

Wise men speak because they have something to say; fools because they have to say something.

Plato

A young woman enjoys her walk outdoors.

OBJECTIVES

- update your status on social media
- make a short podcast
- plan and conduct an interview
- use rhetorical questions in a presentation
- ask for, offer and respond to help
- write a report about trends

Work with a partner. Discuss the questions.

- 1 How does 21st century technology make it easier or harder to communicate with other people?
- 2 Read the quote. To what extent do you agree with Plato?
- 3 Which forms of communication do you use most often: face-to-face or electronic; written or spoken communication? Which do you prefer and why?

G— present simple and present continuous

V— seeing and hearing

P— schwa /ə/

S— listening to check predictions

READING

A SPEAK Work in groups and discuss the questions.

- Do you ever use social media sites? Which ones?
- What sort of information do people usually post on social media?

B PREDICT Match the pictures (1–3) with the social media status updates (a–c). How do you think the people in the pictures are feeling? What can you guess about their lives?

- On my way to the top! Looking forward to an amazing view!
- Can't believe we're on holiday again! We're having a wonderful time!
- Our lovely new kitchen! Looks good, doesn't it?

C READ FOR GIST Read the social media posts quickly to check your predictions from Exercise B. Make notes about the true stories behind the pictures.

D READ FOR DETAIL Read again and answer the questions.

- How do Katia and Elisa know each other?
- Why was Katia confused?
- When did Katia go to the top of the mountain?
- How does Katia feel about her new kitchen?
- How does Katia feel about her 'boring' life?
- Why doesn't Elisa post pictures when she isn't on holiday?

My perfect online life



@Katia ... is feeling confused
6 hours ago

Had a very strange experience today. I met my old school friend @Elisa for the first time in eight years. 'You're so lucky!' she said. 'You have such a perfect life! I'm so jealous!'

A perfect life? Me? I have a very normal life: I get up early every day, take the bus to work, watch TV ... and that's all. In fact, Elisa seems to have a perfect life: her pictures always show her wonderful family relaxing in the sunshine on a beautiful beach.

But now I'm writing this post, I think I understand what happened: on social media, our lives look perfect, but the reality is very different.

For example, last week I posted a selfie from the top of a mountain. In the picture, you can see I'm smiling. But in fact, I felt absolutely exhausted and just wanted to go home as quickly as possible! But you can't see that in the picture!

And did you see the picture of our new kitchen a few weeks ago? Well, yes, it's lovely, but I didn't mention that it took six months to finish. Six months without a kitchen! And it cost us twice as much as we expected, so now we're getting worried about money. But no one ever talks about money problems on social media, do they?

I'm not complaining, though. I'm very happy with my life! I love being normal ... and I don't mind that my life is becoming a bit boring! In fact, I'm thinking of staying at home this evening – just me, my husband and a takeaway pizza! Perfect!



Reply from @Elisa
4 hours ago

Hey, @Katia! Great to see you this morning. I know what you mean about our 'perfect lives'. I guess I need to explain about all those beach pictures. You see, I work really hard all year, and the only time I use social media is when I'm on holiday. That's why I'm sitting on the beach in all my pictures! It usually rains for most of the week we're on holiday, but of course we only take pictures when the sun's shining!

Glossary

jealous (adj) unhappy because someone has something that you would like or can do something that you would like to do



1



2

E SPEAK Work in pairs and discuss the questions.

- Does your life look perfect on social media? What about your friends' lives?
- Do you ever feel jealous when you see other people's status updates?

GRAMMAR

Present simple and present continuous

A Look at the underlined verbs in the social media posts. Which verbs are in the present simple? Which are in the present continuous?

B WORK IT OUT Match the sentences (a–f) with the rules (2–5).

- In the picture, you can see I'm smiling.
- I know what you mean about our 'perfect lives'.
- But now I'm writing this post, ...
- You have such a perfect life!
- I get up early every day.
- So now we're getting worried about money.

