

4

Society

IN THIS UNIT, YOU:

- talk about the state of a country and the economy
- discuss global issues and solutions
- discuss news stories about social issues and think of solutions

SPEAKING

1 Look at the photo. Work in pairs. Discuss the questions.

- 1 What do you think causes situations like this?
- 2 What social issues do you think it shows?
- 3 Have you ever queued a long time for something? Where? Why? Do you think it could have been avoided? How?

People queuing up outside a bank in Jalpan, Mexico.



The state of the nation

IN THIS LESSON, YOU:

- talk about the state of a country and the economy
- practise identifying opinions on the state of the economy in a listening
- explain the causes and results of the state of the country
- practise providing new points of view in a discussion

VOCABULARY

The government, economics and society

1 Work in pairs. Read the sentences (1–12) and match the words and phrases in bold with the explanations (a–l).

- 1 Since she's **been in power**, the president's made a huge difference, especially for people on low incomes.
- 2 They need to cut **bureaucracy**. Businesses spend half their time filling in forms and dealing with officials!
- 3 The economy's in a total mess and we've gone into a **recession**. Unemployment has gone up massively.
- 4 The government is soft on crime. They should have more **punishments** to stop people who are caught dealing drugs or using violence.
- 5 They have set some tough targets to **tackle** the climate crisis. They want to ban all petrol cars by 2035.
- 6 The economy's **booming**. Lots of new businesses are starting up and plenty of new jobs are being created.
- 7 They've done a lot to tackle **corruption** and it means there's more money to spend on improving public services.
- 8 We've provided a lot of support for refugees, which has **boosted** our reputation in the world.

- 9 The **opposition** has agreed to work with the government to reduce hate speech on social media.
- 10 The cost of living is so high, people often have to do two jobs in order to **make ends meet**.
- 11 There's been a lack of **investment** in the health service, which is why we have a shortage of doctors and long waiting lists.
- 12 The government says they have too much **debt**, so they have cut spending and increased taxes to pay it back.
 - a money you borrowed and must pay back
 - b money you spend to improve things in the future
 - c a time when the economy becomes smaller
 - d had control of government and the right to make laws
 - e official rules and paperwork in an organization
 - f growing a lot or becoming very popular
 - g political parties not currently in government
 - h try to improve or solve a difficult problem
 - i helped to increase or improve
 - j fines or prison sentences, for example
 - k using your position in power to help yourself or your friends
 - l pay for all the basic things you need to live

2 **P** Listen to the words from Exercise 1 in a phrase. Practise saying them. Which phrases do you find hard to say? Practise saying them again.

3 Work in groups. Decide if the sentences in Exercise 1 are positive or negative. Think of any examples of what the government might do in each case.

LISTENING

4 **P** Listen to a woman and a man talking about their countries. Decide whose country is in a better situation and think of one reason why. Compare your ideas in pairs.

5 **P** Work in pairs. Are the statements true (T), false (F) or not given (NG)? Listen again and check.

- 1 The president of the man's country has a bad reputation.
- 2 The president has done nothing to help the environment.
- 3 The man voted for the government, which is why he's disappointed.
- 4 There has been a recession in the man's country.
- 5 A lot of people borrow money because they don't earn enough.
- 6 Both speakers think voting is a waste of time.
- 7 The woman supports everything her government has done so far.
- 8 Her government has done a lot to boost tourism.
- 9 The man doesn't speak the language spoken in the woman's country.
- 10 There used to be more barriers to finding a job if you were from abroad.

6 Work in pairs. Discuss the questions.

- 1 Which country in the listening sounds more like yours? Why?
- 2 Use some of the ideas in Exercise 1 to say more about your country.

GRAMMAR

So and such

So and such are often used to link cause and result.

With **so** many people in debt, who knows what might happen?

The economy is doing **so** well, the president's going to easily win the election.

They've done **so** little to help the poor, that the number of people on the streets is rising.

There's **such** a skills shortage that companies are paying really good money now.

