2? You have the answer to this second question in your hands right now.

We soon realized that *Elevate!* A2-B1 needed a companion so that students could be taken further along the road to English language proficiency.

So here we are with *Elevate!* B2. Students at university need to improve their English more than ever. Most university courses require students to graduate with an upper-intermediate level of English (which corresponds to CEFR B2 level) and a growing number of courses are taught exclusively in English. This includes university students improving both their *receptive* (listening and reading) and *productive* (writing and speaking) English linguistic skills. It is for this reason that even before the ink had dried on *Elevate!* A2-B1, we were already planning *Elevate!* B2. The only way is up!

When moving to a higher level you need to feel that the ground beneath your feet is safe - so *Elevate!* B2 builds on the foundation already established in the first book of our series. In *Elevate!* B2 we have maintained the key elements that have made the A2-B1 book in the *Elevate!* series so relevant and popular.

The central idea is that a teacher can go into a classroom and do an entire 90-120 minute lesson from start to finish on a single *Student's Book* double-page spread. No more deciding which parts of lengthy units to focus on, as is the case with other English language course books not made with university students specifically in mind. Every face-to-face lesson in the *Elevate!* B2 Student's Book is all there on just two pages.

As with *Elevate!* A2-B1, each lesson in *Elevate!* B2 begins with an appealing short video, which is the thematic basis of the lesson. Odd-numbered lessons then move through Reading skills to Writing, and every even-numbered lesson starts with a Listening and ends with Speaking. This way, all four of the skills, both productive and receptive, are covered in each pair of Student's Book lessons.

We still wanted every lesson to focus on a different university subject and in *Elevate!* B2 we carried on looking for the “wow” factor in every subject we tackled. We wanted to write about things that are interesting in themselves, that encourage students to read and research further, and ask the all-important question, “What happens next?”. We have chosen topics that are simple enough for anyone to grasp but compelling enough to spark curiosity. We want mathematics students to be interested in something about history, and art students to want to know more about physics.

*Elevate!* B2 is a fully blended course, which means that supplementary online material is integrated into each of the Student's Book lessons. At certain points within the lesson, the student is directed to go onto the online *MyLab* platform to do a further exercise. This might be a gap fill with dropdown answers, a short writing exercise, a discussion in pairs or a short listening activity. This movement between paper and screen intensifies the learning experience and adds variety to the lesson.

*Elevate!* B2 covers a complete CEFR B2 level grammar syllabus that is specifically focused on the needs of university students. Basic understanding and practice of each grammar point is introduced in each lesson in the Student's Book, and more extensive comprehensive grammar explanations are contained in the *Grammar Bank* section at the end of the Student's Book. This can be used both as a teaching tool and as student's own reference.

One of the features of the *Elevate!* A2-B1 book highly appreciated by both students and teachers is its unique *Writing Skill-Set* section. Students using this B2 book in the *Elevate!* series also have access to it on the MyLab platform. It is a resource with a wealth of information covering twelve different text types (from emails, reports, articles and essays, to presentations, surveys and writing a CV and cover letter) that students may be required to produce during their academic, personal, and professional lives. Students are not only shown the structure and models of the text types, but are guided step-by-step to produce their own material by completing the embedded exercises.

As was the case with *Elevate!* A2-B1, *Let's Recap!* is a page of further practice activities that encapsulate the key grammar and vocabulary points of the previous two lessons in the Student's Book. Students use this page after the lesson to check and consolidate what they have learned.

The course book also contains a *Ready for the Exams!* component, which consists of on-topic pages of practice exam tasks for the major competitive English exams – the Pearson Test of English (PTE) Academic, Cambridge Assessment English B2 First and IELTS Academic.

Students have a comprehensive resource of engaging self-study activities in the incorporated *Workbook*. It contains a further four pages of extra material for every two-page lesson in the Student's Book, covering all the areas of grammar, vocabulary, reading, listening, speaking and writing. We realised that to cater for the needs of the University teacher and student, the Workbook section needed to be even larger than the Student's Book, so that there was plenty of practice material to prepare students for university exams.

What else is on offer in this *Elevate!* B2 book?