Present simple and present continuous

- Dynamic verbs (*talk, go*) usually describe actions.
- We use the present simple with dynamic verbs to talk about actions that always, usually or never happen.
- We use the present continuous with dynamic verbs:
 - to talk about actions that are in progress at the moment of speaking or writing.
 - to describe actions in a picture, video, etc.
 - to describe trends (e.g. something is happening more and more these days).
- Stative verbs (*want, seem*) often describe feelings and ideas. We use the present simple with stative verbs.
- A few verbs (*have, look, speak, think*) have two or more meanings. They are sometimes dynamic verbs and sometimes stative verbs.

C Find at least one more example of each rule (2–5) in the posts.

D Go to the **Grammar Hub** on **page 122**.

E Are the verbs stative verbs (S) or dynamic verbs (D)?

- | | | | |
|-----------|----------|-----------|---|
| 1 contain | <u>S</u> | 7 include | — |
| 2 cost | — | 8 mean | — |
| 3 depend | — | 9 own | — |
| 4 deserve | — | 10 relax | — |
| 5 enjoy | — | 11 seem | — |
| 6 happen | — | 12 shine | — |

F SPEAK Work in groups and discuss the questions.

- Why are you studying English? Why do you need English?
- How is this week different from your normal weekly routine? What are you doing differently this week? What do you normally do?
- What are people doing more and more these days? What are some trends in your own life?

SPEAKING

A Work in groups. If you have some pictures on your phone, choose two or three to discuss with your group. If you do not, think about some of your favourite pictures of you and your friends or family.

B Tell your group:

- What's happening in the pictures?
- Does your life seem perfect or exciting in the pictures? What's the real story behind the pictures?
- Do you have any pictures of you doing normal things, e.g. watching TV? Why/Why not?

C Write a short social media status update for one or two of your pictures. Decide whether to make your life seem perfect or normal.

Writing a status

We often leave out the subject and *be* from the beginning of status updates when it's easy for the reader to guess the missing words.

- (It) Looks good, doesn't it?
- (I) Had a very strange experience today.
- (It was) Great to see you this morning.

D Read some of your classmates' social media status updates. Do their lives look perfect or normal?





LISTENING

A SPEAK Work in pairs and discuss the questions.

- 1 What do you use your mobile phone for?
- 2 How did people do those things before they had mobile phones? What problems did they have?

B PREDICT Work in pairs. You are going to listen to *A week without phones!* Look at the pictures and discuss the questions. Use the strategies in the box to help you.

Listening to check predictions

Before you listen to something in English, it's always a good idea to predict what you will hear.

If there's a title and pictures, you can try to predict the connection between them. Then you can listen to check your predictions.

- 1 Who are the people in picture a? What are they doing?
- 2 What is the device in picture b?
- 3 What does the title mean? What's the connection with the people and the device?

C LISTEN FOR GIST Listen to Part 1 of the podcast and check your answers to Exercise B.

1.1

D PREDICT Work in pairs and discuss the questions. Then listen to Part 2 and check your answers.

1.2

- 1 What went wrong when Olivia and Jackson tried to meet up on Monday?
- 2 How did they solve the problem?

E PREDICT Work in pairs and discuss what you think Olivia and Jackson did differently on Tuesday when they met. Then listen to Part 3 and check your answer.

1.3

F PREDICT Work in pairs and discuss the questions. Then listen to Part 4 and check your answers.

1.4

- 1 Do you think Olivia and Jackson are enjoying the experiment?
- 2 What do you think they're doing more or less of than usual?

G LISTEN FOR DETAIL Listen again. Choose the correct answers, a, b or c.

