

Take it easy 6



People at a swimming pool in Chongqing, China

Work in pairs. Look at the photo and discuss the questions.

- 1 What are the people doing?
- 2 What do you do when you want to relax or have fun in the summer?
- 3 How important do you think it is to spend time outdoors?

6 Reading

identifying the purpose of a text; multiple-choice with four texts

1 Work in pairs. Discuss the questions.

- 1 What can you see at a circus?
- 2 Have you ever been to one? What do you remember about it?
- 3 Are circuses just entertainment for small children?
- 4 Do you think there are any aspects of the circus that might make some people feel uncomfortable?

2 Find these words in the four texts on page 67. Then complete the sentences (1–4) with the words.

exploit (line 73) impress (line 12)
treated (line 63) welfare (line 11)

- 1 In the past, circus animals used to be _____ badly in some circuses.
- 2 It doesn't _____ me when do things like juggling or ride a unicycle.
- 3 We shouldn't _____ for entertainment. They belong in the wild – they shouldn't be kept in cages.
- 4 A lot of circuses take care of their animals' _____, to make sure they're safe and happy.

3 Work in pairs. Discuss the statements in Exercise 2. Which ones do you agree with?

4 Read the Exam Tip. What can you guess about the four texts on page 67 without reading them? Think about the photo, the headings and the design.

5 Now complete the Exam task.

Exam TIP

Identifying the purpose of a text

- In an exam, you may be asked about the purpose of a text. First, decide what type of text each one is (e.g. story, news article, announcement, etc.). Think about where you might see these types of text and what they usually try to communicate.
- Read each text to work out who wrote it and who the target audience is.
- Remember that writers might want to achieve many different things by writing a text (e.g. to describe, explain, persuade, remind), but only one of these will be the **main** purpose of the text (the reason the writer decided to write and what he or she is trying to achieve).

Exam TASK

Multiple-choice with four texts

For questions 1–8, choose the best answer (A, B, C or D).

- 1 What is unusual about the circus in Text A?
A It has broken an important tradition.
B There are no human performers.
C The animals are treated especially well.
D Part of the show is created by computers.
- 2 What is the main purpose of Text B?
A to invite new members
B to promote an event
C to reassure worried people
D to give advice on learning new skills
- 3 What sort of people is Circus Club aimed at?
A people who already have some skills
B people who are good at sports
C people who want to enjoy themselves
D people who enjoy performing in public
- 4 What is the job of the writer of Text C?
A make-up artist
B circus performer
C photographer
D builder
- 5 How did the writer of Text C get the circus performers to trust him?
A by helping them build their rooms
B by taking the time to get to know them
C by spending time on stage with them
D by inviting them into his own life
- 6 What is the main purpose of Text D?
A to present different views
B to entertain
C to criticise
D to encourage
- 7 Which texts mention what it's like to be a circus performer?
A A, B and C
B A, B and D
C A, C and D
D B, C and D
- 8 What do the texts suggest about circuses?
A They are no longer relevant in the modern world.
B There is a lot of hard work that the audience doesn't see.
C They are ideal entertainment for the whole family.
D We ought to show more respect for their traditions.

your
ideas

Can you do any circus skills like juggling?
Are there any other circus skills that you would like to learn?



6.1 ▶

A New acts to see under the big top

1 At Circus Roncalli in Germany, the dancing elephant is 20 feet tall. It should weigh more than 10 tons, but this creature is weightless. It's a 3-D hologram that performs thanks to 15 engineers, more than 3,000 computer processors, and 11 laser beams. Circus director Bernhard Paul calls it a combination of modern styles and old-fashioned circus nostalgia. The circus creates holographic fish and horses as well as elephants, but has no actual
10 real animals. Audiences love the way in which the circus respects both tradition and animal welfare.

B Circus club

Looking for a new hobby? Want to impress your friends with amazing skills? Trying to get fit without doing the usual boring sports?

Why not join CIRCUS CLUB?

Circus club is for older teenagers and students who enjoy something a bit different. We meet twice a week, on Tuesday and Thursday evenings, for 30 minutes of instruction followed by 60 minutes of intensive practice.
20 And we put on a fun-packed show three times a year to show off our skills to our friends.

Join us if you want to learn how to juggle, ride a unicycle, walk the tightrope and perform other amazing tricks. Best of all, we don't take ourselves too seriously, so our first priority is always to have fun and enjoy each other's company.

Don't worry, it's brilliant fun – whether you want to perform in public or just learn new skills. These are skills you'll keep for the rest of your life – once you've learned, you'll never forget how to juggle!
30

Click [here](#) to find out more.

