

8

Text me!

The mind is like an iceberg, it floats with one-seventh of its bulk above water.

Sigmund Freud

DOCUMENTARY VIDEO



THE BIG DATA REVOLUTION

8 Watch the documentary video. For the worksheet, go to page 119.

UNIT 8 VIDEO

Documentary

The Big Data revolution 8

88

VOCABULARY

8.1

Information and the mind • prefixes • verb–noun collocations • phrases with *mind*

I can talk about coping with information overload.

SHOW WHAT YOU KNOW

- 1 Match each of the nouns from box A with three words from box B to make collocations. The nouns from box A don't always come first.

A (information attention) pay attention, attention span, undivided attention, withhold information, information processing, factual information

B (withhold factual undivided processing pay span)

- 2 **SPEAKING** Discuss where you look for information about the following.

(current affairs directions entertainment news facts for school sports results transport schedules)

Why the Modern World Is Bad for Your Brain

In an era of email, text messages and Facebook, we're all required to do several things at once. But this constant multitasking is **taking its toll**. Daniel J. Levitin, the author of *The Organized Mind*, explains how naps, calendars and periods away from the Internet can all help focus our mind.



REFERENCES

Culture notes p. 179

Videoscript p. 205

Using videos in the classroom p. T14

EXTRA ACTIVITIES

• Photocopiable resource 22 (phrases with *mind* and collocations – 15 min.) pp. 217, 249–250

• Extra digital activities: Vocabulary Checkpoint

WORKBOOK

pp. 88–89, including *Show what you've learnt*

3 Read the questions from an interview with the author of *The Organized Mind*. What do you think the book is about?

- How can afternoon naps help our brains to work more efficiently?
- How can we educate our children to deal with information overload?
- What are 'brain extenders' and how can they increase our ability to concentrate?
- What is the solution to information overload and the attention problems it causes?
- How do you quantify 'information overload'?

4 Read the interview below. Choose the appropriate question in Exercise 3 for each gap.

A 5

We really are living in an age of information overload. We've created more information in the past few years than in all of human history before us. On average, we take in five times as much information as we did in 1986.

B 4

We need to **blinker ourselves** to better monitor our attentional focus. Self-imposed periods of no email or Internet to allow us to sustain concentration have been shown to be tremendously helpful. And breaks – even a fifteen-minute break every two or three hours – make us more productive in the long run. Also, you can't underestimate how important **prioritising tasks** is.

C 1

The brain has an attentional mode called the 'mind wandering mode' that was only recently identified. This is when thoughts move seamlessly from one to another without you controlling where they go. This brain state acts as a neural reset button, allowing us to come back to our work with a refreshed perspective. Different people find they enter this mode in different ways: reading, a walk in nature, looking at art, meditating and napping.

D 3

Brain extenders help get information out of our heads and into the physical world: calendars, key hooks by the front door, notepads, 'to do' lists. If you hear that it's going to rain, rather than reminding yourself to bring your umbrella, set the umbrella by the front door – now the environment is reminding you to bring the umbrella. The point is that all these dates, events and items we want to remember compete for neural resources in your brain, **cluttering your thoughts**, making it more difficult to **devote attention to** what is at hand.

D 2

Although it is easier to find information these days, it is easier than ever before to find misinformation, pseudo-facts, unsupported and fringe opinions and the like. Children should be taught at an early age what constitutes evidence, how to **detect bias** or distortions in newspaper accounts and that there exist hierarchies of information sources. In the medical field, for example, a controlled experiment published in a peer-reviewed journal is a better source than a blog by an unknown association promoting the health benefits of their own product.

WORD STORE 8A Prefixes

5 3.12 Complete WORD STORE 8A with examples of words in the interview. Then listen and check.

6 Complete the sentences with the words in the box and the prefixes in WORD STORE 8A.

(composed disciplinary estimate
operative statement trust)

- Most students in this class are helpful and **cooperative**.
- I never get nervous in exams. I am very **self-composed**.
- I **mistrust** things I read on the Internet unless I know it's a reputable source.
- I want to do a **multi-disciplinary** degree. I don't want to specialise in one area.
- I tend to **overestimate** the memory capacity of my smartphone. In fact it's a lot less than I'd like it to be.
- To say I don't like technology is an **understatement**. I absolutely loathe it!

WORD STORE 8B Verb-noun collocations

7 3.13 Complete WORD STORE 8B with the collocations in red from the interview. Then listen and repeat.

8 SPEAKING Complete the questions with the correct form of the words in WORD STORE 8B. Then discuss the questions with a partner.

Do you think most students:

- devote** enough **attention** to their work before they submit it?
- are mature enough to **detect bias** in news stories that they read?
- tend to **clutter their thoughts** with silly images from the Internet?
- are good at **prioritising tasks** and doing the most important things first?
- blinker themselves** to problems they don't want to deal with?
- realise that too much screen time will **take its toll** on their health?

WORD STORE 8C Phrases with mind

9 3.14 Complete WORD STORE 8C with the words in the box. Then listen and repeat. Write example sentences.

10 Choose the most appropriate responses.

- Did you remember to post that letter?
a Sorry, it never crossed my mind.
b Sorry, it blew my mind.
- How did you do in the exam?
a Mind your own business!
b Mind your manners!
- He's not buying that expensive phone, is he?
a Yes, he must be in two minds.
b Yes, he must be out of his mind.
- She's much more forgetful than she used to be.
a Yes, she's very absent-minded.
b Yes, she's very tough-minded.

WORD STORE 8D EXTRA Phrases with mind

11 Complete WORD STORE 8D with your own definitions of the phrases in bold. Are the sentences true for you?

NEXT CLASS

Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 8.1, Vocabulary.



READING

Multiple choice

I can understand specific details in an article and its structure.

- 1 Do the survey and compare your results with a partner. Who is a keener walker?

Walking is probably the easiest form of exercise out there. How keen a walker are you? The more yeses, the keener you are.

- Do you walk to school or work?
- Do you often carry a backpack when walking?
- Do you walk a dog regularly?
- Do you walk at a fast pace?
- Do you consciously choose the stairs rather than a lift?
- Do you own a pair of hiking boots?
- Have you ever been trekking?
- Have you ever used a pedometer or fitness app to keep track of your daily step-count?

- 2 Read the article quickly. Which section of a news website would it be least likely to appear in?

(Education ✓ Health Lifestyle Sport Technology)

EXAM FOCUS Multiple choice

- 3 Read the article again. For questions 1–4, choose the correct answer A, B, C or D.