1.5

- 1 When is the last day of the experiment?
 - a Tuesday
 - b Thursday
 - c Sunday
- 2 Why does Olivia decide to stop waiting outside on Monday?
 - a She doesn't want to get wet.
 - b She thinks Jackson isn't coming.
 - c She knows the university closes at four o'clock.
- 3 How does Sebastian know Jackson and Olivia?
 - a They study together at university.
 - b Olivia met Sebastian outside the cake shop.
 - c Sebastian has seen them before in pictures and videos.
- 4 Why is Olivia enjoying the concert more than usual on Tuesday?
 - a She isn't recording it on her phone.
 - b The audience isn't having as much fun.
 - c Jackson isn't there with her.
- 5 On Thursday, why is Olivia surprised at the end of the podcast?
 - a The university buildings are amazing.
 - b Jackson doesn't usually talk so much.
 - c She can't believe Jackson forgot his camera.

H SPEAK Work in groups and discuss the questions.

- 1 What problems did Olivia and Jackson have during the experiment?
- 2 What good things happened as a result?
- 3 Do you think Olivia and Jackson's experiment was a good idea?
- 4 Would you like to try a similar experiment? Why/Why not?



VOCABULARY










Seeing and hearing

- 1.6** **A** Choose the correct verbs to complete the sentences from *A week without phones!* Then listen again and check your answers.

- In this week's podcast, we're *looking at / seeing / watching* phones.
- It *looks / sees / watches* like he isn't coming, and I'm not sure what to do.
- I'm *looking / seeing / watching* for Olivia, but I can't *look at / see / watch* her.
- I *hear / listen to / sound* your podcast every week, and I *look at / see / watch* all your videos.
- Yeah, that *hears / listens / sounds* like a great idea. Thanks a lot.
- Maybe you can *hear / listen to / sound* the music in the background.
- He plays the guitar in the band, and he *hears / listens / sounds* really good.
- It doesn't *look / see / watch* great, but it's good for telling the time!

- B WORK IT OUT** Complete the rules with the correct form of *hear, listen, look, see, sound* or *watch*.

hear, listen, look, see, sound and watch

- When you  see or  something, it just happens, not because you're trying to do it.
- When you  at or  to something, you do it because you decide to do it.
- When you  something, you look at it for a period of time, perhaps because it's moving.
- When something  good or  good, it probably is good, but you aren't sure.
- When it  like or  like something is happening, it probably is happening, but you aren't sure.

- C** Go to the **Vocabulary Hub** on **page 142**.

- D** Complete the questions with the verbs in the box. There are two extra verbs.

notice observe recognise spot stare

- Do you ever sit in a café and _____ the people through the window? Why do people enjoy doing this?
- Are you good at remembering people's faces? Do you always _____ people when you meet them the second time?
- When you're travelling around (e.g. by bus), do you usually _____ the buildings around you?

- E SPEAK** Work in groups. Ask and answer the questions in Exercise D.

PRONUNCIATION

Schwa /ə/

Schwa /ə/

Schwa is the most common sound in English. We use it for most unstressed vowel sounds, especially in words like *a, the, of, to, and* and *but*.

- 1.7** **A** Listen to the sentences from *A week without phones!* Underline all schwas. The numbers in brackets tell you how many schwas to find. The first one has been done for you.

- We're not looking at our phones for a whole week! (3)
- We arranged to meet here, outside the university, at four o'clock. (5)
- It's Monday afternoon and I'm late meeting Olivia. (3)
- I'll buy you a cake to say thank you, and you can tell us what you think of our podcasts. (6)
- Yes, I'm wearing a watch today – an old one from when I was a teenager. (7)

- B SPEAK** Work in pairs. Practise saying the sentences. Listen and check your partner's pronunciation.

SPEAKING HUB

- A** Work in groups. You are going to make a short podcast about an experiment. Choose one of the ideas in the box or use your own ideas.

a week of doing something completely new every day
a week speaking only English
a week without complaining
a week without the internet/TV, etc
a week without spending any money
a week of helping as many people as possible

- B PLAN** Plan a short podcast (about two minutes). Imagine you are in the middle of your experiment. Make notes on:

- what you can see and hear during your podcast.
- what's going well and/or badly with your experiment.
- what you're doing more or less as a result of your experiment.