The *Elevate!* B2 book focuses more on what are called ‘productive skills’. That is, writing and speaking are given a greater emphasis. At CEFR B2 level these skills are required for students to actively participate in coursework and classwork, and to take their English language skills out into the world of work. For this reason, there is a *Micro-Skills* section for every lesson in the Student's Book entirely devoted to the development of a particular productive skill. The micro-skills for *Writing* and *Speaking* focus on tweaking specific areas that students often find difficult. For example, ways students can write about their work experience in a job application if they have never worked, or how to master asking people questions using conditional forms. The *Micro-Skills* pages home in on potential problem areas that other English course books at CEFR B2 level only touch on slightly.

And so, here you have it! *Elevate!* B2, a comprehensive General English course book at CEFR B2 level specifically created for university students.

We have certainly enjoyed putting it together, and hope you and your students find it engaging and effective.



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Oceans apart

LEARNING OUTCOMES

- ▶ **Area of interest:** Economics
- ▶ **Starting Point:** Cultural stereotypes
- ▶ **Reading...** The seven dimensions of culture
- ▶ **Vocabulary Download:** Adjective formation: prefixes
- ▶ **Grammar in Context:** Modals of ability, permission, obligation and necessity
- ▶ **...for Writing:** a Report
- ▶ **Writing Micro-Skills:** Given written advice and recommendations



Tune In!

1. **BEFORE WATCHING** | Think of some ways cultural differences might affect business. Take notes and add your ideas to the table below.

Ways cultural differences might affect business
• .....
• .....
• .....
• .....

MyLab Now go to Mylab and do Exercise 2.

3. **WHILE WATCHING** | Watch the video on developing cultural intelligence. Label the topics (1-4) in the order they are mentioned in the video.

- ☐ approach to rules
- ☐ formal/informal behaviour
- ☐ time keeping
- ☐ verbal communication

4. **AFTER WATCHING** | How can the points in Exercise 3 differ between cultures? Why?

MyLab Now go to Mylab and do Exercise 5.

Reading...

1. **BEFORE READING** | You are about to read a text on the seven dimensions of culture.

- a) Have you ever had a cultural misunderstanding with someone?
- b) What happened?
- c) How did you resolve it?

2. **VOCABULARY** | Look at the highlighted words in the article. Match them with their definitions (A-F).

- A consider something in a judgement .....
- B decide on a business agreement .....
- C when something is not relevant .....
- D be humiliated when shown you are at fault .....

- E both sides benefit in an agreement .....
- F considered important .....

3. **WHILE READING** | Now read the following text.

The seven dimensions of culture

When doing business on a global level we are surrounded by a multitude of languages and cultures which can seem impossible to navigate. To help understand each other, researchers have identified seven interlinked cultural dimensions that must be taken into account when doing business.

**1 Particularism vs Universalism**  
Countries that adhere to universalism like the USA and the UK tend to believe that rules and methods should apply to all situations irrespective of the situation or culture. They want to get down to business quickly and efficiently. Countries that demonstrate particularism, such as China and Russia, believe that behaviour and actions can vary for each business transaction and relationships need to be built on trust, not rules.

**2 Individualism vs Communitarianism**  
Individualist cultures empower individual employees, while with communitarianism, the individual cannot make decisions without conferring with the group. These ways of working are so dissimilar, individualist countries like the UK and Switzerland, have to work hard to communicate with countries like Germany and China which can take much longer to come to decisions.

**3 Specific vs Diffuse**  
Specific cultures like the US and Britain prefer to keep their work and personal life separate, and diffuse cultures like India and Argentina believe that these two spheres don't have to be mutually exclusive.

**4 Neutral vs Emotional**  
The neutral Swedish and the Dutch are well-known for being able to control their emotions. The emotional French and Spanish on the other hand have no problem expressing themselves. People from neutral countries may see this as unacceptable behaviour.

**5 Achievement vs Ascription**  
In an achievement culture like Canada or Australia, you are valued based on your performance. In an ascription culture such as Japan or France you are given status based on who you are. This could be because of your social status, your education, or your age.

**6 Sequential vs Synchronous Time**  
Sequential cultures like Switzerland and the UK prefer projects to have a set agenda and regular deadlines. Synchronous cultures like Brazil and Greece prefer to work on several projects at a time, and to keep the timetable flexible.