7 Look at the examples in the Grammar box and choose the correct options to complete the rules.

- 1 We use *so / such* before an adjective or adverb.
- 2 We use *so / such* before a noun or adjective + noun.
- 3 We use *so many / so much* before a plural noun and *so few / so little* before an uncountable noun.
- 4 We *have to / don't have to* start the result clause with *that* – especially in spoken English.

8 Complete the sentence starters with **so** or **such**.

- 1 Food prices have gone up _____ quickly ...
- 2 We train _____ many doctors now ...
- 3 Most people have to work _____ long hours ...
- 4 The police made _____ a big mess of the investigation ...
- 5 There's _____ little crime ...
- 6 The government minister was involved in _____ a terrible public scandal ...

9 Work in pairs. Write a possible ending for four of the sentences in Exercise 8. Work with another pair and compare your ideas

G See Grammar reference 4A.

DEVELOPING CONVERSATIONS

Showing understanding

To show we agree and understand when someone is talking about problems, we can use expressions such as:

I know! Tell me about it!

If we disagree or don't feel sympathy, we often soften our response:

I know what you mean, but ... Yeah, I guess. Mind you ...

10 **P** Look at the Developing conversations box. Match the complaints (1–6) with the responses (a–f). Then listen and check your answers.

- 1 I don't know how people can make ends meet.
 - 2 The job market is so competitive at the moment.
 - 3 The pace of life is so fast here.
 - 4 There's so much crime, you can't go out at night!
 - 5 They haven't done anything to boost tourism.
 - 6 This country is so bureaucratic!
- a I know! It's exhausting. I feel like I spend my life just rushing around.
 - b Tell me about it! I only earn enough to cover the basics and I've got a good job.
 - c Tell me about it! I had to fill in four forms in three different places to be able to work here!
 - d I know what you mean, but if you're prepared to be flexible there's plenty of work.
 - e Yeah, maybe. Mind you, it's not like that everywhere. If you avoid certain areas, it's perfectly safe.
 - f Yeah, I know what you mean. Mind you, look what they've done to improve poor areas. That's great.

11 Now think of different responses to the complaints in Exercise 10. Practise your conversations in pairs.

CONVERSATION PRACTICE

12 **M** Work in pairs. Decide if you are Student A or B. Find your information. Spend five minutes preparing what you want to say. Then do the roleplay.

Student A: Look at File 5 on page 193 and follow the instructions.

Student B: Look at File 19 on page 199 and follow the instructions.



Checking in voters.
Bangalore, India.

A better world

IN THIS LESSON, YOU:

- discuss global issues and solutions
- share knowledge of the UN and learn about SDGs
- practise relaying information from a text on inequality and responding to it
- explain links between different causes and results

SPEAKING

- 1 Work in groups. List eight facts about the United Nations. Do some quick research if you need to.**

VOCABULARY Development goals

- 2 Read the text about the United Nations sustainable development goals. Choose the correct options to complete the text.**

In 2015, the 193 countries of the United Nations (UN) set themselves seventeen targets that they wanted to achieve by 2030. They are called 'The ¹sustainable / sustainability development goals' (SDGs). The first two targets are to end ²poverty / the poor (defined as living on less than \$2/day) and to make ³hunger / hungry a thing of the past. Some of the goals focus on providing other basic things such as clean water, ⁴improved / improvement health, decent jobs and ⁵afford / affordable clean energy. Other goals focus on ⁶economic / economist issues and the environment. They aim to encourage ⁷growth / growing in the economy without involving ⁸consumers / consumption that damages the environment. Three goals are specifically about ⁹preventative / preventing measures against environmental disaster. Finally, the last set of goals is about creating a fair, ¹⁰peace / peaceful world where we have greater gender ¹¹inequality / equality and trying to stop ¹²discriminated / discrimination of any kind.

- 3 Work in pairs. Which SDGs are most relevant to your country, your area and you personally? Why?**

READING

- 4 Read the article about SDG 10 – reducing inequality. Match the paragraph headings (a–f) with the paragraphs (1–6).**

- Include everyone in the economy
- Prevention is better than cure
- Make tax and trade fairer
- Investment in schooling
- Get the wealthiest to contribute more
- Money for everyone

- 5 Work in pairs. Can you remember how these pairs of phrases were used in the six paragraphs of the article?**

- investing in schools / more than halved
- preventative measures / death rates
- discriminated against / an annual award
- payment without conditions / succeed in education
- tackle inequality / a tax rate of 90%
- avoid paying tax / lose \$14 billion

- 6 Work in pairs. Why do you think:**

- Namibia spent a lot less on education before 1990?
- change for disabled people's rights is slow?
- a company prefers to pay tax in a particular country?