- 1 According to the author in the first paragraph, The Walk is aimed at users
A who do not have the requisite time to go to the gym.
B who have some difficulty in walking.
☒ C who are interested only in relatively gentle exercise.
D who are at high risk of heart disease or diabetes.
- 2 As described in the second paragraph, the central character in the plot of The Walk application
A must track some terrorists on foot.
B has been carefully selected to deliver an important package.
C has to complete a series of tasks operating under strict time limits.
☒ D has unintentionally become caught up in the narrative.
- 3 In the third paragraph, the main reason the author draws a comparison with the app Zombies, Run! is to
A illustrate the diversity of fitness apps available on the market.
☒ B explain the developer's intention to appeal to a wider consumer group with The Walk.
C show how fitness apps have become more sophisticated over time.
D explain how the two apps work using the same technical functions.
- 4 According to the final paragraph, government investment in fitness apps
A might reduce the funds available for traditional healthcare.
☒ B is hoped to have wider benefits than public health.
C may help cure obesity-related illnesses.
D is now possible due to recent economic growth.

90

Walk yourself well with the help of a government-backed app



REFERENCES

Intelligent key p. 209

WORKBOOK

pp. 90–91

NEXT CLASS

Ask students to do *Show what you know* 8.3 in the WB, p. 92.

3.15

1 Keeping fit doesn't come easy to all of us and if you're one of those people struggling to be more physically active and **accomplish** the ten thousand steps a day now recommended by health professionals, it helps to have some **incentive** to walk just that little bit further. If this rings true for you then The Walk, a pedometer app with a difference, could be just the thing to encourage you to get up off the sofa and put one foot in front of the other. Created by developers Six to Start, in collaboration with the UK National Health Service, The Walk is a fitness app for imaginative people who want a less intense workout than hitting the gym, but who still want to get active. Though not as **strenuous** as some other forms of exercise, regular walking has been shown to reduce the risk of heart disease and diabetes, as well as aiding weight-loss and, somewhat paradoxically, increasing energy levels by boosting circulation and increasing oxygen supply to every cell in the body.

2 The **premise** behind The Walk is that, through a case of mistaken identity, you are given a vital package to deliver to a distant destination in the UK, but as you are about to board a train to take you there, terrorists blow it up and set off an electromagnetic pulse rendering cars and trains unusable. Walking is your only option, and now the terrorists are on your trail because they want the device you're carrying.

3 The underlying concept is to encourage players to perambulate in the real world as part of the aforementioned apocalyptic game narrative. Players' phones' accelerometers track the distance they cover on foot, unlocking levels and hours of story-telling narrated by talented voice actors. The further you walk, the further the plot progresses. **Straightforward**, engaging and effective, The Walk uses similar mechanics to its predecessor Six to Start's **Zombies, Run!**, a popular fantasy/running app which encourages users to escape **pursuing** zombies whenever they go for a jog. By lowering the requirement to walking, and focusing on increasing general daily movement rather than dedicated, prescribed and sometimes prohibitive training routines, it is hoped that almost everyone can reap the benefits this time.

4 There's no question that the wider theory is an interesting one: apps and games that encourage activity have the potential to cut down on healthcare requirements through prevention, **negating** the need to cure illnesses resulting from sedentary lifestyles. If broadly adopted, such products could take a bite out of the billions of pounds that obesity-related diseases cost the taxpayer each year. Even more intriguing is that the Department of Health is funding external mobile start-ups and indie developers at all. When asked to explain, the department **disclosed** that such investment is not only about encouraging lifestyle change, but also **nurturing** innovative ideas. So while the initial motivation might be the potential savings gained through a healthier public, there appears also to be the **subsidiary** goal of encouraging jobs and economic growth. With government support, apps like The Walk, which otherwise might not have the resources that state backing can allow, stand a better chance of gaining traction with the public and ultimately making a significant contribution to both the health of the nation and the economy.

- 4 **SPEAKING** Discuss whether you would be interested in trying one of the fitness apps mentioned in the article.

WORD STORE 8E Phrases

- 5 Complete WORD STORE 8E with the correct forms of the words in the box. Use the article to help you if necessary.

- 6 **SPEAKING** Rewrite the questions replacing the words underlined below with the correct form of their synonyms in blue in the text. Make any changes necessary. Then ask and answer and give reasons for your answers.

- 1 Which basic plot do you think is better; the one for The Walk or the one for Zombies, Run!?

Which premise do you think is better: the one behind The Walk or the one behind Zombies, Run!?

- 2 To what extent do you think mobile phone apps and games can really help people achieve their fitness goals? **accomplish**

- 3 Do you prefer light exercise or something more physically demanding? **strenuous**

- 4 What is the best motivator for you personally to do more exercise? **incentive**

- 5 How far does a healthy diet cancel out the need to exercise? **negate**

- 6 Would you describe keeping fit as an uncomplicated process? **a straightforward**

- 7 How important do you think it is to chase your dreams and ambitions in life? What if they seem unrealistic? **pursue**

- 8 Have you ever revealed a secret to someone then regretted it? **disclosed**

- 9 If the main benefit of going to university is a qualification, what secondary benefits are there? **subsidiary**

- 10 Do you think universities should focus on producing broadly educated citizens or developing the unique talents of individuals? **nurturing**

- 7 **SPEAKING** Discuss the questions.

- 1 Which of the following types of video games and apps do/would you play or use?

- role-playing/strategy
- shooter
- action/adventure
- sports
- other (explain)

- 2 Which particular games or apps do you find the most useful or fun?

- 3 Have you been disappointed by any games or apps you've tried? Which ones? What was wrong with them?

Reporting verb patterns
I can use various reporting verbs.



Michael **suggested** that they grab a coffee.

- 1 Look at the cartoon. People saw Michael and Janet together. Read the reported statements and try to guess what happened.

- 1 Paul **wondered** whether Michael had bought flowers for a date.
- 2 Robert **claims** that he saw Michael and Janet arm in arm.
- 3 The waitress **reported** seeing Michael and Janet holding hands.
- 4 Janet **informed** Michael that she and Jack had been together for two years.
- 5 Janet **accused** Michael of being a liar.
- 6 Michael **begged** Janet not to tell anyone.

- 2 **3.16** Listen to the actual events as they happened. Were your predictions correct?
- 3 Complete the GRAMMAR FOCUS with the reporting verbs in blue in Exercise 1 and the cartoon.

GRAMMAR FOCUS

Reporting verb patterns

verb + (that) + reported sentence

verb + object + (that) + reported sentence

verb + if/wh-word + reported sentence

verb + (that) + personal pronoun + (should) + infinitive without to

verb + infinitive

verb + object + infinitive

verb + -ing form

verb + (object) + preposition + -ing form

Note: Some of the verbs can be followed by more than one pattern.

→ admit, ¹**claim**, demand, deny, explain, insist, regret, report, threaten

→ advise, convince, ²**inform**, persuade, remind

→ ask, explain, report, ³**wonder**

→ beg, demand, insist, propose, ⁴**suggest**

→ ask, claim, demand, threaten

→ advise, ask, ⁵**beg**, convince, persuade, remind, urge

→ admit, deny, propose, regret, ⁶**report**, suggest

→ ⁷**accuse of**, apologise for, complain about, congratulate on, insist on

- 4 Choose the correct option. Sometimes more than one answer is possible.