**7 Internal vs External Direction**  
Internal direction cultures such as the USA are controlling and vocal about their opinions. They try to solve problems through criticism and suggestions, while external direction cultures such as Japan and Saudi Arabia tend to avoid conflict and remain silent to maintain harmony, so that people don't lose face.

During the course we will observe case studies of companies that couldn't make a deal, and what they should have done better with foreign trading partners to create a win win situation for all the parties concerned. We will also look at what successful companies had to do to get good results and steps they knew they couldn't take in order to maintain good relationships.

4. **COMPREHENSION** | Read the article again. Which country or countries...

- 1 prefer not to mix business with pleasure?
- 2 do not like to be openly critical of others?
- 3 feel that the group is more important than the individual?
- 4 tend not to get over-emotional while doing business?
- 5 value people for what they do and produce?

5. **IN PAIRS** | Share your ideas with another student and talk about your country. Where you think it stands on each of the seven dimensions? Why?

MyLab Now go to Mylab and do Exercise 6.

Vocabulary Download

Adjective formation: prefixes

1. Add prefixes to the adjectives to make words from the text.

dis-  
inter-

un-  
im-  
trans-

irr-

possible  
acceptable  
similar  
linked  
respective  
action

MyLab Now go to Mylab and do Exercises 2, 3 and 4.

→ go to the Workbook (Lesson 7) for more Vocabulary activities.

Grammar in Context

Modals of ability, permission, obligation and necessity

1. Look at these extracts (A-J) from the text. Do the verbs in blue express ability, permission, obligation or necessity? Complete the table below.

- A countries like ... China can take much longer ...
- B steps they knew they couldn't take in order to maintain ...
- C countries like ... Switzerland, have to work hard ...
- D these two spheres don't have to be mutually exclusive.
- E the individual cannot make decisions without conferring ...
- F cultural dimensions that must be taken into account
- G what they should have done better
- H what the companies had to do to produce a result.
- I In the past we couldn't communicate so rapidly
- J rules and methods should apply to all situations

Ability in the present	A, E
Ability in the past	
Permission in the present	
Permission in the past	

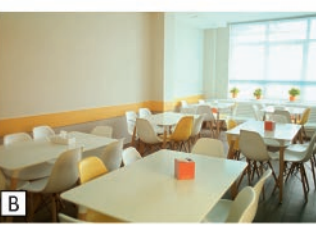
Obligation and necessity in the present	
Obligation and necessity in the past	



→ go to the Grammar Bank, Lesson 7.

MyLab Now go to Mylab and do Exercise 2.

3. **YOUR TURN!** | Look at the photos (A-B) below. Choose one of the two situations and talk about it. Explain what you can do and can't do and what you have to do. Try to use as many of the modal verbs in Exercise 1 as possible.



MyLab Now go to Mylab and do Exercise 4.

→ go to the Workbook (Lesson 7) for more Vocabulary activities.

...for Writing!

A Report

Pre-Lesson Task

MyLab → go to MyLab and read the Writing Skill-Set on writing a report. This is in preparation for Exercises (1-5) below.

1. You are going to write a report about the seven dimensions of culture. Imagine you work for a company that is about to start doing business in another country. Decide on the country that your report will be about, research information, and write a report of 200-250 words on how your company will need to approach doing business there.

2. Write one sentence that outlines the objective of your report. You will write about any three of the seven dimensions of culture. Complete (a) to (e) with information for your report.

- a) Country: .....
- b) Objective of the report: .....
- c) Dimension 1: ..... VS .....
- d) Dimension 2: ..... VS .....
- e) Dimension 3: ..... VS .....

MyLab Now go to Mylab and do Exercises 3 and 4.

5. Write your report. Include a paragraph on each of the three dimensions, noting what problems or difficulties your company can expect by working with a different culture. In the final paragraph, give a summary of the situation and give recommendations for what actions need to be taken. Write 200-250 words.



Fresh eyes

LEARNING OUTCOMES

- ▶ **Area of interest:** Economics and Management
- ▶ **Starting Point:** The history of QWERTY
- ▶ **Listening...** QWERTY mentality
- ▶ **Vocabulary Download:** Revision of prefixes and suffixes
- ▶ **Grammar in Context:** Modals of probability
- ▶ **...for Speaking:** Agreeing and disagreeing
- ▶ **Speaking Micro-Skills:** Introducing new ideas

Tune In!