- 7 Tell your partner what you think of the article. Say:**

- what you found surprising / interesting / obvious.
- what you agreed and disagreed with most.

GRAMMAR

Comparatives with *the ... , the ...*

We can show how changes in two or more things are related to each other by using two comparatives in the pattern *the [comparative] ... , the [comparative] ...*

The more equal a society is, the happier the people are.

The more people earn, the fewer problems they have.

The longer we wait, the greater the cost.

The greater the equality we have, the less hunger and poverty there will be.

- 8 Look at the examples in the Grammar box. Choose three of these sentence starters and complete them with your own ideas. Tell a partner.**

- The more educated you are, ...
- The more tax the government collects, ...
- The less we spend on healthcare, ...
- The more coffee you drink, ...
- The more I work, ...

- 9 Work in pairs. Choose a sentence from Exercise 8. Make a chain of effects. Start each new sentence with the second half of the previous sentence.**

A: The more I work, the less free time I have.

B: The less free time I have, the less exercise I do.

A: The less exercise I do, ...

G See Grammar Reference 4B.

SPEAKING

- 10 Work in groups. Choose three other SDGs from the text in Exercise 2. Think of policies that could achieve each goal. Explain how they'd work.**

READING

Making the World More Equal

Research suggests that the more equal a society is, the happier the people are and the less poverty there is, so reducing inequality is key to meeting other sustainable development goals too. Here are six ways it could happen.

1 _____

Reducing income inequality may start from educating everyone to a similar level, which is why investing in schools is so important. For example, since Namibia gained independence from South Africa in 1990, it has spent a greater percentage of its budget on education than almost any other country in the world. The result is that poverty has more than halved (down from 53%).

2 _____

Governments may decide to build hospitals to improve health, but some countries have taken a different route. Back in the 1980s, Thailand chose to spend money on local medical services and preventative measures instead of new hospitals. More recently, Costa Rica established a similar programme of healthcare teams working in the community. In both cases death rates fell as access to healthcare rose dramatically. And both countries have seen their economies grow, with Thailand also managing a 23% cut in inequality over the last 30 years.

3 _____

Of course, not all health issues can be prevented. Fifteen per cent of the world's population have a permanent disability, but unfortunately, they are often discriminated against and change is slow. The EU has an annual award for cities which make transport and public spaces more accessible to wheelchair users. Some countries, such as Germany, also give support to companies who employ people with disabilities. However, to make a bigger impact, we need more affordable support for people with disabilities and for their carers in their homes.

4 _____

Obviously, increasing minimum wages might reduce inequality, but others argue that an even better solution is a universal basic income (UBI) where every citizen receives a regular payment, without conditions, to spend as they wish. Countries such as Canada, Kenya and Spain have tried out UBI in certain communities, giving monthly payments of between \$35 and \$1,000. Despite opponents' fears, the results of these experiments show people tend to work the same amount and don't spend money on addictions. In fact, people receiving UBI usually see improvements to their physical and mental health and children in their communities are more likely to succeed in education.

5 _____

As well as raising incomes for members of society with the least resources, governments could also lower wealth at the very top. In theory, higher taxes on high earnings discourage the acquisition of excess wealth, and it may also have the benefit of reducing high-end consumption, like private jets. What's more, the greater the tax, the more governments can do to tackle inequality in health and education – if they can collect it. In the US, in the 1960s, there was a tax rate of 90% on a yearly income above \$400,000 (around \$4m today), but since then, as the rate's been cut, inequality has risen.

6 _____

But collecting tax can be difficult, especially where different countries have different tax rates. For example, many multinationals often avoid paying tax by a system called 'mispricing', whereby one part of the company in a low-tax country A, charges a very high price for the services it 'provides' to a different part of the company in a 'high-tax' country B. This means the company may actually make a loss in country B and pay no tax there at all. According to some research, African countries lose \$14 billion a year in this way, in the mining industry alone.