D Should circuses use animals?

50 The use of animals in circuses has been an important issue over recent years, and several countries have already banned this practice. Apart from the pressure from the public to stop cruelty to animals, an important aim of the ban is to stop children (who after all, make up a major part of the typical circus audience) from making a connection between wild animals and entertainment. An increasing number of circuses are therefore focusing on putting human performers on the stage. The city of Paris, for
60 example, has promised significant financial support for circuses which agree to become animal-free.

Although historically, circus animals were often very badly treated, in recent years that hasn't always been the case. In the UK, for example, before a 2020 ban on using wild animals, circuses had to follow strict laws which meant that they cared as much about animal protection as most zoos. Circus animals had to be visited by vets six times every year, and their diet and accommodation were strictly controlled.
70 As a result, circus animals often had healthy, comfortable lives.

There is certainly a debate to be had about exploiting animals for our own entertainment. However, to say that all circuses treat animals badly is too simple an argument.

C Behind the curtains of a Vietnamese circus

Audiences of all ages love the circus. But for me, the real magic happens behind the scenes. What I witnessed backstage at one of Vietnam's oldest circuses – before, during, and after performances – was interesting to compare with how the performers behaved when they were on stage.

As I got to know the performers personally, I felt I needed to show what circus life was like for them – to record their lives and document their hard work.

40 Gaining access wasn't easy: to win the confidence of the circus artists, I had to go slowly. On my last trip, I lived as they did, staying for four months in an abandoned theatre in Hanoi, where the performers had built their own rooms out of wood and plastic.

My approach worked. When I showed an interest in the performers and promised that I would try to present their situation as honestly as I could, they invited me into their lives. Once they'd accepted me, I was able to simply live among them, sharing their day-to-day life.

word focus

hologram (n): a 3-D image made from laser beams
nostalgia (adj): a feeling that things were better in the past (e.g. when you miss people and places)

6 Vocabulary sports

1 **6.2** ▶ Listen. Match the speakers with the sports in the photos (a–c). What do the speakers have in common?

Speaker 1 – photo _____

Speaker 2 – photo _____

Speaker 3 – photo _____

2 Match the words and phrases used by Speaker 1 (1–8) with their definitions (a–h).

1 defender

2 on target

3 penalty

4 pitch

5 referee

6 save

7 score

8 shot

a a free chance to score because your opponent broke the rules

b a grass-covered field for sports such as football, etc.

c going in the right direction

d a person who tries to stop attacking players

e catch a ball to prevent somebody scoring

f the person who makes sure people follow the rules in a football match

g an attempt to hit or kick a ball to try and get a point

h to get a point or a goal in a competition or game

3 Choose the correct option to complete the sentences.

1 I was *in / on* the lead. All the other runners were behind me.

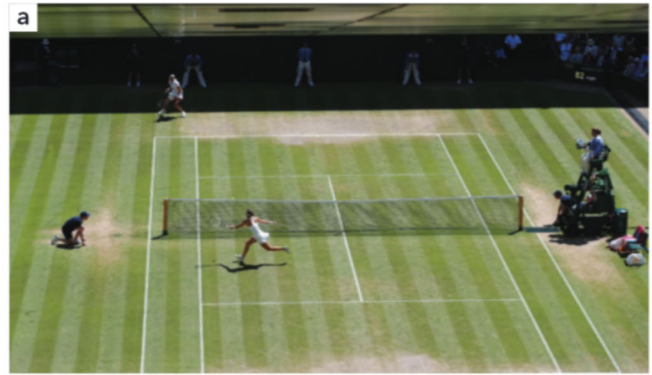
2 I only had one more *circle / lap* to go – one more run around the race track.

3 This was my first ever *competitive / opponent* event, running against other people.

4 I thought I was on my way to *achieve / victory*. I felt as if I was going to win the race.

5 I was exhausted – I felt as if I had run a *lap / marathon* of 42 kilometres.

6 I found the strength to keep going by imagining the *lead / medal* I would get when I won the competition.



4 Replace the phrases in bold with these words and phrases used by Speaker 3.

my opponent represent round semifinal
set trophy

1 I stared at the person I was playing against.

2 It was the final part of a tennis game. _____

3 I just needed this point to go through to the next stage of the competition. _____

4 If I won that, I'd be through to the game that decides who plays in the final. _____

5 Would I win my first ever prize for winning an important competition? _____

6 Would I get the chance to play on behalf of my country at the Olympic Games? _____

your ideas

Have you ever experienced (or witnessed) a similar situation to the stories in Exercise 1? What happened?