1. **BEFORE WATCHING** | Can you remember the positions of the letters on a keyboard? From memory, complete the spaces in the keyboard below with the missing letters.



2. The letters on a keyboard are not in alphabetical order. What do you think is reason for their positions?

3. **WHILE WATCHING** | Watch the video on the history of QWERTY and check your answer to the question in Exercise 2.



4. **AFTER WATCHING** | Answer the questions (a-c).

- a) How is the DVORAK system different to QWERTY?
- b) Do you think you could memorise it and use it efficiently? Why?
- c) What problems might there be with this system? Why?

Listening...

1. **8.0.1 LISTENING** | You are about to listen the first part of a radio interview about QWERTY mentality. What do you think the expression 'QWERTY mentality' means? Listen and check your answer.

2. **8.0.1 LISTENING** | Listen again and complete the notes (1-3) with the missing information.

QWERTY mentality
• continuing the same business practices.
• despite the existence of more (1) ..... solutions.
• leads to mismanagement and (2) .....
• some changes hard to make as they create (3) .....

3. **8.0.2 LISTENING** | Read and listen to the second part of the interview. For questions (1-4), choose the best answer (A, B or C).

**Interviewer:** Why do you think there is such a resistance to change?  
**Professor:** In my opinion, it's because people are threatened by it. It's better the devil you know, as they say. It is comfortable to continue what you've always done, it's familiar. But that's not how I see it. The point is that when you are within an organisation you may not realise that the way you do things is not the only way to do it. Sometimes it takes fresh eyes to notice that there may be a credible alternative.

**Interviewer:** Fresh eyes?  
**Professor:** Yes. A new member of staff that sees the company from a different angle. This clearly happens when a company is under new management, and has a new CEO, but it can even happen with someone on an internship or a junior employee. They may have come from university or another company where different systems are taught and used. Their insights ought to be considered just as useful as those of someone who has been working in the same environment for years and years. But ideas that come in at that level can often be ignored.

**Interviewer:** So, what you're saying is that if you've been at an organisation for a long time, sometimes it's difficult to see how to improve things. I've worked at this radio station for 20 years, so I may have this problem too.

**Professor:** Ha. Yes, it's important to listen and not be stuck in your ways. But you can be open to change and seek ways to get ideas. Many companies now have competitions for staff to come up with ways to save on costs. Some even award the person who had the idea with a percentage of the savings made.

**Interviewer:** Wow, that's a good incentive. We probably can't do that, but perhaps we could have a suggestion box.

**Professor:** Yes definitely! That's an excellent idea, and it should make a difference. Why do you think that companies have virtual spaces on their websites to get feedback? Obviously, it helps to receive feedback from customers, but information from employees is fundamental to understanding what improvements need to be made. Even the smallest suggestion for change can end up reducing costs and time-wasting activities. A company that listens to the ideas of its employees as well as its customers can get insights that could mean a significant difference for company profits.

- 1 Why are people are reluctant to change?  
A ☐ There is no credible alternative.  
B ☐ Things that are familiar feel safer.  
C ☐ Old systems usually work better.
- 2 The insights of a newcomer are  
A ☐ better than from a long-term employee.  
B ☐ less useful than from a long-term employee.  
C ☐ as valuable as from a long-term employee.
- 3 According to the speaker, some companies  
A ☐ compete with others for new ideas.  
B ☐ reward employees for cost-saving ideas.  
C ☐ have competitions to entertain employees.

- 4 The speaker says if a company allows for change  
A ☐ it can help to make more money.  
B ☐ it will make staff happier.  
C ☐ it will gain more customers.

**MyLab** Now go to Mylab and do Exercise 4.

Vocabulary Download

Revision of prefixes and suffixes

1. Add a prefix or a suffix to make words used in the interview.

comfort.....	intern.....	logic.....
.....management	mental.....	.....organisation
suggest.....	threat.....	use.....