- C SPEAK** Record your podcast and present it to the class.

- D SHARE** After listening to the podcasts, discuss the questions.

- Which group's experiment worked well?
- Which podcast did you enjoy most?

- E REFLECT** Work in new groups and discuss the questions.

- Will you try any of the experiments in real life? Why/Why not?
- Would you like to make a real podcast? What would your podcast be about? Do you think other people would want to listen to it?

- Update your status on social media
- Make a short podcast

1.2 Who owns English?

- Plan and conduct an interview
- Use rhetorical questions in a presentation

G subject and object questions

P pronouncing questions

V languages

S rhetorical questions

TOP 10

ENGLISH SPEAKING COUNTRIES



1. USA 251,388,301
95.81% of population



2. India 125,226,449
11.38% of population



3. Philippines 89,800,000
92.58% of population



4. Nigeria 79,000,000
53.34% of population



5. UK 59,600,000
97.74% of population



6. Germany 46,272,000
56% of population



7. Canada 25,246,220
85.18% of population



8. France 23,000,000
36% of population



9. Australia 17,357,800
97.03% of population



10. Italy 17,000,000
29% of population



The most amazing fact is that **only 11.38% of India's population** speaks English and yet it is the second largest English speaking nation in the world.

LISTENING

A SPEAK Work in groups and discuss the questions.

- Look at the infographic. What does it show? What do you know about the countries and the languages that people in those countries speak? Are you surprised by any of the numbers?
- Who owns English? Who has the power to decide what's good and bad English?



B LISTEN FOR MAIN IDEA Listen to an interview about different types of English and answer the questions.

1.8

- Why does Mona want to interview Juan?
- Why did Juan enjoy his journey?
- Where did Juan have problems with English?
- How is Multicultural London English (MLE) different from the English we learn at school?
- What's the connection between 'Standard English' and 'standard class' on a train?
- Why is Standard English useful?



C LISTEN FOR DETAIL Listen again. Which person (Juan, Mona or Both) thinks ...

1.8


- travelling is a good way to practise your English? _____
- it's difficult to understand people in England? _____
- MLE grammar contains mistakes? _____
- Standard English is boring but useful? _____
- it's sometimes better when you don't sound like a native speaker? _____

D SPEAK Work in groups. Look at the sentences from the interview. For each one, discuss what Juan and Mona were talking about. Do you agree with their opinions?

- 'Millions of people speak like that, so how can it be wrong?'
- 'There are hundreds of other forms of English all over the world ... They're all different, but I think that's really cool!'
- 'Surely Standard English is better, isn't it?'
- 'We don't need to speak like native speakers. In fact ... it's often better when we don't speak like native speakers.'

GRAMMAR

Subject and object questions

-  **A** Put the words in the correct order to make questions. Then listen to the interview again and check your answers.

1.9

- you / I / a / questions / ask / can / few / ?

- countries / did / which / visit / you / ?

- England / happened / what / in / ?

- changing / English / is / how / ?

- MLE / uses / who / ?

- mean / do / 'Standard English' / by / you / what / ?

- to / you / need / non-standard English / saying / are / learn / we / so / ?

- B WORK IT OUT** Match the questions (1–7) in Exercise A with the rules (a–c).

Subject and object questions

- When we make questions in English, we usually put the auxiliary verb (*be, have, can*) before the subject. 1, _____
- In sentences with no auxiliary verb, we add *do, does*, or *did* when we make a question. _____
- When the question is about the subject, we use the same word order as in sentences. We don't add *do, does* or *did*. _____

- C PRACTISE** Make questions about the missing information.


- (Somebody) writes a blog for a website.
Who writes a blog for a website ?
- Juan visited (a number of countries).
How many _____ ?
- You (can/can't) give me an example.
_____ ?
- (A form of English) is becoming popular in London.
Which _____ ?
- (A number of people) speak non-standard English.
How many _____ ?
- Most native speakers (speak/don't speak) Standard English.
_____ ?