1 **6.3** ▶ Listen to two teenagers talking about their hobbies. What problems do they mention?

2 Choose the correct option to complete the sentences (1–7).

- 1 It can't be anything that involves *spending* / *to spend* loads of money.
- 2 Don't make me *laugh* / *to laugh*!
- 3 We could start *learn* / *to learn* a foreign language ... or we could start *learn* / *learning* to code.
- 4 Learning new skills sounds just like school to me. I'd rather *have* / *to have* fun.
- 5 We could try *make* / *to make* a chair from pieces of wood. Then we could try *sit* / *sitting* on
- 6 But we'd better *start* / *starting* with something easy.
- 7 As long as you promise not *laughing* / *to laugh*!

3 Match the rules (a–g) with the sentences in Exercise 2 (1–7).

- a Some verbs (e.g. *attempt*, *promise*) are followed by *to* + infinitive.
- b Some verbs (e.g. *enjoy*, *involve*) are followed by an *-ing* form.
- c A few verbs (e.g. *continue*, *start*) can be followed by either *to* + infinitive or an *-ing* form with no major difference in meaning.
- d A few verbs (e.g. *stop*, *try*) can be followed by either *to* + infinitive or an *-ing* form with an important difference in meaning.
- e A few verbs (e.g. *let*, *make*) are followed by an object + infinitive (without *to*).
- f We can use *would rather* + infinitive (without *to*) to talk about your preferences.
- g We can use *had better* + infinitive (without *to*) to give strong advice.

4 Read the sentences (1–5). Then complete the rules (a–e) with *to* + infinitive or *-ing* forms.

- 1 I need a hobby to keep me **from going** crazy.
- 2 Apparently, it's **easy to get** started.
- 3 We don't live close **enough** to the sea **to do** it regularly.
- 4 **Learning new skills** sounds just like school to me.
- 5 ... we could post a video of it on our video blog – **to show other people what not to do!**

- a We use _____ after some adjectives.
- b We use _____ after *too* / *enough*.
- c We use _____ as part of the subject of a sentence.
- d We use _____ to express purpose.
- e We use _____ after prepositions.

▶ Grammar reference 6.1, p169

5 Match the words in bold in each sentence with the correct meanings (a or b).

- 1 I **regret** to tell you that your application was unsuccessful.
- 2 I **regret** telling him my secret.
 - a feel bad about a past mistake
 - b feel bad that I need to do something
- 3 Sorry. I didn't **mean** to offend you.
- 4 Living abroad will often **mean** learning a new language.
 - a plan, want
 - b involve, make something necessary
- 5 They **went on** talking as if nothing had happened.
- 6 Although he failed his exams, he **went on** to be a great scientist.
 - a did later
 - b continued without stopping

6 Complete the text with the correct form of the verbs.

Imagine ¹ _____ (fall) off a tall skyscraper. You fall six floors, crash into your friend who is hanging out of a window trying ² _____ (catch) you, drop another floor, break your ankle, and still have enough strength ³ _____ (grab) hold of a window, 300 metres above the city streets.

This happened to Alan Carne, but not on a city skyscraper. He was climbing the cliffs of the Verdon Gorge in France, when there was a problem with his rope. As he attempted to solve it, he accidentally let it ⁴ _____ (slip) through his hand. Far below, his climbing partner, Emil, yelled to Alan ⁵ _____ (warn) him. But the warning was too late.

Emil opened his arms ⁶ _____ (catch) Alan. But it was not enough ⁷ _____ (stop) him. Alan fell another floor and crashed into a rock, which he held on to. Then, somehow, he managed ⁸ _____ (climb), using one arm and one leg, back to safety.

Over the next three months, Alan thought he might never climb again. Then he realised he could go on ⁹ _____ (do) what he loved, but without ¹⁰ _____ (put) his life at risk. And that's how sport climbing, a type of rock climbing that involves ¹¹ _____ (use) bolts fixed to cliffs to protect climbers, was born.



Have you ever tried to do something, but failed? What did you learn from the experience?

6 Listening

working out the missing information; complete the sentences

1 Work in pairs. Discuss the questions.

- 1 How popular is football (soccer) in your country? Why do you think it's so popular around the world?
- 2 What do you know (or can you guess) about the game's origins?
- 3 Is there a difference between the way male and female players are treated in your country? Why?

