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Introduction

Connected World <CEFR B1-B2> is designed to help students at B1 and B2 levels develop their fluency in English by increasing their vocabulary and improving their listening, speaking, reading, and writing skills. Grounded in communicative language teaching principles, this textbook emphasizes personalized learning through short, realistic activities that motivate students to actively engage with language in meaningful contexts.

The book is organized into five key themes that connect us all: communication, technology, relationships, lifelong learning, and the world we live in. Each theme contains three units that present different aspects of the general topic, giving students a broader understanding, while developing their confidence to discuss important subjects in English.

Connected World <CEFR B1-B2> integrates all skills through a communicative approach. Students learn language in context through partner-based activities, discussions of relevant issues, and tasks that encourage real-world communication. This practical approach helps bridge the gap between classroom learning and authentic language use.

Unit Structure

Each unit provides students with multiple opportunities to practice their English through engaging and thought-provoking activities:

1. **Opening Activity:** The lesson starts with a picture-based activity that introduces key vocabulary and phrases, while activating students' prior knowledge.
2. **Personalization:** Students are encouraged to answer personalized questions, which helps them share their own opinions and makes the language more relevant to their lives.
3. **Vocabulary Development:** Vocabulary is developed through thematic activities that present words, phrases, and idioms in meaningful and contextualized ways.
4. **Reading Passage:** The central element of each unit exposes students to various authentic text types, including journalistic articles, letters of advice, diary entries, short biographies, interviews, and reports. In addition to comprehension questions, activities also focus on vocabulary in context, meaning, and stylistic analysis, helping students understand techniques writers use to convey their intended messages.

5. **Listening Practice:** Each unit has a short listening passage on a related aspect of the main topic. The key new vocabulary is presented before each audio. The listening passage is followed by a multiple-choice summary that tests comprehension of key points.
6. **Integrated Skills Practice:** The final section offers further skills development through logic puzzles, mini-research projects, guided writing tasks, and cultural insights into different English-speaking countries.
7. **Useful Expressions:** The book provides a collection of over 100 useful expressions designed to support students during communicative activities such as debates and discussions.

Support Resources

Connected World <CEFR B1-B2> comes with comprehensive support materials:

- **Assessment Tools:** Two accompanying tests with new listening materials are available separately, allowing teachers to measure student progress at mid-term and end-of-term points. Additional vocabulary practice exercises are also offered as supplementary materials.
- **Digital Components:** All audio material is available as downloadable MP3 files, making listening activities accessible both in and outside the classroom. PowerPoint slides for all the content in the text are provided for face-to-face and online classes. Online vocabulary quizzes for students are also available.
- **Teacher's Manual:** In addition to a full answer key and audio scripts, the teacher's manual provides suggestions for a range of different ways each activity can be used in class. This allows the teacher to offer variety to maintain student interest and motivation.

Useful expressions

Here's a collection of useful expressions. Try to use some of them in each speaking activity.

Agreeing/disagreeing

I totally agree with you. • That's exactly how I feel. • You're absolutely right. • I couldn't agree more. • I'm with you on that. • Absolutely. • Exactly. • I see your point, but I disagree. • I'm afraid I don't agree with you there. • I'm not so sure about that. • I have a different opinion on this matter. • I'm inclined to disagree with you. • I'm afraid I can't agree with you there. • I see things differently. • That's not how I see it.

Expressing surprise

Wow, I didn't expect that! • No way, really? • I'm amazed! • You're kidding me! • That's incredible!

Asking for clarification

Could you please explain that again? • I'm not quite following you. Could you elaborate? • Sorry, I didn't catch that. Can you repeat? • I'm a bit confused. Could you clarify? • Could you break it down for me?

Making suggestions

Why don't we ...? • How about ...? • Have you considered ...? • Maybe we could ... • What if we ...?

Expressing interest

That sounds fascinating! • Tell me more! • Really? I'd love to hear about it. • That's interesting. • I'm curious, what happened next?

Making requests

Could you please ...? • Would you mind ...? • Can you ...? • I was wondering if you could ...? • Is it possible to ...?

Offering help

Can I help you with that? • Need a hand? • Here, let me see if I can help. • I have an idea that might help. • Maybe this would help. • We could try this.

Expressing excitement

I'm thrilled! • This is so exciting! • I can't wait! • It's going to be amazing! • I'm looking forward to it!

Expressing concern

I'm a bit worried about ... • I'm concerned that ... • I'm afraid that ... • It's troubling to see ... • I hope everything will be okay.

Making small talk

Did you do anything fun over the weekend? • Any plans for the holidays? • Have you seen any good movies recently? • What have you been up to? • What music are you into these days?

Giving advice

If I were you, I would ... • Have you tried ...? • You might want to consider ... • I suggest that you ... • It might be a good idea to ...