- 1 She proposed that I apologise / apologising / me to apologise for the confusion.
- 2 Paul complained about my being late / about me being late / my being late.
- 3 She convinced me calling / that I had to call / to call the agency.
- 4 Leila admitted being / having been / that she had been in the wrong.
- 5 They demanded they be allowed / to allow / being allowed to speak with you.
- 6 I wondered how they had got / how did they get / where they had got the information.
- 7 She insisted that she be permitted / on being permitted / to be permitted to write an email.
- 8 I explained that I had misunderstood / why I had misunderstood / that to misunderstand her instructions.
- 9 He reminded me not to forget / to not forget / about to forget to post his letter.
- 10 I persuaded her that she could manage / to manage / not managing the situation alone.

- 5 Report the sentences using the verbs in the box. Sometimes more than one answer is possible.

(ask advise congratulate deny **regret** threaten urge)

- 1 I wish you had told me. He **regretted not having been told**.
- 2 Did you receive my email? He **asked (me) if/whether I had received his email**.
- 3 It's imperative you keep us up to date on any news.
They **urged us to keep them up to date on any news**.
- 4 If you don't tell her, I certainly will!
He **threatened to tell her (if I didn't)/threatened that he would tell her (if I didn't)**.
- 5 I swear it wasn't me that misled her!
She **denied having misled her/denied misleading her/denied that he had misled her**.
- 6 You really ought to send him a text.
She **advised me to send him a text/advised me that I ought to send him a text**.
- 7 Well done! You've all been accepted on the programme.
They **congratulated us on being accepted on the programme**.

- 6 **SPEAKING** Discuss the questions in groups.

- 1 What things do you most often complain about?
- 2 When was the last time you persuaded somebody to do (or not to do) something?
- 3 Who last congratulated you on something? What was it for?
- 4 Who did you last apologise to? What was it for?

Grammar pages 140–141

REFERENCES

Audioscript p. 196

EXTRA ACTIVITIES

Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 92, including Show what you've learnt

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.3, Grammar.

8.4

USE OF ENGLISH

Passive reporting structures

*I can use various passive reporting structures.*1 **SPEAKING** Look at the photos and discuss the questions.

- Do you watch any of these types of video blogs? Why?/Why not? What is discussed or presented in them? **music, make-up/beauty, cooking**
- Do you know of any other types of video blogs? What do they talk about or present?

2 **3.17** Listen to a news programme about video blogging and answer the questions.

- What did people once think was impossible?
- What type of videos attract the most viewers?
- What other vlog types are mentioned in the programme?
- What are the three ways of making money by vlogging?
- Why do established companies post video blogs?
- What two factors are the key to success as a video blogger?

3 **3.17** Listen again and tick the sentence in each pair that you hear in the recording.

- It is considered that music videos **are generating** the biggest audiences.
 - Music videos are considered **to be generating** the biggest audiences. ✓
- They report that the number of vloggers **has been growing** rapidly.
 - The number of vloggers is reported **to have been growing** rapidly. ✓
- Some vloggers are widely known **to have made** millions of dollars.
 - It is widely known that some vloggers **have made** millions of dollars. ✓
- Some people reckon that vlogging **is** the new form of mass advertising. ✓
 - Vlogging is reckoned **to be** the new form of mass advertising.

4 Look at the pairs of sentences in Exercise 3 and match them to the points below.

- an action in progress 1
- a single action or state 4
- an action completed at an unstated time 3
- an action in progress up to the present 2

5 Read the LANGUAGE FOCUS. Match the types of infinitives with four of the sentences in Exercise 3.

LANGUAGE FOCUS

Passive reporting structures

You form the Passive with reporting verbs such as *assume, believe, consider, feel, know, report, say, think* and *understand* in two ways:

Active: People **believe** he is a new superstar.

Passive 1: It + passive + *that*-clause

It is believed that he is a new superstar.

Passive 2: subject + passive + *to* + infinitive

He is believed to be a new superstar.

Depending on when an action occurred you report it using different infinitives:

- simple** (to + infinitive) – a single action or state.
- continuous** (to be + -ing) – an action in progress.
- perfect** (to have + Past Participle) – an action completed at an unstated time.
- perfect continuous** (to have + been + -ing) – an action in progress up to the present.

6 Write the appropriate infinitive form of the verb in brackets for each gap.

- Spending too much time watching a screen is generally thought **to be** (be) bad for your health.
- Facebook is believed **to have passed** (pass) its peak and teens are turning to other social media.
- More and more YouTube stars are said **to be making/ to have made** (make) millions with their channels.
- Several vloggers are estimated **to have earned** (earn) millions from sponsorship and product deals.
- YouTube is reported **to have** (have) more than two billion users.
- The number of people watching her channel was reported **to have been rising** (rise) for years.

7 Write sentences from the prompts using passive reporting structures.

- last year / number of viewers / say / decrease / by ten percent
Last year, the number of viewers is said to have decreased by ten percent.
- the website / report / expand / exponentially / two years ago
- it / be / understand / the station / grow / quickly / since its launch
- they / presume / taken / three million dollars / in 2019
- the show / widely / acknowledge / be / funniest / YouTube comedy

8 **SPEAKING** Look again at sentences 1 and 2 in Exercise 6. Do you agree with them? Why/Why not?

Exercise 2

- making money by posting videos
- music videos; produced by professionals
- makeup or fashion tips; gaming demonstrations
- by selling music downloads; by allowing companies to advertise; by selling products
- to gain new customers
- personality and a unique message

Exercise 5

Simple infinitive: Vlogging is reckoned to be the new form of mass advertising.

Continuous infinitive: Music videos are considered to be generating the biggest audiences.

Perfect infinitive: Some vloggers are widely known to have made millions of dollars.

Perfect continuous infinitive: The number of vloggers is reported to have been growing rapidly.

Exercise 7

- The website is reported to have expanded exponentially two years ago.
- It is understood that the station has grown/has been growing quickly since its launch.
- They were presumed to have taken three million dollars in 2019.
- The show is widely acknowledged to be the funniest YouTube comedy.

Use of English 141–142

93

REFERENCES

Culture notes p. 179
Audioscript pp. 196–197

EXTRA ACTIVITIES

Photocopiable resource 23 (passive reporting structures – 20 min.) pp. 217–218, 251

WORKBOOK

p. 93, including *Show what you've learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 8.4, Use of English.

Multiple choice

I can understand specific details and speakers' attitudes in an extended discussion.

1 **SPEAKING** Look at the photos and discuss the questions.

- 1 Who do you think these photos were taken by: a professional photographer or an amateur? How do you know?
- 2 When might news media use amateur reporters or photographers?

2 **3.18** Listen to an interview with a newspaper journalist and a university lecturer about citizen journalists. Choose the best summary.

- 1 A discussion about how citizen and professional journalism are becoming more similar.
- ② A debate about the pros and cons of citizen journalism.
- 3 An argument between somebody in favour of and somebody against citizen journalism.