**MyLab** Now go to Mylab and do Exercise 2.

3. Read the text below. Use the word given in CAPITALS at the end of some of the lines to form a word that fits in the gap in the same line.

As the production manager of a large (1) ..... NATION  
firm, I have to offer guidance to many who come  
from different (2) ..... backgrounds CULTURE  
who may (3) ..... what I say if I INTERPRET  
am not sensitive to their cultural expectations.  
A large (4) ..... like my own ORGANISE  
requires the use of a variety of (5) ..... MOTIVATE  
strategies. I often have to impose my authority  
because that is what workers from some cultures  
respect. Yet other cultures prefer me to listen to  
them (6) ..... before deciding PATIENCE  
how to act. These days being a manager is a very  
(7) ..... job. STRESS

**MyLab** Now go to Mylab and do Exercise 4.

→ go to the Workbook (Lesson 8) for more Vocabulary activities.

Grammar in Context

Modals of probability

1. Look at these extracts (A-F) from the interview. Complete them with the missing modal verbs from the audio script.

- A it ..... lead to mismanagement and disorganisation
- B it ..... be extremely difficult to change
- C there ..... be a credible alternative.
- D Their insights ..... be considered just as useful.
- E perhaps we ..... have a suggestion box.
- F it ..... make a difference

→ go to the Grammar Bank, Lesson 8.

2. Read the sentences below and decide if the modal verbs talk about permission (Pe), probability (Pr), ability (Ab) or advice (Ad). Write 'Pe', 'Pr', 'Ab', or 'Ad' in the spaces provided.

- 1 A new website **could** enable the user to track orders. [\_\_\_]
- 2 The airport **should** expand soon, as the government says it **can** have the funds. [\_\_\_]
- 3 My phone **ought to** be repaired by Friday. [\_\_\_]
- 4 Universities **couldn't** offer digital learning activities until students had the equipment. [\_\_\_]
- 5 They **should** teach coding at all schools. [\_\_\_]
- 6 E-bike prices **might** drop if demand increases. [\_\_\_]

**MyLab** Now go to Mylab and do Exercise 3.

→ go to the Workbook (Lesson 8) for more Vocabulary activities.

...for Speaking!

Agreeing and disagreeing

1. Think about a habit that you have changed. Did something happen that pushed you to make the change? What was it?

2. **8.0.5 LISTENING** | Listen to someone answering the question in Exercise 1. Answer the following questions (a-b).

- a) What did they change?
- b) What pushed them to make the change?

3. **TEAMWORK** | Think of some ways that your university or workplace could change its systems and then share your ideas with other members in your group. Do you agree or disagree with your partners? Why?

Your idea of changing the way to sign up for exams is interesting. You've got a point.

4. **YOUR TURN!** | Share the ideas of your group with the class. Check if there are any ideas that are similar and, if so, note them down in the spaces below. What is the change that most groups talked about?

Similar ideas
• .....
• .....
• .....
• .....

Useful Language

Suggesting your idea	Agreeing	Disagreeing
We could...	Your observations are similar to my own.	That's not how I see it.
The university ought to / should...	I couldn't agree more	I'm afraid I don't agree.
It might be a good idea to...	Yes, definitely	I disagree
I've got an idea that may be useful...	Yes, you've got a point	I beg to differ



## Giving written advice and recommendations

A report is written to summarise, record and clarify information and present it in a clear format. Most of a report is the presentation of this information in the form of paragraphs, bullet points and graphs and tables. The final section of the report contains a short summary of the findings of the report and gives advice and recommendations for the next steps to be taken according to the aim of the report. This micro-skill details how to write this final section.

**MyLab** → go to MyLab and read the Writing Skill-Set on writing a report.

### Warm-Up!

**1. To help you practice this micro-skill, imagine that you have written a report on the cultural and gender diversity of your British university's teaching staff. The aim of the report is to establish whether the balance of diversity in teaching staff of the university represents the diversity of the UK. A graph and some additional data from your report is below. Answer the questions (1-3) from the information given in the table below.**

Full time professors	White male	White female	Non-white male	Non-white female
	53%	39%	6%	2%

- 86% of the UK population is white
- 49% of the UK population is male

- 1 What percentage of the UK population is non-white?  
.....
- 2 What percentage of the University teaching staff is female?  
.....
- 3 What percentage of the UK population is female?  
.....