2 Read the Exam Tip. Then try to predict what kind of information is missing from the sentences (1–5).

- 1 The first _____ took place in China.
- 2 Unlike the boys' team, the girls' youth team travelled around France in _____.
- 3 Few people in the US were aware of their women's team's _____ in 1991.
- 4 The US women's team has won the World Cup _____ times in total.
- 5 In recent years, women's soccer in the US has made slightly more money from _____ than the men's game.

3 **6.4** Listen to the extract. Try to complete the gaps in Exercise 2, but don't worry if you miss some at this stage.

4 **6.4** Listen again. Answer the questions.

- 1 What sporting event do you hear mentioned? When and where was 'the first such event' held?
- 2 The boys travelled in a 'big, beautiful bus'. How did the girls travel?
- 3 What 'attracted hardly any attention back home'?
- 4 Since the first victory, the women's team 'has gone on to win' several times. How many times have they won altogether?
- 5 What sales have generated money?

5 **6.5** Now listen and complete the Exam Task.

Exam TIP

Working out the missing information

- In a gap-fill listening task, you need to complete a summary of what you hear. Most of the summary will use different words to the ones you hear. However, you must complete the gaps with the exact word (or words) you hear.
- The information you need to find might be in two or more sentences in the audio. Listen for words that refer back, e.g. 'things like that', which can help you follow the discussion.
- The missing information is often a noun, but you may need to include an article (e.g. *a*, *the*, etc.) or an adjective before the noun, if it's important for the meaning. But you won't need to write more than three words.

Exam TASK

Complete the sentences

You will hear a talk about the origins of football. For questions 1–10, complete the sentences with a word or short phrase.

The origins of football

- 1 According to the speaker, about _____ people love soccer.
- 2 The English created the official rules of football in the _____, but they didn't invent the game.
- 3 The oldest form of ball games like soccer was played in the Americas around _____ years ago.
- 4 The game had a range of different _____ and names across the region.
- 5 It was played with a ball made of _____.
- 6 Archaeological evidence of the game includes over a thousand _____ with room for spectators.
- 7 Players weren't allowed to use their _____ when bouncing the balls.
- 8 Players could win the game by getting the ball into a _____.
- 9 In the Aztec culture, the game was used to solve arguments and disagreements without the need for a _____.
- 10 One aspect of the game that remains important nowadays is _____.



your ideas

- Why do you think the Mesoamerican sport was dangerous?
- Would you like to play this game? Why? / Why not?

1 Work in pairs. Discuss the questions.

- 1 Have you ever been to an amusement park such as the one on this page?
- 2 Are they popular in your country? What sort of things can you do there?

2 Imagine that an amusement park in your country wants to make some changes to attract more people. Which idea do you think would be most successful? Why?

- 1 later opening hours
- 2 more cafés and restaurants
- 3 free transport around the park
- 4 music concerts and similar events
- 5 half-price tickets on weekdays

3 **6.6** ▶ Listen to two students discussing the topics in Exercise 2. Which ideas are they most/least positive about?

4 **6.7** ▶ Which idea do you think they will choose as the most successful? Why? Listen and check.

5 **6.6** ▶ Read the Exam Tip. Which techniques (a–f) did the students use to justify their opinions for each idea (1–5) in Exercise 2? Listen again and check.

6 Now work in pairs. Complete the Exam Task. Remember to spend about two minutes on the main discussion and about one minute reaching a decision. Use the Useful Language to help you.

Exam TIP

Justifying opinions

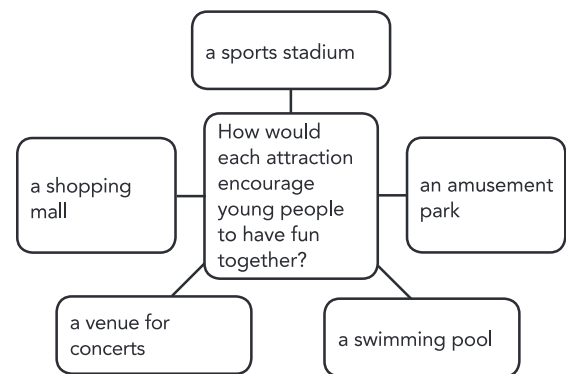
In the collaborative task, it's important to justify your opinions in order to convince your partner to agree. The following techniques can be used.

- a Mention your own experiences.
- b Focus on a problem that something solves.
- c Imagine yourself in a particular situation.
- d Ask your partner to imagine being in a situation.
- e Think of a better solution to a problem.
- f Explain why something isn't relevant.

Exam TASK

Collaborative task

Imagine that your town council has decided to build a new attraction. Here are some ideas that they are considering. Talk to each other about how these ideas would encourage young people to have fun together.