EXAM FOCUS Multiple choice

3 **3.18** Listen again to the interview. For questions 1–6, choose the correct answer A–D.

- 1 What does Mark say is the most pressing responsibility of professional journalists?
 - A doing enough background research
 - B keeping within legal limitations
 - C producing well-written articles
 - ① reporting stories as accurately as possible
- 2 According to Paula, citizen journalists like to
 - ① offer a personal perspective on public issues.
 - B identify controversial angles to news stories.
 - C cover stories that are of general interest.
 - D get information to as wide a readership as possible.
- 3 What is Mark's opinion of news written by citizen journalists in blogs?
 - A It may be biased because they only write on topics they believe in.
 - B It's often exaggerated because it is unregulated and unedited.
 - C It's accessible because opinions expressed aren't hidden.
 - ① It can provide a useful service that newspapers don't.
- 4 What aspect of the current situation in citizen journalism do they disagree about?
 - A There is unfair exploitation of citizen journalists.
 - ① It can be a way of improving journalistic standards.
 - C It worries many people in the media industry.
 - D There has been little change in recent years.
- 5 What does Paula think made the website on Ebola effective?
 - ① It featured the viewpoints of doctors and community members.
 - B It expressed commonly held beliefs.
 - C It covered a wide range of different stories.
 - D It successfully combined fact and fiction.
- 6 What do they both think about the future of citizen journalism?
 - A It will change the way people regard the media in general.
 - B The reputation of citizen journalists will be damaged.
 - ① It will provide useful support for print journalism.
 - D Any articles published online will be paid.



WORD STORE 8F Collocations

- 4 **3.19** Complete WORD STORE 8F by replacing the underlined phrases with the collocations in the box. Make any changes necessary to rewrite the sentences. Then listen and check.
- 5 **SPEAKING** Does the idea of becoming a citizen journalist appeal to you? Why?/Why not?

REFERENCES

Culture notes p. 179
 Audioscript pp. 197–198
 Intelligent key p. 209

WORKBOOK

p. 94

Adding emphasis

I can emphasise a point in a conversation using various structures and expressions.

- 1 **SPEAKING** Discuss the reliability of the different sources of information below. Use the words in the box to help you.

(accurate biased dull enjoyable
inaccurate out-of-date quick reliable
trivial trustworthy unreliable useful)

- a tabloid newspapers
- b broadsheet newspapers
- c Wikipedia®
- d TV news
- e social media
- f books

- 2 **3.20** Listen to four people talking about how we access information in the digital age. Match the speakers with the arguments.

- 1 Frank **d**
- 2 Laura **b**
- 3 John **a**
- 4 Maria **c**

- a feels crowdsourced information can be useful if used carefully.
- b points out that while social media can be misleading or frivolous, traditional media were also often incorrect or biased.
- c is concerned about how algorithms select what information and products we see.
- d worries about the objectivity and reliability of Wikipedia.

- 3 **SPEAKING** Discuss which of the arguments you agree with and why.



- 4 **3.20** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

(adamant aware bothers convinced
crucial crux ~~doubt~~ key overlook)

SPEAKING FOCUS

Adding emphasis

There's no question/¹ doubt that ...
The one thing that really disturbs/² bothers me is ...
The ³ key thing/issue is ...
What's critical/⁴ crucial is ...
The ⁵ crux of the issue is .../The main point is ...
I'm absolutely certain/⁶ adamant in my view that ...
I'm not sure/⁷ convinced (that) ...
We need to be ⁸ aware /cognizant of the fact that ...
And don't forget/⁹ overlook the fact that ...

- 5 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Begin with the words given.

- 1 I really love catching up with everybody's news on Facebook.
The one thing that I really love is catching up with everybody's news on Facebook.
- 2 Citizen journalists can't always be trusted – that's critical.
What's critical/crucial is that citizen journalists can't always be trusted.
- 3 It's true that almost everybody has an Instagram or Twitter account these days.
And don't forget/overlook the fact that almost everybody has an Instagram and Twitter account these days.
- 4 We undoubtedly receive more news than ever before.
There's no doubt that we receive more news than ever before.
- 5 I don't think so much information is good for us.
I'm not convinced/sure that so much information is good for us.

- 6 **SPEAKING** Discuss whether you agree or disagree with each sentence in Exercise 5 and why.

- 7 **SPEAKING** Take turns to answer the questions. While listening to your partner speak, write down any phrases they use from the SPEAKING FOCUS. Who has the most phrases at the end?

- 1 What do you think about organisations that keep information about you?
- 2 Do you and your friends communicate more with each other on- or offline? Why?
- 3 Do you think easy access to information online affects people's memories or ability to concentrate? Why?/Why not?
- 4 Why should you be careful about what you post online?

8.7

WRITING

A formal email/letter

I can write a formal email/letter in response to a particular situation.

- SPEAKING** Look at the titles of newspaper articles about the Internet. Discuss what main points each writer might make.

1 MOBILE DEVICES AND YOU – TAKE THEM OR LEAVE THEM? NOT ANY MORE SAYS CAREY JONES



2 10 TRIED AND TESTED WAYS TO DEAL WITH CYBERBULLYING



3 How much harm does hacking really do? James Knight investigates and looks at recent events



- Read the task and the email. Are any of the points you discussed in Exercise 1 mentioned in the email?

You have read an article about our use of the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- We all use the Internet far too much nowadays.
- What about the hours young people spend staring at friends on screen instead of actually meeting them?
- And how safe is our personal information anyway?

Dear Editor,

I am writing in response to Lucy McKay's article *Online/Offline*. While the article made many **pertinent** points regarding the Internet, overall I found it too pessimistic. In particular,

- I would like to **take issue with** her **assertion** that we are too dependent on the Internet.

It is certainly **true that** we use the Internet in many **aspects** of our daily lives. It is used **extensively** in schools to access **untold** amounts of information, thus allowing students

- to go far beyond their own knowledge. Working people would be lost without the ease of communication that the Internet provides. Furthermore, since **increasing numbers** of transactions can be carried out online, people no longer need to queue at banks and post offices, thus saving hours
- of time. **No one could argue that** these developments do not represent progress.

Another view that was put forward in the article was that online communication has replaced face-to-face communication. Once again I would disagree. **There is no**

- doubt that** many young people spend a lot of time chatting online and on social media. **Is this necessarily a bad thing?** Nowadays, few people spend their whole lives in their home town and **thus** they form friendships in many places. **No matter how far away they are**, now people can maintain
- relationships with contact **on a daily basis, at little or no cost.**

To sum up, it is true that there are problems with the Internet. Hacking is a risk and data protection is a headache. But these are not insoluble problems and we all have a **vested**

- interest** in finding the answers. It comes down to deciding whether to bury your head in the sand and refuse to participate, or to **embrace** what the Internet has to offer. My head is staying out of the sand!