## STEP 1 Write a short summary of the findings of the report

The short summary of the findings of the report should firstly repeat the aim of the report. Then two or three sentences which indicate the main findings of the report should follow.

**1. Write the aim of the report you have written for the university in the space below.**

**2. Is the cultural diversity of the teaching staff the same as UK population**  
.....

**2. Answer the questions about the data given.**

**1** Is the gender diversity of the teaching staff the same as the UK population?  
.....

**3. Write two sentences which summarise the main findings of this report. One should be on cultural diversity and the other on gender.**  
.....  
.....

## STEP 2 Give advice and recommendations for the next steps to be taken

When giving recommendations and advice at the end of the report, they must be objective and only based on the data in the report. You should not include personal opinions or informal language. Written recommendations and advice are different from the spoken form as they are formal, more objective and often use passive forms to create distance.

**4. Here are pairs of examples of written and spoken advice and recommendations. Tick (✓) those that you think are written, not spoken.**

- 1 A ☐ We shouldn't use any materials that come from non-sustainable sources.  
B ☐ We recommend the use of material originating from sustainable sources.
- 2 A ☐ It is advised that all new building projects only be funded by donations.  
B ☐ I think we only ought to pay for buildings with donations, not university funds.
- 3 A ☐ There are too many children at this school compared to other schools.  
B ☐ Student enrolment currently exceeds the government recommendations.

**5. Match each aim of the report (a-c), with the findings (1-3) in Exercise 4.**

- a) Aim: to create funding policy on future building projects
- b) Aim: to ascertain the optimum number of students for effective learning
- c) Aim: to investigate the quality and sources of production materials

**6. Here are some notes for the recommendation for next steps. Rewrite them into formal, objective sentences.**

- We need to increase the number of female and non-white staff.
- We can't terminate the contracts of current staff
- We need to hire future staff in the same proportion as the UK population.

**MyLab** Use the Useful Language table on MyLab.

## Introducing new ideas

When you suggest new ideas or propose new systems, there may be some resistance. To make sure your suggestions are listened to and taken seriously, it is important to be aware of how you should present them. Not only do you suggest the new idea, but you must be prepared to give reasons why it is worth making a change and evidence of how it would be successful. However, if you are just coming up with possible ideas in a brainstorming session, you may not need to back up your idea immediately.

### Warm-Up!

**1. Which of these ways to suggest an idea would you use in a more formal situation (F) and which would you use in a brainstorming session (B)?**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Could I make a suggestion?               | <input type="checkbox"/> It might be worth trying to... | <input type="checkbox"/> What about...?            |
| <input type="checkbox"/> I think I have solution that could work. | <input type="checkbox"/> Let's...                       | <input type="checkbox"/> What if we...?            |
| <input type="checkbox"/> I have been looking into...              | <input type="checkbox"/> Listen to this one...          | <input type="checkbox"/> What would you say to...? |
| <input type="checkbox"/> I've got an idea!                        | <input type="checkbox"/> Perhaps we could...            | <input type="checkbox"/> Why don't we...?          |

**2. 8.0.6 LISTENING** Listen to a student suggesting an idea in a meeting about raising funds for the University library. Answer question (a) below.

a) Which four phrases from Exercise 1 does he use?

**3. 8.0.6 LISTENING** Listen again. What is the student's idea?

## STEP 1 Be prepared for a negative response

There is a high probability that your idea will be rejected as soon as you propose it. You need to be ready to defend your idea.

**1. 8.0.7 LISTENING** Listen to the next part of the meeting. Two people reject the idea. What are their reasons?

Woman: .....  
Man: .....

**2. 8.0.7 LISTENING** Listen again. What does the student suggest in defence of his idea?

**3. IN PAIRS** Take turns to suggest the ideas given below. Suggest them using phrases from Exercise 1 in the Warm-Up!. The other student should reject the idea with a reason. Defend your idea after it is rejected.

- put solar panels on university buildings
- give free bicycles to students to travel to University
- give high achieving students a 25% reduction in fees
- allow retail stores to open on university grounds
- enable foreign students to study online in their own languages

Perhaps we could put solar panels on university buildings?