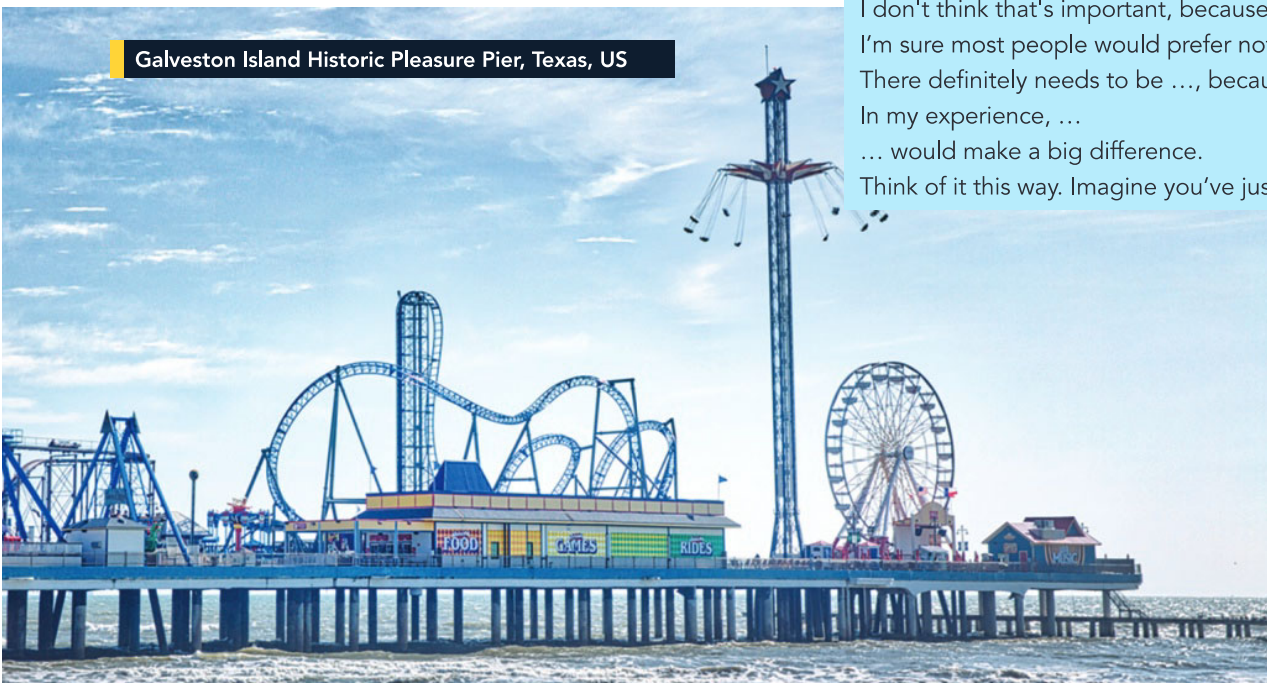


Now decide which idea the council should choose.

Useful LANGUAGE

The big problem / main challenge with ... is that ...
 I don't think that's important, because ...
 I'm sure most people would prefer not to ...
 There definitely needs to be ..., because ...
 In my experience, ...
 ... would make a big difference.
 Think of it this way. Imagine you've just ...

Galveston Island Historic Pleasure Pier, Texas, US



Question tags

1 Match the sentences (1–5) with the correct question tags (a–e).

- 1 That's a great idea,
- 2 They don't need to pay,
- 3 There's never been any problem,
- 4 I'm talking too much,
- 5 Let's go home,

- a has there?
- b aren't I?
- c isn't it?
- d shall we?
- e do they?

2 Complete the rule.

You can add a question tag to the _____ of a sentence to invite another person to speak.

▶ Grammar reference 6.2, p170

3 Complete the sentences with question tags.

- 1 This is the best event so far, _____?
- 2 I'm a terrible tennis player, _____?
- 3 There were loads of people at the gym, _____?
- 4 Don't be late for the kick-off, _____?
- 5 The athletes had already arrived, _____?

Indirect questions

4 Write these indirect questions as normal questions.

- 1 Can you tell me when the party starts?
When does the party start?
- 2 I'd like to know when the film starts.
- 3 I wonder how much a new printer costs.
- 4 Do you remember whether I locked the car?
- 5 I'm not sure if we've met before.

5 Work in pairs. Why do you think we use indirect questions in English?

6 Choose the correct options to complete the rules.

- a In an indirect question, we use the same word order as in a *question / statement*.
- b When there is no question word (e.g. *what, when*), use *if* or *whether* at the *beginning / end* of the indirect question.