Yours faithfully,

Matt Oakley
Forest Gate Sixth Form College

WORKBOOK

pp. 96–97, including *Show what you've learnt* and *Show that you've checked*

NEXT CLASS

Ask students to revise for Focus Review 8 (lessons 8.1–8.7, Word list on pp. 156–157 in the SB).

- 3 Read Part 1 of the WRITING FOCUS. For each point, find examples in the email.
- 4 Read Part 2 of the WRITING FOCUS. Find five sentences/questions in the email where the writer tries to persuade the reader to agree with his point of view.

WRITING FOCUS

A formal letter

Organisation

- Use an appropriate salutation. (Dear Sir/Madam/Mrs Smith)
- Inform the reader what the letter is responding to.
- Briefly state your general reasons for writing.
- Introduce your first point and support it with examples.
- Introduce your second point and support it with examples.
- Conclude and reiterate your point of view.
- Sign off appropriately. (Yours sincerely/faithfully)

Being persuasive

- To persuade people, present your view and then encourage them to agree with you.

It goes without saying that ...

Of course, it is true that ...

It would be difficult to argue that ...

It is a given that ...

Above all, there should be ...

Is it not the case that ...?

Having said that, ...

Should we not ...?

Despite this, such issues are not ...

However far from this we are, ...

Were ..., would ...?

For more information, see the WRITING FOCUS on page 13.

- 5 Rewrite the sentences replacing the underlined words with phrases from the WRITING FOCUS. Use the words in capitals.

- 1 It is unnecessary for me to tell you that we have to do this. **GOES**
- 2 I think we'd all agree that these attitudes need to change. **CASE**
- 3 It would be hard to say that this issue doesn't need to be addressed. **ARGUE**
- 4 What is most important is that there should be a consensus of opinion. **ABOVE**
- 5 Given that we have accepted this situation, would it not be better to end the matter? **HAVING/SHOULD**
- 6 No matter how far apart our views are, it is time to compromise. **HOWEVER**
- 7 Yes, it is true that there are problems with the plan. **COURSE**
- 8 If the cost were lower, would usage not be higher? **WERE**

- 6 Complete the LANGUAGE FOCUS with the more formal words in purple in the email on page 96.

LANGUAGE FOCUS

Formal vocabulary

- 1 untold – too many/much to count
- 2 thus – in this way
- 3 assertion – suggestion
- 4 embrace – accept enthusiastically
- 5 pertinent – relevant
- 6 vested interest – personal reason
- 7 extensively – a lot
- 8 on a daily basis – every day
- 9 aspects – parts
- 10 increasing numbers – more and more
- 11 take issue with – disagree with
- 12 at little or no cost – cheaply

- 7 Complete the text with the words in the box. Use the email on page 96, the WRITING FOCUS and LANGUAGE FOCUS to help you.

assertion basis certainly embrace issue increasing
little no one matter pertinent untold were

USING SOCIAL MEDIA SITES: a good thing or a social disaster?

It is ¹certainly true that most people make use of social media sites to keep up friendships. But that is your writer's only ²pertinent remark. I take ³ issue with his ⁴assertion that ⁵increasing numbers of young people live in a virtual world and cannot maintain real relationships. ⁶ No one could argue that there is only one way of creating a relationship. There are ⁷ untold ways. Social media sites provide one way of contacting friends at ⁸ little or no cost, on a daily ⁹ basis, but that does not mean that we do not meet when we can. ¹⁰ Were it not for the Internet, we would have far less contact with friends. No ¹¹ matter how much your writer dislikes it, social media is here to stay. Refusal to join in and ¹²embrace it simply means being out of touch.

SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

You have read an article about censorship and the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- *Limiting exposure to extreme viewpoints is more important than preserving freedom of speech.*
- *As most people don't have enough self-control to censor their own Internet use, governments should do it for them.*
- *People under the age of eighteen are especially vulnerable and their access to the Internet should be severely limited through a reliable proof-of-age scheme.*

Exercise 3

- 1 Use an appropriate salutation: Dear Editor
- 2 Inform the reader what the letter is responding to: I am writing in response to ...
- 3 Briefly state your general reasons for writing: I would like to take issue with ...
- 4 Introduce your first point and support it with examples: It is certainly true that .../It is used extensively in schools .../Working people would be lost without .../Furthermore, since increasing ...
- 5 Introduce your second point and support it with examples: Another view that was put forward in the article was .../There is no doubt that .../... people can maintain relationships with contact on a daily basis.
- 6 Conclude and reiterate your point of view: To sum up, .../It comes down to ...
- 7 Sign off appropriately: Yours faithfully

Exercise 5

- 1 It goes without saying that we have to do this.
- 2 Is it not the case that these attitudes need to change?
- 3 It would be difficult to argue that this issue doesn't need to be addressed.
- 4 Above all, there should be a consensus of opinion.
- 5 Having accepted this situation, should we not end the matter?
- 6 However far apart our views are, it is time to compromise.
- 7 Of course, it is true that there are problems with the plan.
- 8 Were the cost lower, would usage not be higher?

VOCABULARY

- 1 Complete the sentences matching the prefixes in the box with the words in capitals. There are some extra prefixes and some of them can be used more than once.

(co- mis- multi- over- re-
self- un- under-)

- Google's search engine facility has given us all rapid access to untold amounts of information. **TOLD**
- I'm dreadful at all strategy games because I'm just not good at multitasking. I always end up getting in a right old mess. **TASKING**
- I wouldn't say that I completely mistrust social networking sites – I just don't want to publish all my personal information on the net. **TRUST**
- I've put a self-imposed limit on the amount of time I spend surfing the web. Otherwise I have no time for anything else. **IMPOSED**
- Saying that smartphones are important is a gross understatement – I couldn't live without mine. **STATEMENT**
- It is very easy for unscrupulous individuals to replace facts with misinformation on the Internet. **INFORMATION**
- The impact that the Internet has had on accessing information should not be overlooked. **LOOKED**

- 2 Complete the phrases with one word in each gap.

- You must be out of your mind. There's no way I'd lend you my games console for a week!
- I'm positive you'll get to the next level if you just put your mind to it.
- You look very worried. What's weighing on your mind?
- I'm going to take a break for a few minutes to clear my mind.
- I told him to mind his own business and not interfere with mine.
- It's very important to mind your manners and be polite. You don't want to make a bad impression.
- Check out the specs on this new phone. It'll blow your mind!

- 3 Choose the correct option.

- From an ideological *account* / *crux* / viewpoint, artificial intelligence is a dangerous concept.
- Games manufacturers are constantly looking for a fresh *impact* / angle / *task* to attract consumers.
- The new documentary gives a very *strenuous* / *tough-minded* / well-balanced account of the whole affair.
- One thing I really take *incentive* / *priority* / issue with is the amount of advertising on free mobile apps.
- We shouldn't blink / *devote* / *disclose* ourselves to the fact that gaming is highly addictive.
- Everybody has a(n) *overloaded* / vested / *understated* interest in using green technologies.

