

A Choose the correct option to complete the sentences.

- 1 An external move towards inclusivity in a company *was only / would only* be important as long as an internal change within the company was also occurring.
- 2 Stereotypes in advertising are OK provided the people *will be / being* stereotyped don't mind it.
- 3 Companies *aren't / wouldn't be* willing to change advertising campaigns that aren't inclusive unless people complain about the
- 4 Supposing technology *hadn't developed / wasn't being developed* so quickly, we might not have had the ability to connect with people from other cultures and backgrounds.
- 5 Everyone has the ability to change their negative perception about something as long as *they're / they would be* willing to open their mind and learn about it.
- 6 Research gathered from focus groups should be considered as unreliable unless it *is / would be* collected from a diverse and representative group of people.
- 7 Supposing I was to watch something that wasn't a true reflection of a diverse society, I *would / will* do something to try and change it.
- 8 I'll still continue to use a brand that portrayed negative stereotypes in their branding in the past, provided I think *they've / they will have* learned and adapted since then.

B Do you agree or disagree with the statements in Exercise A? Complete the table. Make notes on the reasons for your answers.

| Statement | Agree or disagree | Notes |
|-----------|-------------------|-------|
| 1         | _____             |       |
| 2         | _____             |       |
| 3         | _____             |       |
| 4         | _____             |       |
| 5         | _____             |       |
| 6         | _____             |       |
| 7         | _____             |       |
| 8         | _____             |       |

C Work in pairs. Share your ideas in Exercise B with a partner. Which statements do you both agree and disagree on? Are there any statements you have different opinions on?

## Focus on ... Compound adjectives

**A** Complete the questions with a compound adjective.

| Questions                                                                                                       | Notes |
|-----------------------------------------------------------------------------------------------------------------|-------|
| 1 Would you rather have an old phone that has a _____ battery or a new phone you need to charge twice a day?    |       |
| 2 Do you prefer to buy things from _____ brands, or shopping in independent stores?                             |       |
| 3 In general, do you prefer houses that are _____ or houses that are more traditional in style?                 |       |
| 4 Do you tend to buy the most _____ technologies or are you happy to keep your devices until they stop working? |       |
| 5 Do you prefer buying _____ things, or are you happy to buy _____, used items?                                 |       |
| 6 Do you think it's important for technological devices to be _____ and have a nice appearance?                 |       |
| 7 Do you often make decisions at the _____, or do you usually plan things far in advance?                       |       |
| 8 What items do you think could be _____ in future and run on energy produced by the sun?                       |       |

**B** Talk to different students in the class. Take turns to ask and answer the questions. Ask further questions to get more information. Make notes on some of the answers you hear.

**C** Write a short paragraph summarizing your notes and comparing the answers with your own ideas.

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- A** Read the stories. Complete the sentences with the correct adverbial expressions. Use *not only*, *it was only*, *never before* and *little did*.



- 1** Amira couldn't believe that no one had turned up to her exhibition to support her. <sup>1</sup> \_\_\_\_\_ was it the first time she'd shown her work in public, but it was also an opportunity that not many recent graduates were given. In fact, <sup>2</sup> \_\_\_\_\_ had someone as young as Amira been exhibited in the main gallery.

She'd given up hope that anyone was coming and turned to leave. <sup>3</sup> \_\_\_\_\_ when she finally heard the sound of her mother's voice that she realized that someone had come to support her. <sup>4</sup> \_\_\_\_\_ was her family there, but ...

- 2** João was waiting anxiously for the phone to ring with the news. <sup>1</sup> \_\_\_\_\_ when he'd finally calmed his nerves that it did, and he couldn't believe what he was hearing. He'd got the job! <sup>2</sup> \_\_\_\_\_ had he been offered such an incredible opportunity. <sup>3</sup> \_\_\_\_\_ was he going to travel to some of the most spectacular places in the world, he ...

- 3** Hamza had been working on getting his business off the ground for some time. He'd just started to become profitable but was struggling to take it to the heights he knew it could achieve. <sup>1</sup> \_\_\_\_\_ when Hamza stumbled across an article online about an investment opportunity for a business like his, that his fortunes began to change. <sup>2</sup> \_\_\_\_\_ Hamza knew that one conversation would change his life forever. <sup>3</sup> \_\_\_\_\_ did he get an investor on board, but he also ...

- B** Write a sentence to finish each paragraph then share your ending with a partner.

- C** Work in pairs. Write your own short story using adverbial expressions. Choose from these topics or use your own ideas.

- Martina is a researcher. She gets asked to go to Antarctica to do a research project on melting ice caps and how it affects wildlife.
- Ellie is graduating university today. She thinks everyone has forgotten. Later, her friends and family surprise her with a party.
- Tomasz has been trying to make his home self-sustaining for over a year. He is trying to get it to heat, cool and power itself. He suddenly makes a breakthrough.

# 5 Grammar Adding emphasis with cleft sentences

**A** Complete the review with the introductory part of cleft sentences. Use *wh-* words, *it*, or *the thing + be*.

## A vision of wonder with tales of hope: A review of *Planet Earth*



I've seen my fair share of nature documentaries, but *Planet Earth* was by far the most incredible one of all.

<sup>1</sup> \_\_\_\_\_ starts as scenic shots across the globe, turns into a startling exploration of some of the most extreme conditions on Earth to sustain life.

<sup>2</sup> \_\_\_\_\_ what the shots captured that are like nothing I've ever seen and <sup>3</sup> \_\_\_\_\_ that I couldn't get my head around was how the camera crew managed to find and follow such wonderful stories of different creatures. <sup>4</sup> \_\_\_\_\_ started out as what I thought was a simple wildlife documentary, turned into one of the most intense shows I've seen in a while. <sup>5</sup> \_\_\_\_\_ when they focus on the everyday struggles of the animals that you really find yourself on the edge of your seat, rooting for their successes and survival.

<sup>6</sup> \_\_\_\_\_ surprised me about the documentary, was when I heard just how much time and effort the show took to put together behind the scenes. <sup>7</sup> \_\_\_\_\_ that I heard, was that there were over forty camera teams involved, in over two hundred locations around the world for more than five years. Simply breathtaking.

<sup>8</sup> \_\_\_\_\_ that I would say, and the one criticism I have, is that I feel like the show could have been extended. An hour per episode is not really long enough to go in-depth about the habitats and life cycles of these wonderful animals.

But overall, a huge thumbs up and five stars from me.

**B** Think about something you've watched or read recently that you learned something from. Write cleft sentences about it using the prompts. Do not write a full review.

• What it was

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• What made it memorable / enjoyable / surprising

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• The things you would tell others about it

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• The thing that you learned from it / heard about it

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• What might have improved it / recommendations you would make

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**C** Work in small groups. Take turns to use your sentences from Exercise B to give a full review of what you watched or read. Give your group detailed descriptions of the settings, characters and what happened.