▶ Grammar reference 6.3, p170

Negative questions

7 Complete the negative questions with these words.

can't didn't hasn't isn't weren't

- 1 Why _____ you at practice yesterday?
- 2 _____ you go hiking last week?
- 3 Wow! _____ that runner fast?
- 4 _____ the weather been nice lately?
- 5 _____ you swim?

8 Complete the rule.

We can use negative questions to show criticism, surprise, sympathy or doubt, or when we expect our listener to _____ with us.

▶ Grammar reference 6.4, p170

9 **6.8 ▶** Listen to the examples in Exercise 7. Decide what each speaker (1–5) is doing (a–e).

- a expressing doubt or confusion _____
- b expressing sympathy _____
- c showing surprise _____
- d showing criticism _____
- e inviting the listener to agree _____

10 Read a conversation between some friends who are in an 'escape room' (a game where people try to solve clues to open a locked door). Choose the correct options.

- A: Does anyone know how ¹ are we / we're supposed to get out of this room?
- B: ² Weren't / Were not you listening when they explained the rules? We need to find the code to open the lock before the time runs out.
- A: And how should we work out ³ what's the code / what the code is?
- B: We need to find clues somewhere in this room. I can't believe you don't know what to do.
⁴ Have / Haven't you heard of an escape room before? It's good fun – you'll enjoy it.
- A: Right. So do you think ⁵ might there / there might be a clue in this drawer?
- B: Why don't you open it to check whether ⁶ there's / is there something inside?
- A: That's weird. Why ⁷ can't I / I can't open it?
- B: Aha ... it's locked. So there's almost certainly a clue inside it, isn't ⁸ it / there?
- A: I told you! Right, so let's look for the key, ⁹ don't / shall we? Hey, this is fun!

Phrasal verbs

1 Complete the sentences with the correct form of these phrasal verbs.

burst out give up keep up with
knock over show off take off

- I used to belong to a dance group, but I _____ when I started secondary school.
- People have been climbing rocks for years, but it really _____ in the 1990s, when it became a popular sport.
- I was playing football when I was _____ by one of other players. I fell to the ground and hurt my ankle.
- I went jogging with Lucy, but she ran so fast I couldn't _____ her.
- When the clown fell over, everyone in the audience _____ laughing.
- Stop _____ ! I already know that you can juggle.

Prepositions

2 Choose the correct preposition to complete the sentences.

- I'd never go to an amusement park just *about* / *for* / *from* the rides. There are so many other things to do.
- That's an interesting idea. I think you're *into* / *onto* / *out of* something. Let's try it.
- Circuses appeal *in* / *to* / *with* people of all ages.
- I want to move *on* / *over* / *up* now and talk about another topic.
- Circuses are a combination *from* / *of* / *with* acrobatic skills and entertainment.

Collocations

3 Complete the sentences with the correct form of these verbs.

come hold know make put take

- I like Damian because he doesn't _____ himself too seriously.
- Our national team has never _____ close to winning the World Cup.
- He wanted to continue his hobby without _____ his life at risk.
- Half-price tickets would _____ a big difference in helping me to save money.
- I don't _____ the first thing about making jewellery. I've never done it before.
- This sport used to _____ an important place in Mesoamerican culture.

4 Read the Exam Tip. Then complete the Exam Task.

Exam TIP

Focusing on what you know

- In a sentence transformation task, make sure the second sentence contains all the important information from the first sentence. It's easy to accidentally leave out adjectives and adverbs.
- If you're not sure of the whole answer, write the part you know. This exam task carries two marks for each correct gap. So even if you can't fill the whole gap, you might still get a point.

Exam TASK

Sentence formation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given.

- Are there any tickets left?
Could you _____ **WHETHER**
_____ any tickets left?
- Wild animals shouldn't be forced to perform tricks.
I don't think they _____ **MAKE**
_____ perform tricks.
- The game combines strength and speed really cleverly.
The game involves _____ **CLEVER**
_____ strength and speed.
- What time does the treasure hunt start?
I'd like to know _____ **WHEN**
_____.
- I wasn't told about the party! Why was that?
_____ **ANYONE**
_____ me about the party?
- I don't really like the idea of bungee jumping.
Bungee jumping _____ **APPEAL**
_____.



- Have you ever been tempted to show off about something?
- What sports hold an important place in your culture?