GRAMMAR

- 4 Correct the grammar mistake in each sentence.

- We chose Ann representing us at the meeting. **to represent**
- The lecturer advised us reading as much as possible before the test. **to read**
- I never persuade anyone to doing something they don't want to do. **to do/into doing**
- She admitted to see the documentary before. **seeing/having seen/that she had seen**
- The whole class insisted to watch the experiment live. **on watching**

- 5 Choose the correct answer a, b or c. Sometimes more than one answer is possible.

- The teacher demanded _____ who had broken the projector.
a to know **b** knowing **c** that she be told
- Paul threatened _____ the tutor I had skipped class.
a to tell **b** telling **c** that he would tell
- She claimed _____ who had taken the book.
a to know **b** knowing **c** she knew
- The school directors proposed _____ this year's annual school trip.
a cancelling **b** to cancel **c** that we cancel
- All the students denied _____ the city centre after lights-out.
a visiting **b** that they had visited **c** having visited

USE OF ENGLISH

- 6 Complete the second sentence so that it has a similar meaning to the first. Use the infinitive of the verbs in bold.

- Reports show that Facebook **is losing** popularity among teens.
Facebook is reported to be losing popularity among teens.
- Investors fear that usage among teens **has declined** significantly.
Usage among teens is feared to have declined significantly.
- Researchers think that teens **have been switching** to newer, more visual experiences.
Teens are thought to have been switching to newer, more visual experiences.
- They believe that Facebook's aging user base **is** one of the reasons for the switch.
Facebook's aging user base is believed to be one of the reasons for the switch.
- Some people claim that Instagram, the photo-sharing platform, **has become** the new Facebook.
Instagram, the photo-sharing platform, is claimed to have become the new Facebook.
- Analysts estimate that Instagram's user base **has been growing** more rapidly than Twitter's.
Instagram's user base is estimated to have been growing more rapidly than Twitter's.

REFERENCES

Audioscript pp. 198–199
Intelligent key p. 209

EXTRA ACTIVITIES

- Photocopiable resource 24 (Speaking – 20 min.) pp. 218, 252
- Class debate: When a controversial issue is discussed, it is better to keep your opinions to yourself. (For instructions, see p. 181)

- Use of English 8, WORD STORE booklet, p. 16
- Extra digital activities: Listening and Use of English Checkpoints

7 Complete the text with the correct form of the words in capitals.

When it comes to new technology, it's not easy to know whose opinion to trust and what can truly be considered as a(n) ¹ reliable (RELY) source of information. The idea that mobile phones caused brain cancer, for example, was an early ² assertion (ASSERT) that, despite plenty of media fearmongering, never really gained much ³ traction (TRACT) with either the avid phone-buying public or experts in the medical world. Another common ⁴ misconception (CONCEPT) is that microwave ovens cook food from the inside out. I found out last week that it's simply not true!

Where do we get such ideas from and why is nothing seemingly ⁵ straightforward (STRAIGHT) with the introduction of new technology and our understanding of it? The media are regularly the first to ⁶ disclose (CLOSE) such information in their role of reporting dangers in feigned public interest. Newspapers, however, have long been regarded as a(n) ⁷ untrustworthy (TRUST) source of actual fact. Unfortunately with the Internet spreading hearsay much more ⁸ extensively (EXTEND) and with greater speed, it has become even harder to tell ⁹ trivial (TRIVIA) word of mouth from valuable knowledge of the increasingly hi-tech world around us. One thing's for sure – don't ¹⁰ underestimate (ESTIMATE) our ability to contrive untruths.



8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word given.

- I'm not sure whether I should buy a new laptop or a tablet. **MINDS**
I'm in two minds as to whether I should buy a new laptop or a tablet.
- I make sure that I check my email every day. **BASIS**
I make sure that I check my email on a daily basis.
- The report stated that a great many people have lost confidence in Internet privacy. **REPORTED**
A great many people are reported to have lost confidence in Internet privacy.
- They say that increasing numbers of politicians are using blogs to gather support. **TO**
Increasing numbers of politicians are said to be using blogs to gather support.
- My health is starting to suffer as a result of spending hours in front of a computer. **TOLL**
Spending hours in front of the computer is starting to take its toll on my health.
- The markets report that music streaming sites are doubling in value. **BE**
Music streaming sites are reported to be doubling in value.

LISTENING

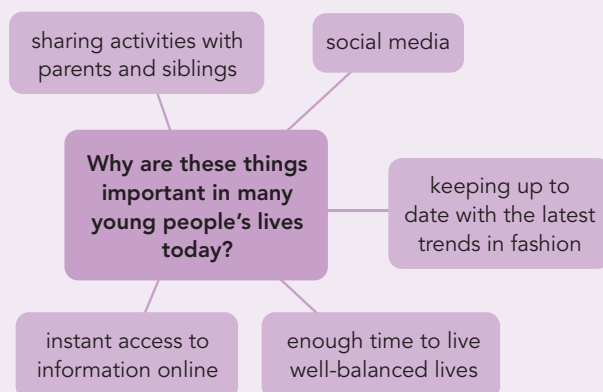
9 3.21 Listen to an interview about teenagers and social media. For questions 1–4, choose the correct answer A–D. You will hear the recording twice.

- Which aspect of parents' concerns do Jenny and Charles agree is an issue?
A That teenagers might meet in the streets.
B That teenagers might stay in their rooms.
☒ C That teenagers might not spend time with their friends in the real world.
D That teenagers might not want to get physical exercise.
- In Charles' view, what is the most important thing to remember?
☒ A Our behaviour changes according to the situation.
B Most parents suffer from some form of anxiety over their children.
C Children find it difficult to accept their parents' behaviour.
D Children can teach parents about Internet use.
- According to Jenny, what is the one of the main reasons for teenagers using social media?
A They don't want to spend time meeting in real life.
☒ B They can't socialise in any other way.
C They don't want to go to parks.
D Their parents think playing is a waste of time.
- What do they both think about the ways in which social media will be used in future?
A Children will spend more time in the real rather than the virtual world.
☒ B Adults will follow their children's lead.
C Social media will offer more employment opportunities for adults.
D Children's use of social media will alter significantly.

SPEAKING

10 Look at the diagram. It shows things that are important in many people's lives. In pairs, follow these steps.

- Talk together about why these things might be important for so many young people today.
- Now decide which two you think are the most important.



NEXT CLASS

- Ask students to do Self-check 8.8 in the WB, pp. 98–99 as homework.
- Ask students to prepare for Unit Test 8: Assessment Package, Unit 8.

8 The Big Data revolution



BEFORE YOU WATCH

- 1 **SPEAKING** Read the pop-up message and discuss the questions.

This site uses cookies to provide you with a great user experience. We have optional cookies which you can enable. For further information, read our Privacy and Cookie Policy.

Accept All Cookies

Select Preferences

- How do you respond to pop-up messages like this?
- Do you know what you are agreeing to when you 'accept all cookies'?
- Do you worry about websites collecting information about you? Why?/Why not?