- D** Go to the **Grammar Hub** on page 122.

- E SPEAK** Work in pairs. Student A – go to the **Communication Hub** on page 149. Student B – go to the **Communication Hub** on page 150.

PRONUNCIATION

Pronouncing questions

-  **A** Listen to two people asking questions from the interview. What differences do you notice in the way they speak? Who is easier to understand?

1.10

- Why do you want to talk to me?
 - What do you want to talk about?
- Which speaker joined the words together?
 - Which speaker is easier to understand?


- B SPEAK** Work in pairs. Read the information in the box. Then practise saying the questions. First, try to say them by joining the words together. Then try to say them as clearly as possible.

- What do you think?
- Do you want to talk about it?
- Where did you go?
- Why did you say that?

Pronouncing questions

Many English speakers join words together when they speak quickly. In questions with *do/did* + *you*, it can be difficult to hear whether the speaker is saying *do* or *did*.

- What do you want to do? /wɒdʒə wɒnə du:/
- How did you travel? /haʊdʒə trævəl/

-  **C SPEAK** Work in pairs. Listen to two people asking the questions in Exercise B. Which version is better for you to use, the first or the second speaker? Why? Tell your partner.

1.11

SPEAKING

- A** Work in pairs. You are going to interview another student about their experiences of using English and communicating with English speakers. Write five questions. Use the prompts to help you. You can also use your own ideas.

- often communicate / English speakers?
- using English in the classroom / in real life?
- for work / while travelling?
- problems: speaking/understanding?
- Standard/non-standard English?
- advice for others?

- B** Work in new pairs. Use your questions to interview your partner. Listen carefully and ask follow-up questions.

Follow-up questions

Really? Why?
What happened? What went wrong?
Can you give me an example?

- C** Work in groups and discuss the questions.

- What was the most interesting thing you learnt from your interview?
- What advice can you give to other people about using English in real life?

READING

A SPEAK Work in pairs and discuss the questions.

- 1 Look at the title of the magazine article. What do you think it means?
- 2 Think of some examples where you can lose something if you stop using it. Have you ever lost a skill or an ability because you didn't use it?

B READ FOR GIST Read *Use it or lose it?* quickly and answer the questions.

- 1 Is the writer generally positive or negative about learning languages?
- 2 What's the connection between the pictures, the word cloud and language learning?

Use it or lose it?

- 1 What's the worst thing about learning a language? Is it the hundreds of hours you need to spend studying and practising? No, although that's bad enough. In fact, the worst thing is how easy it is to forget everything!
- 2 How do I know? From bitter experience! Many years ago, I lived in Spain for a year and studied Spanish for hours every day. By the end of that year, I spoke Spanish fluently (but not very accurately). But now, 20 years later, it's all gone. My only evidence that I ever spoke Spanish is an old certificate.
- 3 So is there any hope for me and my Spanish? Recent research suggests that there is. Imagine your brain is like a big library. As you keep adding new information to that library, the old information doesn't disappear; it just gets harder to find.
- 4 How does this work in practice? When I see a dog, my English-speaking brain thinks of the word *dog*. But when I lived in Spain, my brain had two words to choose from, *dog* and *perro* (and yes, that's *dog* in Spanish!). My brain learnt to block the wrong word: it blocked *dog* when I was speaking Spanish and *perro* when I was speaking English. Over time, my brain got very good at blocking words.
- 5 And what happened when I left Spain? The word *perro* stayed blocked. And, like a door that's been closed for years is harder to open, it became harder to unblock the word! Now, 20 years later, all those Spanish words are still in my brain. But they're blocked behind heavy old doors.
- 6 How can I open those doors? Two things: I need to make an effort to push the doors open again; and I need to keep the doors open by practising regularly.
- 7 Is there anything good to say about this 'blocking' process? In fact, there's lots of evidence that it makes your brain work better. For example, look at the words in the box. As quickly as possible, say what colour they're written in. Try it now. Did you notice how hard it was to say the colour when the

word itself was a colour? That's because 'bad information' (the word on the page) blocked the 'good information' (the colour of the word).