Jakarta, Indonesia.

Stand up

IN THIS LESSON, YOU:

- discuss news stories about social issues and think of solutions
- talk about campaigns and campaigners
- practise hearing synonyms in news stories and taking notes
- give personal responses to news stories to develop a discussion

SPEAKING

1 Look at the photo and read the caption on page 41. Answer the questions.

- 1 Had you heard of the woman in the photo before or seen the film about her?
- 2 What other well-known campaigners have there been in your country or the world? What did they campaign for or against? Have they been commemorated in any way (e.g. films, books, buildings)?
- 3 Have you seen any films where someone was fighting for rights or had a legal battle? What happened? Do you like these kinds of films?
- 4 Have you heard any news stories recently about gender equality? Explain the story.

LISTENING

2 **FS** ▶ In news stories a key idea can be referred to in different ways. Listen and write down the three synonyms that are used for the key idea in each set of extracts.

3 ▶ Listen to five short news stories. Match the stories (1–5) with these topics (a–f). There is one extra topic.

- a a campaign for change
- b someone winning a prize
- c an example of racism
- d a project to solve a social problem
- e an example of discrimination at work
- f a discussion in parliament

4 Work in pairs. Make notes of what you remember about each story.

5 ▶ Listen again. Check your notes and add one more piece of information about each story.

6 Work in pairs. Match the verbs (1–6) with the words they went with in the news stories (a–f).

- | | |
|--------------|----------------------|
| 1 be awarded | a in parliament |
| 2 be based | b for lies and abuse |
| 3 be debated | c on evidence |
| 4 be damaged | d the argument |
| 5 be sued | e compensation |
| 6 reject | f by human activity |

7 Work in pairs. Discuss which of these phrases you might use to comment on aspects of each story. Explain why.

- a It seems a bit over-the-top.
- b It's quite shocking.
- c It's unfair on other people.
- d I just don't get the point of it. How will it help?
- e That's good news for a change.
- f They should do more to tackle the problem.
- g It's just a ridiculous way to behave.
- h At least they're doing something about it.
- i It's sadly all too common.

VOCABULARY Campaigns

8 Complete the four news stories about campaigns using the correct form of the words in brackets. The words are not given in the correct order.

- 1 Crowds of protesters _____ outside the central court in _____ of campaigners who are _____ an oil company for \$2 billion in compensation for destroying sea life, under a new law that protects nature. (**gather, sue, support**)
- 2 A new advertising campaign was _____ yesterday by women's groups trying to _____ the impact of poverty on young women and girls. They are also _____ the government to provide free sanitary products in all schools and colleges. (**call for, highlight, launch**)

- 3 Protestors stopped traffic in the centre of town during a _____ against the government's _____ to provide adequate support for people with disabilities at home. _____ chained their wheelchairs together across the road. (**activist, demonstration, failure**)
- 4 An online _____ against the construction of a chemical factory near a residential area has received 10,000 signatures. Campaigners are also planning to _____ through the city centre to highlight the issue and _____ their right to clean air. (**defend, march, petition**)

9 Work in groups. Discuss the questions.

- 1 What do you think of each of the four stories? Would you support any of these campaigns? Which ones? Why?
- 2 Which way of campaigning or protesting is the most effective? Which aren't effective? Why?

10 Choose six of the words in Exercise 8. Underline other words that go with them.

Crowds of protesters gathered outside the central court campaigners who are suing an oil company for \$2 billion

SPEAKING TASK

11 Think of a news story you have heard about or find a story online. It could be about the following.

- a campaign or demonstration
- an issue about the environment
- an issue about equality
- how the economy is doing
- social media

12 Spend five minutes preparing. Be ready to:

- explain what happened if your partner doesn't know already.
- comment on what you think about the story and if it shows a general problem in society.
- say what you think should happen next and how the problem could be solved.

13 **M** Work in pairs. Have conversations about your stories. Decide at least two things that should happen in response to the story.