I don't agree. The cost would be greater than the savings on electricity.

Actually, the system would pay for itself in two years.

## STEP 2 Develop your idea further

When you have argued the rejections to your idea, people will be more willing to listen to further details.

**4. 8.0.8 LISTENING** Listen to the student developing his idea. Put his points (A-D) in the order that you hear them (1-4).

- |  |  |
|--|--|
| A <input type="checkbox"/> the information can be accessed with an alumni tool | C <input type="checkbox"/> people state their university on their social media profile |
| B <input type="checkbox"/> it is a great marketing opportunity                 | D <input type="checkbox"/> graduates can be filtered by types                          |

**5. IN PAIRS** Develop one of the topics from Exercise 3 in Step 1, or your own suggestion. Explain to your partner why it is a good idea. Give examples of the best way to approach the idea and how it could be successful.



Lesson 7

Vocabulary

1. Complete the text with the words and phrases given.

decidedly • irrespective • likely •  
lose face • make a deal • take into account •  
valued • win win situation

If you are doing business with a company from another country, you need to (1) ..... any cultural differences. Some societies have long (2) ..... building trust and relationships over always having to (3) ..... Other cultures think it's more important to stick to the same rules of business, (4) ..... of who you are working with to end up with a (5) ..... Some cultures find it (6) ..... easy to point out mistakes that people are making, while others are more (7) ..... to see it as way for the other party to (8) .....

Adjective formation: prefixes

2. Add a prefix to the word in brackets to complete the sentences.

- 1 I was very ..... (satisfied) with the service I got from my phone provider.
- 2 The information I got about my bank account was ..... (accurate).
- 3 It is totally ..... (logical) to think that the world is flat.
- 4 Paying taxes is an ..... (avoidable) part of running a business.
- 5 People from Britain feel it is very ..... (sensitive) to ask about income.
- 6 He is under the ..... (guided) belief that we are trying to harm him.
- 7 It was ..... (responsible) of you to leave the car unlocked.
- 8 He was very ..... (honest) to lie to about where he had been.

Modals of ability, permission, obligation and necessity

3. Circle the correct words to complete each sentence.

- 1 When I lived at home I **had to** / **should** take out the rubbish.
- 2 I **can** / **need** to understand what the problem is.
- 3 You **don't have to** / **mustn't** switch it on, it's automatic.
- 4 I **couldn't** / **mustn't** walk straight in to the office, so I knocked first.
- 5 They **ought** / **should** to buy a new car. That one is too old.
- 6 Oh no, I **should** / **could** have sold my bitcoin when the price was up.
- 7 She **must** / **had to** use a key to open the safe.
- 8 You **couldn't** / **shouldn't** pay for lunch, it's my turn.

Lesson 8

Revision of prefixes and suffixes

1. Complete the sentences by adding words with a prefix or a suffix added.

comfortable • estimate • intern • interpreted •  
mental • organised • threat • use

- 1 This teapot is ..... if we can't find the lid for it.
- 2 My landlord tried to ..... me with eviction, but I know my rights.
- 3 The old one was too ..... so he bought a new mattress.
- 4 Don't ..... her abilities. She is an excellent student.
- 5 Your desk is extremely ..... You need a filing cabinet.
- 6 I would like to get an ..... at a newspaper when I graduate.
- 7 He has a winner's ....., he refuses to even consider failure.
- 8 I didn't mean that. You have ..... what I said.

Modals of probability

2. Label the sentences that are correct with a tick (✓), and rewrite the ones that contain an error in the space provided.

- 1 Be careful! You **can hurt** yourself! .....
- 2 They are new to this city. They **mightn't know** how to get here. ....
- 3 I **couldn't go** out this evening, I'm not sure yet. ....
- 4 Your leg **ought be** better by now. You broke it six weeks ago. ....
- 5 Sometimes older companies **could be** slow to up-date their systems. ....
- 6 Don't disturb her at this hour. She **might** already **be** in bed. ....
- 7 They **could be** here by now. They left home an hour ago. ....
- 8 We **can go** to the cinema if everyone has a green pass. ....