- 8 What's the connection with language learning? It turns out that bilingual people are much better at activities like this than monolingual people, because their brains are trained to block 'bad information' quickly and accurately. And in the modern world, where we have to deal with too much information all the time, the ability to block 'bad information' is the key to success.
- 9 What's the best thing about learning a language? Is it the ability to communicate with different people around the world? No, although that's amazing enough. In fact, the best thing is that it makes our brains more powerful.



C SCAN Read again. How many rhetorical questions are there? Use the information in the box to help you.

Rhetorical questions

A rhetorical question is a question that you ask when you don't expect other people to answer it. You often answer the question yourself. It's a useful way of presenting information because it makes the reader or listener think about the answer.

When you read a rhetorical question at the beginning of a paragraph, always pause to predict the answer first. Then read the rest of the paragraph to check.

D Work in pairs. Look at the rhetorical questions at the start of each paragraph. Discuss the answer. Then read the paragraph again to check.

E SPEAK Work in pairs and discuss the questions.

What does the writer mean by 'we have to deal with too much information all the time'? Can you think of any examples from your own life?

block yellow
dog brain
red black
blue door
white green
library

Glossary

block (v) to stop something from moving through something else
evidence (n) facts or physical signs that help to prove something

VOCABULARY

Languages

A WORK IT OUT Look at the sentences from the interview between Mona and Juan and from *Use it or lose it?* Then use the correct form of the underlined words to complete the definitions (1–5).

They used really strange words and phrases – lots of idioms that I've never heard before.

Plus, the people had very strong accents, so I couldn't understand very much at all!

By the end of that year, I spoke Spanish fluently (but not very accurately).

It turns out that bilingual people are much better at activities like this than monolingual people.

- 1 If you're _____, you only speak one language; if you're _____, you speak two languages.
- 2 A(n) _____ is a group of two or more words that go together as a unit (e.g. heavy old doors).
- 3 Your _____ is the way you pronounce words. It sometimes shows which part of a country you are from.
- 4 A(n) _____ has its own meaning (e.g. 'Use it or lose it'). It's often hard to work out the meaning just by looking at the words.
- 5 If you speak _____, you don't pause to think in the middle of sentences. If you speak _____, you don't make mistakes.

B Go to the **Vocabulary Hub** on page 142.

SPEAKING HUB

A Work in groups. You are going to give a short presentation about learning and using languages. Choose a topic from the list or use your own ideas. You can talk about English, your own language or both.

- accents
- standard and non-standard varieties
- advice on fluency and accuracy
- advice on how to practise
- how the language is changing
- why it's good to be bilingual

B PLAN Write three or four rhetorical questions about your topic. Then plan how you can answer those questions in a presentation. Make notes but do not write the answers down.

C PRESENT Give your presentation to the class. While you are listening to the other presentations, listen carefully and be ready to ask questions.

D REFLECT Work in groups and discuss the questions.

- 1 What did you learn from the presentations? What surprised you?
- 2 Will you use rhetorical questions again in your presentations or writing?

○ Plan and conduct an interview

○ Use rhetorical questions in a presentation



FUNCTIONAL LANGUAGE

Asking for, offering and responding to help

A Complete the phrases with the correct form of *give*, *help* or *need*.

COMPREHENSION

A Watch the video. Complete the sentences with the names in the box.

Gaby Milly Neena Sam Zac

- 1 _____ owns a café.
- 2 _____ runs a vintage clothes shop.
- 3 _____ is Sam's best friend.
- 4 _____ lives with Gaby and Zac.
- 5 _____ is meeting Milly's mum tomorrow.
- 6 _____ agrees to lend Zac some clothes.
- 7 _____ falls over and hurts her arm.