- 2 **SPEAKING** Discuss the questions.

- What is Big Data? **Big Data is huge amounts of digital information collected and stored about each of us.**
- When is it collected? **Big Data is collected when we use websites, buses, trains, bank cards, email, online maps and social media sites.**

WHILE YOU WATCH

- 3 **8** Watch the video and check your ideas in Exercise 2.
- 4 **8** Watch the video again. Make notes under the headings:
- positive ways data is used
 - negative ways data is used
 - ways data is used that could be positive or negative

AFTER YOU WATCH

- 5 **SPEAKING** Discuss the questions.
- Do you ever get targeted ads? How do you feel about them?
 - Do you think it's fair that we are asked to exchange our data for free maps and other services?
 - Do you ever share information that could be considered sensitive? What are the dangers of this?

FOCUS ON LIFE SKILLS

Digital literacy: participating positively in online communities

- 6 **SPEAKING** Discuss the questions.

- What are the differences between making a comment online and saying something to someone face to face?
- What do you do when you read an unkind comment online?

- 7 Match the sentence halves to complete the netiquette rules.

- Always treat people
- Don't post when you are angry,
- Don't post anything you wouldn't say
- Don't exclude
- Don't share posts or news stories without first
- Never send unkind messages or post images
- Consider what privacy settings are
- Respond in a suitable way when

- c
f
a
h
g
b
e
d

- a to someone face to face.
b that could upset someone.
c with respect.
d you see inappropriate behaviour online.
e appropriate each time you post.
f wait until you feel calm.
g verifying they are genuine.
h anyone.

- 8 **SPEAKING** Discuss with a partner.

- Are there any exceptions to the rules in Exercise 7?
- Have you ever broken any of them? What happened?
- What are the pros and cons of responding in the following ways to inappropriate online behaviour?

- ignore
- respond (equally inappropriately/appropriately)
- report (to site admins/parents/teachers)
- block the user

- 9 **SPEAKING** Discuss the scenarios with a partner. How would you respond? Present your ideas to the group and choose the most sensible solution.

- Your friend shares a news story with some very unrealistic statistics. You don't recognise the website it comes from, and there are no sources. You think it might be fake news.
- A classmate posts an unflattering photo of your friend with a nasty caption. Many people are laughing at the photo. Due to privacy settings, your friend can't see it.

- 10 **SPEAKING** 'Comments should be disabled on social media for all teenagers up to the age of eighteen.' Have a class debate.

Exercise 4

Positive ways big data is used:

flood alerts, natural disaster response systems, to reduce bicycle accidents, to prevent fraud, allows free access to services, transparency of public services

Negative ways big data is used:

to try to sell you things, credit checks, lack of privacy

Could be positive or negative:

transport, healthcare digital database for research/sharing medical records, targeted adverts

REFERENCES

Videoscript p. 205

8.3 Reporting verb patterns

When we report what someone has said, we can use say, tell, ask or other verbs. Each reporting verb follows a specific pattern:

Pattern	Verbs	Example sentences
verb + (that) + reported sentence	admit, advise, agree, claim, complain, demand, deny, explain, insist, promise, recommend, regret, threaten	Users complained that Facebook was not responding to their reports of racist abuse and threats. He promised he would send me an email with details of the homework.
verb + object + (that) + reported sentence	advise, assure, convince, inform, persuade, promise, remind, tell, warn	They've convinced us that social media marketing is very effective . The article reminded me that nursing requires an individualistic approach .
verb + if/wh-word + reported sentence	ask, explain, report, wonder	I wonder if LinkedIn will actually help me find my dream job. He tried to explain why tabloids sell much more than broadsheets .
verb + (that) + personal pronoun + (should) + infinitive without to	beg, demand, insist, propose, recommend, suggest	The student body proposed that they (should) be allowed to use tablets in class. He insisted that we (should) leave our phones behind for the evening.
verb + infinitive	agree, ask, claim, decide, demand, offer, promise, refuse, threaten	The editors of Wikipedia® refused to remove the article. His new film claims to be based on a true story .
verb + object + infinitive	advise, allow, ask, beg, convince, encourage, forbid, invite, order, persuade, remind, urge, warn	It's vital to encourage children to be very careful when disclosing personal information online. My parents urged me to take part in some form of physical activity.
verb + -ing form	admit, advise, deny, propose, recommend, regret, report, suggest	Have you ever regretted sending a text message the second you hit send? Both politicians denied being involved in a corruption scandal.

verb + preposition + -ing form	apologise for, boast about/of, complain about, insist on, object to	A young celebrity boasted of having contacts with some major newspapers. The head teacher insisted on taking action against cyberbullying.
verb + object + preposition + -ing form	accuse of, blame for, charge with, congratulate on, praise for, suspect of	Caroline accused her new virtual friend of lying . She congratulated the reporter on asking her such a bold question.

Some verbs can be followed by more than one pattern, for example:

- advise:
I'd **advise being** more vigilant while downloading and installing free software.
My professor **advised me to stay** in touch with the school.
Experts **are advising that children should not spend** too much time online.
- demand:
The ticket inspector **demanded to see** our ID along with the tickets.
The librarian **demanded that we (should) switch off** our mobiles.

1 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words in each gap.

- Sarah, you have broken into my Facebook account!
Sarah's brother accused her/Sarah of breaking into his Facebook account.
- Using electronic translators in class is not allowed.
Our English teacher forbade us to use/from using electronic translators in class.
- What is the daily circulation of this tabloid?
I wondered what the daily circulation of this tabloid was.
- We must have a video conference call on Skype tomorrow.
Beth insisted that they/we have/must have/should have a video conference call on Skype tomorrow.
- I have over 400 friends on Facebook alone.
She boasted of/about having over 400 friends on Facebook alone.
- I was not aware that the school's network had been hacked.
The administrator denied being aware (that) the school's network had been hacked.
- I don't want you to call me a computer geek, I am not one!
Alex objected to being called a computer geek as he is not one.

2 Complete both sentences in each pair with the correct form of the same verb in the box.

(admit boast claim demand offer
promise propose report)

1

Her parents promised to buy her a new smartphone if she passed all her exams.

It promised to be a really exciting match, but in the end it turned out dead boring and finished with a 0–0 score.

2

I propose that we wait until we have received all the information before making a final decision.

I'd like to propose a toast to all our good friends gathered here today.

3

This area is supposed to offer some of the best mountain scenery in the Rockies.

Did the forum administrator offer to change your login when you reported the issue?

4

After their last argument, Liz demanded that he stop contacting her via Skype or any social media.

Our new IT project was very difficult – it demanded a lot of effort, teamwork, and attention to detail.

5

Some people still claim that there is no firm evidence to link lack of exercise to ill health.

If a purchased item is faulty or damaged, you can claim your money back or get a replacement.

6

Several local residents have reported seeing a strange bright light in the sky.