3. Which modal verb in each pair (A or B) refers to probability?

- 1 A Those clouds over there **could** mean rain.  
B I **could** run a marathon when I was twenty-five.
- 2 A We **ought to** leave now, it's getting dark.  
B There **ought to** be a newsagent here. I remember seeing one.
- 3 A We **should** hear the results of the election this evening  
B You **should** wear the red dress, it's beautiful.
- 4 A **May** I have the last piece of cake?  
B I **may** have some money in this pocket. Let me check.
- 5 A Leaves **can** start falling from the trees as early as September.  
B We **can** stay here as long as we like, it closes very late.

Pearson Test of English (PTE) Academic  
READING AND WRITING • SUMMARIZE  
WRITTEN TEXT

Read the passage. Then summarize it using one sentence. Write your response in the space provided below. Give yourself 10 minutes to respond and write between 5 and 75 words.

An international bank transfer is when you send money from a bank account in one country to a bank account in another country. It is like a money transfer, but you use your bank instead of a money transfer company. The first step for all new customers is a customer ID check, which is required by financial regulations. Future transfers will not require this step. Then you need to lock in the exchange rate for the currency of both countries, which is the currency you have to sell, and the currency you need to buy. The bank will supply you with the current exchange rates. The bank will then charge you a money transfer fee, which should come out of your bank account immediately. The bank will then convert money from your bank account into the currency you need, and send it to the destination bank account you have requested. The transfer will generally be cleared into the foreign account within one to five days. The bank will then email you a confirmation with all the details of the transaction.

Cambridge Assessment English, B2 First  
READING, PART 6

Question 1-6

You are going to read part of an article written by a British woman who recruited staff in India. Five sentences have been removed from the article. Choose from the sentences (A-F) the one which fits each gap (1-5). There is one extra sentence you do not need to use.

Employing staff in India

I work for a British homewares company. We produce glassware and ceramics that we sell to major homewares retailers in Europe and the US. (1)..... However, this has all been for export, and we have never sold products in the Indian market. The company saw India as a growing opportunity for sales and decided to open a branch office in Delhi. I was sent over to set up the Human Resources side of the Indian branch and employ all the staff. Apart from a British Managing Director, they were all going to be Indian. English is the main language of business there, so I was able to conduct all the interviews in English to create our Indian team. I had been in touch with a local recruitment firm before I arrived, so they could advise and assist me. (2).....

Because of India's huge population, I had assumed it would also have a large talent pool to recruit from. However, with so many foreign companies expanding into India, we found we were in competition for qualified staff, and it really was a job searcher's market. The people I interviewed were immaculately presented and very polite. Actually, they all called me 'Madam', which I was not prepared for. However, from the very first interview they wanted to know clearly what position they would be in and what their job title would be. (3)..... They were not interested in contract jobs or freelancing, but were looking for long term positions where they could expect regular promotions. The HR consultant pointed out to me that this was very important to candidates, as India is such a hierarchical society. The job title forms the basis of their social status, eligibility for marriage and even their ability to get a mortgage. (4)..... They too are interested in stable positions and good salaries, but job titles do not interest them much. The Indian candidates that we chose, or should I say chose us, were excellent. (5)..... So my trip to India was very successful. However, the whole recruitment experience really opened my eyes to the fact that job status is a very sensitive issue in India.

- A One of their representatives sat in on the interviews with me.
- B As a result, she couldn't tell how many people we needed to interview.
- C The company has had many of its products manufactured in India for years.
- D They all spoke English as their first language, were well-educated and had a real international outlook.
- E It was even more important than what salary they would be earning.
- F This is very different to what candidates look for in the UK.

Cambridge Assessment English, IELTS Academic

LISTENING, SECTION 1, QUESTIONS 1-10

8.0.11 Complete the notes below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. You will only hear the track once.

Accommodation

Name of hotel: Royal Maharaja Hotel

Business trip to Delhi in (1) .....

Car available to collect guest from the (2) .....

Driver will wait in arrival hall with a (3) .....

The formal restaurant serves (4) ..... and international food

Earliest time breakfast served in room is (5) ..... a m

Guest and room information:

Name: Angela (6) .....

Staying in a (7) ..... room for six nights.

Check out on Monday (8) ..... of March

Cost of room (9) £..... per night

Email address (10) .....



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