14 As a class, decide which story is the most important and why.

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 Which reading or listening texts were the most interesting, and why?
- 2 After completing this unit, what sorts of conversations or discussions are you better at now? What phrases might you use?
- 3 Was this unit more or less difficult than earlier units? In what way?
- 4 What can you do at home to revise language from this unit?

Judge Ruth Bader Ginsburg was a leading campaigner for women's equality. Her first legal battles were made into the film *On the basis of sex*.



Letters of complaint

IN THIS LESSON, YOU:

- write a letter complaining about something you bought
- say what was supposed to happen
- report what people said
- say what you expect to happen

SPEAKING

1 Work in groups. Discuss the questions.

- 1 What things have you bought over the internet?
- 2 Have you ever had any problems with online transactions? What happened? Did you sort it out?
- 3 Have you ever rung a customer helpline? What was the service like?

WRITING

2 Read the letter of complaint without filling in the gaps. Answer the questions from Exercise 1 for the writer of the letter.

Dear Sir / Madam,

¹_____ I am writing to complain about the digital camera I bought from your website on 18th July this year and the service I have received.

²_____ I was informed that delivery would take two weeks, but in fact it took over a month, arriving too late for me to take it on holiday. I sent a number of emails before I left, but they were never answered.

³_____ it was not exactly as advertised. According to your website, it was supposed to have 100GB of memory. However, it stated on the packaging that this was only with a memory card, sold separately. I rang to complain, but I was told that I should have looked more carefully and I was then directed to details on the website. However, the website simply has a link to a helpline.

⁴_____ when I called your helpline, it took me half an hour to get through and when I did, the three-minute conversation cost me five pounds and then I was told I would still have to write.

⁵_____ I feel that I should be sent the missing memory card free of charge.

Yours faithfully,
Jamila Benitez

3 Work in pairs. Match the sentence starters (a–f) with the paragraphs (1–5) in the letter. There is one extra sentence starter that you do not need. What is the purpose of each paragraph?

- a To make matters worse,
- b As compensation for the late delivery and the time and money wasted,
- c When I finally received the camera,
- d If I wanted to take the matter further,
- e Following my telephone conversation today (15th September),
- f When I ordered the camera,

4 Read the letter again and underline useful phrases that you could use in any letter of complaint.

5 Work in pairs. Discuss the questions.

- 1 Do you think the complaint is fair?
- 2 Do you think the company will agree to the compensation? Why? / Why not?

USEFUL LANGUAGE

According to

We use *according to* to say who gave us information or an opinion. In letters of complaint, especially, this introduces what **should** or **is supposed to** happen. We often contrast this with the actual situation using **however** or **but (in fact / in reality)**.

According to your website, it is supposed to have 100GB of memory. However, it stated on the packaging that this was only with a memory card, sold separately.

According to the advert, it should be delivered next day, but in fact I had to wait over a week.

6 Read the Useful language box. Complete the sentences with one word in each gap.

According ¹_____ your website, complaints should ²_____ dealt with within five working days. ³_____, I am still waiting for an answer two weeks later.

When I received the parcel, there were no batteries, ⁴_____ according to the advert they ⁵_____ supposed to be included.

According to the person I spoke to, legally I ⁶_____ have been ⁷_____ a full refund without any questions, but in ⁸_____ I was only offered a replacement – and then only after a long argument.

7 Complete the sentences with your own ideas.

- 1 According to your website, you provide a fast, efficient service. _____.
- 2 According to your publicity, your staff are supposed to be highly professional, _____.
- 3 According to the instructions, I should notice the difference within a week, _____.
- 4 According to _____.

Passive reporting verbs

In letters of complaint, we often use the passive forms of verbs to report speech, because it's more formal and we may not know the name of the person who spoke or wrote to us.

The woman I spoke to said you have to get in touch with the head office.

→ **I was told** I should contact the head office.

The guy I asked just said, 'Look at the small print, it's all there.'

→ **I was directed** to the small print.

8 Complete the sentences with a passive form of the reporting verb.

- 1 My husband _____ (tell) he should speak to the manager.
- 2 I _____ (offer) a full refund if I was not satisfied.
- 3 We _____ (inform) that the flight had been delayed by five hours only minutes before we were due to board.
- 4 I _____ (promise) a replacement. They wouldn't refund the money.
- 5 We _____ (ask) to arrive at the station 30 minutes before departure.
- 6 The holiday _____ (advertise) as all-inclusive.