The first group of conscripts reported for duty at basic training camps yesterday.

7

Each pass admits two people to the eagerly-awaited tech exhibition, open daily 10 a.m. – 7 p.m. Book now!

He admits copying the code from another software engineer and sincerely regrets his actions.

8

The company boasts of selling more computer equipment than any other.

The village is situated high on a hill and boasts amazing views over the coast.

8.4 Passive reporting structures

Impersonal reporting structures are often used in written English. By omitting the agent or 'doer', they focus on the new information in the last part of the sentence. They can be used after verbs of mental states/processes, including: *accept, agree, allege, announce, argue, assume, believe, claim, consider, declare, expect, fear, feel, hint, hope, know, presume, reckon, report, say, suggest, suppose, think, understand.*

Subject + verb + that clause

People *reckon* (that) Instagram is the new Facebook.

Statements which follow this pattern in the active can be reported in one of two ways:

- subject + passive + to + infinitive:
 - a with simple infinitive – to + infinitive:

People *reckon* (that) Instagram, the photo-sharing platform, is the new Facebook. (active)

→ Instagram, the photo-sharing platform, **is reckoned to be** the new Facebook. (passive)
 - b with progressive infinitive – to be + -ing:

People *think* (that) young video bloggers are generating bigger audiences than YouTube. (active)

→ Young video bloggers **are thought to be generating** bigger audiences than YouTube. (passive)
 - c with perfect infinitive – to have + been + Past Participle

People *believe* (that) the vlogger's videos have been watched more than eight billion times. (active)

→ The vlogger's videos **are believed to have been watched** more than eight billion times. (passive)
 - d with perfect progressive infinitive – to have + been + -ing:

The survey *reports* that his annual income has been growing rapidly over the last few years. (active)

→ His annual income **is reported to have been growing** rapidly over the last few years. (passive)
- It + passive + that clause:

People *reckon* (that) Instagram, the photo-sharing platform, is the new Facebook. (active)

→ **It is reckoned that** Instagram, the photo-sharing platform, is the new Facebook. (passive)

People *think* (that) young video bloggers are generating bigger audiences than YouTube. (active)

→ **It is thought that** young video bloggers are generating bigger audiences than YouTube. (passive)

People *believe* (that) the vlogger's videos have been watched more than eight billion times. (active)

→ **It is believed that** the vlogger's videos have been watched more than eight billion times. (passive)

The survey *has reported* that his annual income has been growing rapidly over the last few years. (active)

→ **It has been reported that** his annual income has been growing rapidly over the last few years. (passive)

Exercise 1

- (Young people) are thought to be spending too much time staring at a screen. (It) is thought that young people are spending too much time staring at a screen.
- (The Internet) is generally considered to have improved our lives in many important ways. (It) is generally considered that the Internet has improved our lives in many important ways.
- (85 percent) of teenagers are reported to watch at least one music video every day. (It) has been reported that 85 percent of teenagers watch at least one music video every day.
- (Technology) is known to have been changing the way students approach their schoolwork at home. (It) is known that technology has been changing the way students approach their schoolwork at home.
- (Overuse) of the Internet is believed to be reducing students' attention span. (It) is believed that overuse of the Internet is reducing students' attention span.
- It has been argued that less emphasis should be placed on digital tools in education.
- (Misinformation), pseudo-facts, unsupported opinions and the like are feared to be too easily available on the Internet. (It) is feared that misinformation, pseudo-facts, unsupported opinions and the like are too easily available on the Internet.

GRAMMAR AND USE OF ENGLISH

Statements which follow patterns such as the following can only use the second impersonal report structure:

Some people have argued that it is important to ban mobile phones from schools.

→ **It has been argued that it is important to ban mobile phones from schools.**

Educationalists claim that mobile phones should be banned from schools.

→ **It is claimed that mobile phones should be banned from schools.**

1 Report the statements using impersonal report structures and starting with the words given. In some cases only one structure is possible.

- Some parents think that young people are spending too much time staring at a screen.
Young people _____.
It _____.
- People generally consider that the Internet has improved our lives in many important ways.
The Internet _____.
It _____.
- Surveys have reported that 85 percent of teenagers watch at least one music video every day.
85 percent _____.
It _____.
- We know that technology has been changing the way students approach their schoolwork at home.
Technology _____.
It _____.
- Educationalists believe that overuse of the Internet is reducing students' attention span.
Overuse _____.
It _____.
- Some teachers have argued that less emphasis should be placed on digital tools in education.
It _____.
- They fear that misinformation, pseudo-facts, unsupported opinions and the like are too easily available on the Internet.
Misinformation _____.
It _____.

2 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

- It is often claimed (it/often/claim) that the world has become too dependent on the Internet.
- Three hackers are presumed to have been breaching (presume/breach) a sophisticated computer security system for months.
- Teenagers are assumed to be (assume/be) the most proficient users of the Internet within the family.
- It is hoped that technology (it/hope/technology) can improve rather than hinder the growth of literacy.
- More and more elderly people nowadays are said to be getting (say/get) to grips with social media.

9.3 Inversion after adverbials

When we want to emphasise a word, phrase or clause in English, we can do this by bringing it to the front of a sentence. This is frequently done with negative or limiting adverbials in order to make a sentence seem more dramatic or emphatic.

When negative or limiting adverbials are placed at the start of a sentence, the usual word order of subject + verb is inverted and we follow the same word order as that used for most questions.

Adverbial + auxiliary do/does/did + subject + verb (base form)

The devastation after the earthquake was terrible. We rarely see such complete destruction after earthquakes!

→ **Rarely do we see** such complete destruction after earthquakes!

Adverbial + auxiliary have/has/had + subject + verb (Past Participle)

In our judgement, the aid agencies collaborated extremely well. We have never witnessed cooperation as successful as this before.

→ **Never before have we witnessed** cooperation as successful as this.

Adverbial + modal auxiliary + subject + verb

The mudslide covered the village. We could never go there again.

→ **Never could we go** there again.

Adverbial + is/was + subject

I'm worried. Where is he? He is never so late!

→ **Never is he** so late!

Little with negative use, neither

Little is usually used with verbs to do with thinking and knowing, such as: believe, expect, imagine, know, realise, think, understand:

We didn't realise what effect the announcement would have.
→ **Little did we realise** what effect the announcement would have.

Neither is usually used with nor.

*We wanted **neither** the book **nor** the CD.*

→ **Neither the book nor the CD did we want.**

Note:

When *little* and *neither* are used to qualify the subject of the verb, there is no inversion:

Little information was available on the subject.

Neither he nor I understood what was said.

Negative adverbs showing frequency – never, rarely, seldom

These adverbs are straightforward in their use. They are simply moved to the front position in the sentence when we want to be more emphatic, and followed by an inverted subject and verb:

We rarely attend the meetings.

→ **Rarely do we attend the meetings.**

I have never experienced such extreme temperatures.

→ **Never have I experienced such extreme temperatures.**