Learning FOCUS

Planning and organising a report

- A report is an analysis of factual information. You should avoid giving your opinion, apart from a recommendation at the end.
- In some exams, you may have to invent your own information. Alternatively, you may be given some input data to base your report on. Don't include all this input data. Choose only the most important facts. Look for connections and patterns in the data.
- You must organise your report clearly. Start with a brief introduction, followed by the main body with a section for each main point that you want to cover. In your conclusion, state your recommendations.

- 1** Read the Learning Focus box. Then read this example task. Who will read the report? What is its purpose?

You work for a cinema in your town. The manager wants to make the cinema more popular with young people and so has asked you to write a report. Use the information below to write a report for your manager highlighting why the cinema isn't more popular with young people and explaining what should be done to attract more customers.

- 2** Work in pairs. Look at the input data in the diagrams. Discuss the questions.

- 1 Which information would you include in your report?
- 2 What wouldn't you include? Why not?
- 3 How could you organise the report into sections?

- 3** Read the example report. What input data has been left out? Why hasn't it been included?

Introduction

The aim of this report is to suggest ways in which the cinema can attract more young people. It is based on 100 interviews with older teenagers from the area.

Screening times

The vast majority of people feel that the screening times are not suitable for young people. Almost one third believe that there should be more screenings at weekends, when they have fewer school commitments.

Cost of tickets

Well over half of interviewees agreed that the ticket prices are too high. The most popular suggestion was to provide a discount for screenings on weeknights.

Social events

Almost a quarter of interviewees mentioned that they had no one to go with. This strongly suggests that social events could attract significant numbers of new customers. More than a quarter of respondents liked the idea of such events.

Marketing

Finally, one in ten interviewees had never heard of our cinema. This suggests that we need to invest more in marketing campaigns.

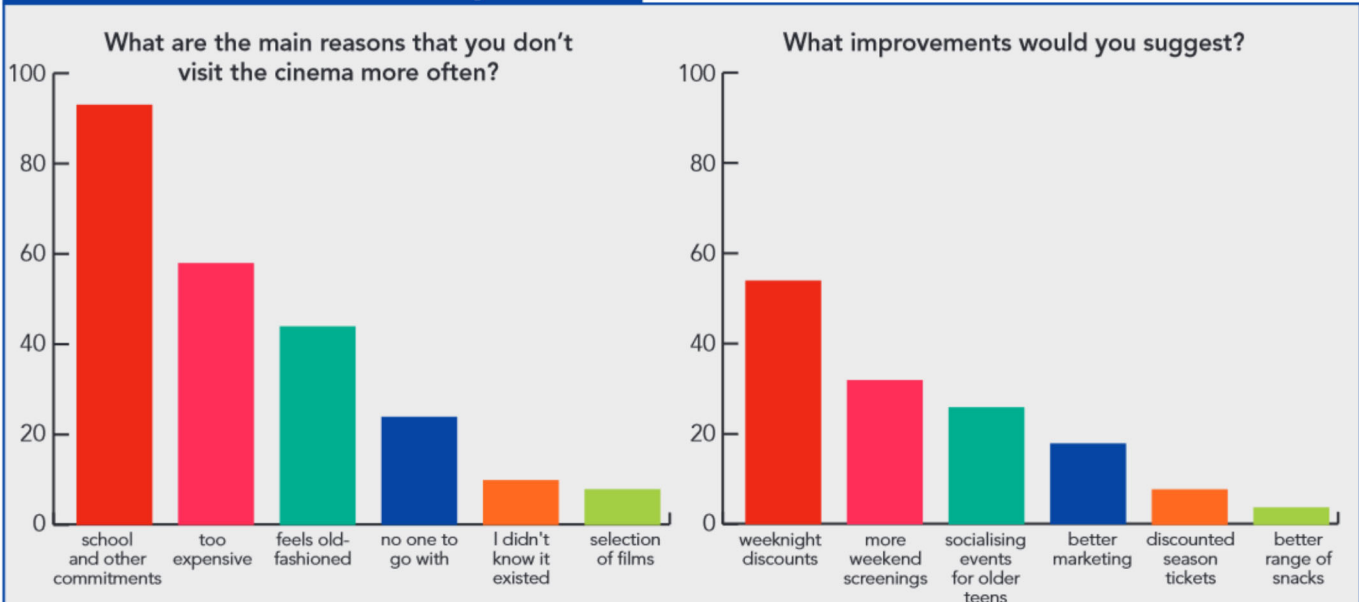
Conclusion

Based on the research, I would therefore recommend that we increase screenings at the weekend, offer a student discount on tickets, organise regular social events and invest more money in marketing.