9 Work in pairs. Rewrite the sentences to be more formal. Use a passive reporting verb and make any other changes you think are necessary.

- 1 The email you sent said it would take a couple of weeks to deliver.
- 2 The guy I phoned just said I should've looked more carefully. It's all there on the website.
- 3 He said if his reply wasn't good enough for me, I had to write to the company.

PRACTICE

10 Work in pairs. Look at the advert for a gift idea below. Make a list of things that could go wrong.

11 With your partner, decide which ideas you are going to use and plan a letter of complaint. Think about the following.

- what complaint(s) you are going to make
- how you will organize the letter into paragraphs
- what phrases from the model letter in Exercise 2 you could reuse
- what you want the company to do – offer compensation, apologize, etc.

12 Write your letter in 180–250 words. Then work with a new partner. Compare your letters. Discuss:

- whether you think the company would reply positively to the letter. Why? / Why not?
- one thing you like about the letter and one thing that would improve it.

Gifts Mapped Out

Looking for a gift which will provide memories and entertainment? Why not get a personalized jigsaw puzzle based on a special place? Use the location finder on our website and we'll create a puzzle of the map or photo of the area. Alternatively, you can send us a digital photo of whatever you like. Puzzles come in three sizes – 150, 250 or 500 pieces – and are packaged in a durable presentation tin. We also have a range of gift cards, which you can add your own messages to. Orders normally take two weeks. Guaranteed delivery for Christmas on orders received before 15th December.

Visit us at giftsmappedout





VIDEO Out and about

1 Work in pairs. Discuss the questions.

- How could we best reduce inequality?
- How could we sort out the environment?
- How could we best improve health care?
- How could we best improve education?

Understanding accents

Some accents replace an /ɔ:/ sound with /əʊ/, so *walk* /wɔ:k/ may sound like *woke* /wəʊk/; *court* /kɔ:t/ like *coat* /kəʊt/; and *more* /mɔ:/ like *mow* /məʊ/.

2 Watch the video. Which person has the closest views to you? What do they say?

3 Work in pairs. Match the statements with the speakers and explain your choices. You may match statements with more than one speaker. Then watch again to check.

- People could be more understanding of other people's problems.
- Everyone can contribute to solving the issue in a small way.
- We need to be able to make informed choices in what we buy.
- We need to raise awareness of the problem and its consequences.
- The government should spend more money on it.
- There isn't enough diversity among trainers or materials.
- Young people could be stretched more by adopting different methods.

4 Discuss the questions with your partner.

- What do you think is contributing most to ruining the environment?
- Are there any lessons you wish they taught at school?
- Why might it be important to diversify education / work?
- How do you think you could increase people's empathy?

VIDEO Developing conversations

5 You are going to watch two people talking about two gadgets they have bought. Watch and take notes on what they say.

6 Work in pairs. Compare what you understood. Watch again if you need to.

7 Discuss the questions with your partner.

- Which gadget would be most useful to you? Why?
- What sounds do you find annoying?
- What gadgets do you have in your office / kitchen? Are they any good?

8 Watch again. Complete the sentences with three to five words in each gap.

- So _____ a hearing aid?
- Kind of, but _____ instead of amplify the frequencies, I can just mute them.
- What's the battery life like? Do you _____ ?
- What if you _____ alarm clock?
- Exactly, and with this one _____ put it in and it does it for you.
- The top just comes off – _____ the dishwasher.
- ... chilli and garlic ... um _____ that stuff on your hands, especially garlic, it can smell ...
- After you wash your hands you can just rub your eye _____ so painful.

CONVERSATION PRACTICE

9 Work in pairs. You are going to practise a conversation.

- Choose a Conversation practice from either Lesson 3A or Lesson 4A.
- Look at the language in that lesson.
- Check the meaning of anything you've forgotten with your partner.
- Have the conversation. Try to improve on the last time you did it.