Expressing sympathy

I'm so sorry to hear that. • That must be really tough. • If you need anything, I'm here for you. • I can't imagine what you're going through. • Oh no, that's bad luck. • That can't be easy for you.

Comparing

This is similar to ... • Just like ...

Contrasting

On the other hand, ... • However, ... • Nevertheless, ... • In contrast, ... • In contrast to ... • Unlike ...

Interrupting

Excuse me, could I jump in here? • Could I just add something? • Sorry to interrupt, but ... • I hate to interrupt, but ... • Excuse me, but I'd like to say something here.

Taking turns

My turn. • Can I go next? • Who's next? • May I say something? • Can I have a go? • Your turn now. • Over to you, now. • Do you want to start? • After you. • You first.

Inviting others to talk

We haven't heard from you. • What about you? • Could you share your ideas on ...? • I'd like to hear your views on ... • Do you have any thoughts on ...? • What do you think? • And now you. What do you think?

Summarizing

To sum up, ... • In brief, ... • To recap, ... • In a word, ... • To put it briefly, ...

1 Communication

Social Media—What Are the Pros and Cons?

Picture 1



Picture 2



Picture 3



Speaking

- A Work with your partner(s). Describe the pictures using the expressions in the box below. There are **two** for each picture, plus an example.

thumbs-up sign / ignoring one another / social media detox /
in their own worlds / cycling in the countryside /
 a variety of social media / sitting around a table

Example The people in Picture 2 are **in their own worlds**.

- B Discuss these questions with your partner(s).
- What do the different symbols mean in Picture 1?
 - How can we reduce our screen time on our cell phones?
 - How do people become addicted to their cell phones?
 - What did people do for pleasure before social media?
 - In your opinion, at what age should children be allowed to use social media?

Vocabulary

- A Match the descriptions to the words or phrases. The first one has been done for you.

Words/Phrases		Descriptions	
1	write a blog	a	being nasty to someone online ()
2	clickbait	b	become very popular with many people sharing a story or photo ()
3	cyberbullying	c	produce an online “diary” with posts about a particular subject such as birdwatching (1)
4	influencer	d	share something you find online ()
5	repost	e	a person who encourages you to do something, go somewhere, or buy a product ()
6	go viral	f	a post which aggressively encourages people to visit a particular website ()

- B Are these statements True or False? Discuss the answers with a partner. You can use a dictionary.

- Scrolling** means to follow someone or a group online and say bad things about them just to get a reaction. (T / F)
- When a particular story is popular according to statistics, it is **trending**. (T / F)
- Breaking into other people’s websites and stealing their data is known as **trolling**. (T / F)
- When you connect with a large number of people on a particular social media site, you **block** them. (T / F)
- Swiping** is “moving” the screen on your cell phone to the left or right, or up and down. (T / F)

- C Work with your partner(s). Talk about one social media website that you use or that you know about. Mention both the positive and negative aspects of the site.

- D There are many words and expressions we use to describe social media. Which is the right one in the following sentences?

- My sister got **booked** / **hooked** on social media when she was seven. She’s now twelve, and she spends six hours a day online.
- We’re going to clean up the local beach on Saturday. Can you use social media to **spread the word** / **cry wolf**?
- Which social media companies have **taken off** / **gone up** in the last ten years?
- People said I couldn’t get 10,000 followers on YouTube but, **it’s unlikely** / **against all odds**, I now have over 120,000.
- If you want people to find your post on Instagram, you should use a **hash brown** / **hashtag**.

Reading

Before you read: Look at the title below. Think of your answer.
Then read the text to see if you were right.



The Filter Bubble: How Do Social Media Companies Make Their Millions?

In 2011, Eli Pariser wrote a book called *The Filter Bubble*. In the book he explained how search engines were changing. The example he gave was of two people putting “BP” into a search engine. One person got websites where you could buy shares in BP. The other got information on the BP oil spill in the Gulf of Mexico. Why the difference?

5 Because the people who run the search engines (and social media companies) know if you are an investor or an environmentalist. Every time you click on a link, like a post, or watch a YouTube video, the companies are there to collect as much data as they can about you.

Consider a business selling manga books and video games in English. They may have a shop in New York where they sell some copies. Imagine if they could contact all English speakers who are interested in manga. Well, thanks to the data held by social media companies, they can. People who click on stories about manga or buy manga products will start getting ads for manga in their feeds. So, where’s the problem? Happy companies, very happy social media companies, and satisfied customers; what’s not to like?

15 like?

You may face a situation where there are two stories that you want to read, one about a war in Africa, the other about a celebrity having an affair. If you click on the celebrity story, then the social media companies will note that you are interested in celebrity affairs – and not interested in international affairs. Everyone who uses social media is in a filter bubble. You will be encouraged to interact with people with similar interests, so your filter bubble is also an echo chamber – one in which you are not exposed to people with different ideas. Does that lead to a healthy society? Eli Pariser believes the filter bubble will lead to intellectual isolation and social fragmentation. Looking around at society today, he may well be right.