- 4** Underline phrases in the example in Exercise 3 that refer to statistics. For each phrase, find the actual number in the input data.

RESULTS

Interviews with 100 local 15–19 year-olds



- 5 Choose some more statistics from the input data on page 74 and write a short paragraph about them. Use the Useful Language to help you. Write a suitable heading for your paragraph.
- 6 Read the Exam Tip. Then read the Exam Task and look at the input data. Plan the sections you are going to write.
- 7 Now complete the Exam Task. Write your report. Use the Useful Language to help you present your ideas clearly in each paragraph.

Exam TIP

Reporting information effectively

- A report is usually written for someone in authority (e.g. a manager, a teacher, etc.) so make sure you use neutral or formal language.
- The purpose of a report is to give factual information, so avoid using any lively or colourful language (e.g. that you might use in an article or a story).
- Don't forget to give each section of the report its own heading.

Exam TASK

Writing a report

You are a member of a social club which organises activities for students and young people. The number of members has been falling sharply in recent years and so the club's leaders have asked you to write a report. Use the information below to write a report for your club leaders highlighting why people are leaving. Suggest ways that you can attract new members.

Results of interviews with 100 former members

Q1 What are the main reasons why you left the social club?

- 74% no friends there
- 66% boring – too much waiting / talking
- 52% lack of organisation / guidance
- 44% other commitments (school, family, etc.)
- 38% sports events are too competitive
- 11% too expensive
- 6% not enough space

Q2 What improvements would you suggest?

- 48% more organised games (e.g. treasure hunts, escape rooms, etc.)
- 34% non-competitive team sports
- 28% member-led activities
- 24% ban mobile phones
- 4% talks by guest speakers

Useful LANGUAGE

Introduction

The aim/purpose of this report is to ...

This report is intended to ...

It is based on ...

Reporting results

Almost / Around / More than / Well over half / a quarter / one third of interviewees ...

One in five / ten interviewees ...

Most people feel that ...

Several people said / suggested / thought that ...

Some people thought ..., but others said ...

Almost everyone agreed / said ...

The (vast) majority of people ...

(By far) the most popular suggestion was ...

Analysing

This (strongly) suggests that we need to ...

This may be because ...

One possible reason for this is ...

Recommending

I (would) therefore suggest / recommend ...

It would seem that ... is the best option / idea.

On the basis of the points mentioned above, ...

- 8 Complete the Reflection Checklist. Then discuss your answers with a partner.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

I looked carefully at the input data before planning the report.

I selected which information that I wanted to focus on.

I planned the sections of the report before writing.

I included a conclusion, stating your recommendations.

I wrote in a clear, factual style.

I checked my work carefully for mistakes before I finished.

6 Video Will future robots and AI take over?



Robotic dogs built by Boston Dynamics being demonstrated during a conference on robotics and artificial intelligence

Before you watch

1 Work in pairs. Discuss the questions.

- Which of these things can robots currently do?
 - destroy humanity
 - menial chores (e.g. clean our homes)
 - parkour
 - rebel against us
 - understand human emotions
- What might they be able to do in the future?

While you watch

2 Watch the video. Match the robots (1–7) with the descriptions (a–g).

- | | |
|-----------------------------|--------------------------|
| 1 Rossum's Universal Robots | 5 Boston Dynamics robots |
| 2 Robert | 6 HAL 9000 |
| 3 Rosie | 7 Data |
| 4 The Roomba | |

- could make deadly plans.
- was inspired by Rosie the robot.
- is an android who doesn't understand jokes.
- was a helpful assistant who cleaned the carpets.
- were maids and butlers in a Czech play.
- was in a TV show called *The Jetsons*.
- can do parkour.

After you watch

3 Complete the summary of the video with these words. Then watch the video again and check your answers.

creativity evil influence level
process rebel

The first use of the word 'robot' was in 1920, in a Czech play about robots that started to ¹ _____ against their owners. Sci-fi has often shown robots as either fully good (e.g. helpful assistants) or totally ² _____ (e.g. trying to destroy humanity). Rosie was a helpful robot in a popular TV programme who has had a huge ³ _____ on the industry.

Sci-fi has imagined AI (artificial intelligence) that can think at a human-like ⁴ _____. Today, many of us have AI in smart devices in our homes, but AI can't yet ⁵ _____ human emotion.

It's hard to imagine what will happen next. In reality, it's whatever we have the ⁶ _____ to program computers to do.

your ideas

- Do you or anyone you know use smart technology in the home?
- Do you think we should be worried about robots and computers rebelling against us?