GRAMMAR

1 Complete the text with one word in each gap.

The Spirit Level by Richard Wilkinson and Kate Pickett argues that ¹ _____ more equal a society is, the healthier it is and the ² _____ social problems it has. Inequality in places such as the US has increased ³ _____ rapidly over the last decades that people have started to feel abandoned by the government, and there is more violence and addiction than in more equal societies. The authors suggest that governments should ⁴ _____ done more during the boom years ⁵ _____ reduce the wealth gap, because there is ⁶ _____ a lot of unemployment now that it is more difficult to tackle the situation. Nevertheless, the authors believe that change can happen. The government should ⁷ _____ more money on education and increase the minimum wage ⁸ _____ everyone feels valued for the job they do.

2 Read the first sentence in each pair. Complete the second sentence so that it has a similar meaning. Use between three and five words, including the word in bold.

- Have you tried using a knife to open it?
Maybe _____ a knife to open it. **SHOULD**
- What do you call that stuff you use if you've got a stain on your clothes?
What do you call the stuff you use _____ your clothes? **REMOVE**
- The investigation was so poor, the chief of police had to resign.
The police _____ of the investigation that the chief of police had to resign. **MESS**
- As the economy improves, we will see youth unemployment fall.
The better the economy performs, _____ will be for young people. **JOBS**
- It was a mistake to invest so much in the Olympics.
I don't think the government _____ much in the Olympics. **SHOULD**
- There's a positive correlation between practice and performance.
It's simple: the more you _____ performance will be. **BETTER**

3 Complete the sentences with your own ideas.

- I need a cloth to _____ .
- Have you got a screwdriver so _____ ?
- There's such a shortage of housing, _____ .
- When I was younger, I should _____ .
- The more money I have, the _____ .
- The more I study English, the _____ .

4 Listen. Write the six sentences you hear.

VOCABULARY

5 Match the verbs (1–10) with the collocates (a–j).

- | | |
|------------|---|
| 1 tackle | a for compensation / him for lying |
| 2 boost | b more investment / government action |
| 3 defend | c wealth / a huge collection |
| 4 acquire | d consumption / his reputation |
| 5 get into | e your rights / the city from attack |
| 6 call for | f through town / against the war |
| 7 march | g for things at auction / against someone |
| 8 bid | h the climate crisis / a problem |
| 9 sue | i collecting figures / politics |
| 10 swap | j places / stickers with other collectors |

6 Complete the text with one word in each gap. The first letters are given.

In times when the economy is in a ¹re_____, people often can't afford to buy new things or pay for repairs because they are struggling to make ²e_____ meet. Many would like to turn to DIY or making things themselves. That's easy enough if you are ³m_____ a strap which has come off a bag, or your shirt or trousers are ⁴r_____ as most people have a ⁵n_____ and thread. But what if it's a bigger repair, like your roof has a leak or a desk has ⁶f_____ ⁷a_____ ? Not everyone has the tools they need and they're expensive to buy. Well, one solution is visiting one of our network of tool libraries that have started up all around the country. You can borrow a ⁸st_____ to climb up on the roof or a saw and ⁹dr_____ to make a new desk and, just like a normal library, it's free. To find out more, visit our website. If you would like to ¹⁰d_____ any tools, contact us on the number below. We will accept any that are slightly damaged – a little ¹¹sc_____, for example – but we do ask that they have no parts ¹²m_____ and are in working order. We'd also love to hear from you if you are interested in helping with our campaign to ¹³hi_____ the services we provide, or maybe you'd even like to ¹⁴l_____ a new library in your area.

7 Complete the sentences using the correct form of the words in bold.

- It's important that kids learn to challenge _____ when they see it. **discriminate**
- Health has improved in countries that have invested in _____ medicine. **prevent**
- The economy is booming because of increased _____ from abroad. **invest**
- Environmental _____ gathered in the central square in support of net-zero targets. **active**
- The _____ have attacked the government's _____ to deal with price rises. **oppose / fail**
- Child _____ in the country has _____ over the last 20 years. **poor / half**
- _____ growth is not _____ unless we take care of the planet too. **economy / sustain**
- There should be stricter _____ for people who are found guilty of _____. **punish / corrupt**