20 a filter bubble. You will be encouraged to interact with people with similar interests, so your filter bubble is also an echo chamber – one in which you are not exposed to people with different ideas. Does that lead to a healthy society? Eli Pariser believes the filter bubble will lead to intellectual isolation and social fragmentation. Looking around at society today, he may well be right.



A Are these statements True or False?

1. If you and a friend type the same thing into a search engine, you will always get the same results. (T / F)
2. Search results today are less personal than they were 20 years ago. (T / F)
3. What you click on will affect what you see next time you go online. (T / F)
4. The writer thinks celebrities are more important than news from Africa. (T / F)
5. The main focus of the article is about selling manga books. (T / F)

B Which word or expression in the text means:

1. a program that looks for items in a database (paragraph 1: 2 words) _____
2. way of investing in a company (paragraph 1: 2 words) _____
3. happy buyers (paragraph 2: 2 words) _____
4. a famous person (paragraph 3: 1 word) _____
5. communicate (paragraph 3: 1 word) _____

C Focus on Style and Meaning: Choose the right answer.

1. What kind of text is this?
 - a) An advertising text which promotes a book in a humorous style
 - b) An opinion piece which discusses concerns about social media in a neutral style
 - c) A scientific journal text discussing business ideas in a formal style
2. Why does the writer use the phrase “what’s not to like?” in lines 14-15?
 - a) The writer uses an informal phrase suggesting all is fine.
 - b) The writer wants to know the opinion of the reader.
 - c) The writer is unsure what exactly is correct.
3. In line 19, why does the writer talk about “affairs”?
 - a) The writer wants to draw attention to international affairs.
 - b) Affairs are a good example of the filter bubble.
 - c) The writer contrasts two kinds of affairs.
4. What is the writer’s opinion of Eli Pariser’s work?
 - a) He agrees with Mr. Pariser.
 - b) He disagrees with Mr. Pariser.
 - c) The writer does not make it clear whether he agrees with Mr. Pariser or not.

Vocabulary for Listening



Before you listen: Work with your partner(s). Discuss what the underlined words might mean, and check that you know how to pronounce them. Then you can use a dictionary.

- 1. If you buy a product in a shop, you should be able to return it if you are not happy with it.
- 2. Parents want to protect their children from harm.
- 3. There are many conspiracy theories about Covid 19.
- 4. I think I may be addicted to my cell phone. I can't let go of it.
- 5. I have no regrets about leaving my boyfriend. I'm much happier now.

Listening



- A Listen to three people talking about social media. Which speaker (1, 2, or 3) says:
- 1. There is no real downside to using social media. ()
 - 2. Life without social media is much better. ()
 - 3. Social media can be seriously bad for you – and society. ()
 - 4. Social media is a lot of fun. ()

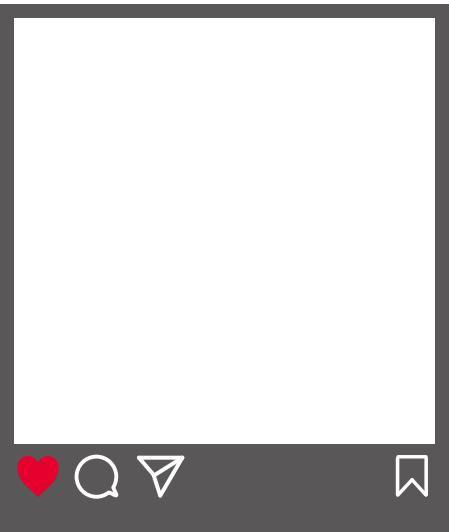
- B Listen again. Choose the correct words or expressions to complete this summary.

The first speaker appears to be (1) **aware** / **unaware** of the dangers of social media and seems completely (2) **unsatisfied** / **satisfied** with social media. The second speaker (3) **points out** / **ignores** the dark side of social media. The last speaker has (4) **two** / **no** social media accounts and talks about helping young people (5) **get careers in** / **escape from** social media.



Skills Practice

- A Social Media Travel Post
Write a travel post in English for social media. Find an image either online or on your phone, or you can draw a picture of a holiday destination.



Write about what people can see and do there.
Explain the different ways you can get there.
Add a fun fact about the place.

- B Speaking
Talk to your partner(s) about how easy or difficult it would be to give up social media.
- C Puzzle: Social Media Students
Four friends study different parts of social media. But who studies what? Use the statements and the table to work out the answers.

	Alan	Beverly	Colin	Diana
conspiracy theories				
advertising				
clickbait				
influencers				

- 1. Beverly is not interested in advertising.
- 2. Alan reads about conspiracy theories, but he doesn't study them.
- 3. Neither Colin nor Diana is interested in influencers.
- 4. Alan has a friend who is an influencer, but he doesn't study them.
- 5. The only person who knows a lot about advertising is Diana.