B Work in pairs and discuss the questions.

- 1 Why is Gaby taking pictures?
- 2 Why does Sam say 'Oh no Zac, I'm so sorry ...'?
- 3 Why does Zac need to borrow some clothes?
- 4 Why is Sam surprised when Zac asks for pants?
- 5 Why is Gaby worried about tomorrow?

C Imagine you wanted to borrow the items in the box. Who would you ask and why? Tell your partner.

€10 €500 a belt a book a ladder a scarf
a suitcase or rucksack some shoes or boots

Asking for help

- Could you ¹ _____ me out?
 Would you mind ² _____ me a hand?
 Do you think you could ³ _____ me out?
 I ⁴ _____ a favour. Can you lend me some clothes?
 Please? ☐

Offering to help

- I can ⁵ _____ you a hand with that. ☐
 I'd be happy to ⁶ _____ you with that.
 Can I ⁷ _____ you with that?
 Shall I bring some stuff round to the flat later? ☐
 Do you ⁸ _____ a hand? ☐
 Do you need any ⁹ _____?

Responding to help

- Thank you so much, that would be great. ☐
 That would be awesome. ☐
 If you wouldn't mind.
 I can manage. I'm OK. ☐
 It's OK – I can do it myself.
 Listen, let me ¹⁰ _____ you. ☐

B 01:01–03:40 Watch the last part of the video. Mark the eight phrases you hear in the order in which you hear them.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Match the useful phrases (1–6) with the phrases which show the meaning (a–f).

- | | |
|----------------------------------|---|
| 1 I'm really busy at the moment. | a That isn't going to be easy. |
| 2 I don't know how to say this. | b You are amazing! |
| 3 Good luck with that! | c I must return the favour. |
| 4 You're a legend! | d I can't talk to you at the moment. |
| 5 I owe you one. | e I've finished. |
| 6 There you go. | f This is difficult for me to talk about. |

B How do you say these useful phrases in your language?

PRONUNCIATION

Intonation and stress



A Listen and repeat the two questions in the table. Complete the headings with *falls* or *rises*.

1.12

1 Asking for help: intonation	2 Offering help: intonation
Can you lend me some clothes?	Can I help you with that?
_____	_____
_____	_____
_____	_____
_____	_____



B Listen, repeat and write down each question in the correct column. Practise the stress and intonation.

1.13

SPEAKING

A Work in pairs. You are going to write and perform a conversation where you ask a friend for help. Think about the following things:

- What sort of help do you need?
- Why do you need help?
- When do you need help?
- Who do you ask?

B PRESENT Write and practise your conversation. Then perform it for the rest of the class.

Ask for, offer and respond to help

► Turn to **page 156** to learn how to write a report about trends.

GRAMMAR

A Complete the social media update with the present simple or present continuous form of the verbs in brackets.

I'm in Moscow! As you can see in the picture, I ¹ 'm having (have) a coffee with some of my new friends.

I ² _____ (study) here on a two-week intensive language course.

I ³ _____ (really enjoy) it so far.

I ⁴ _____ (not speak) very much Russian at all, so it was really difficult on the first day, but now it's ⁵ _____ (get) easier every day, and my teachers are excellent.

Why Russian? Well, firstly, I ⁶ _____ (think) it's a beautiful language, and secondly, I ⁷ _____ (consider) studying at university here next year.

B Read part of a report about social media trends. Then write questions about the underlined information in the report. Use the prompts to help you.

These days, more and more people ¹are choosing to stop using social media completely. I asked ²twelve people about the way they use social media. ³Three people said they never use social media, and ⁴two are using it less and less. One student, Franek, believes social media is dangerous ⁵because it makes us feel jealous of other people's 'perfect' lives. Another student, ⁶Lin, thinks social media is useful for his work, but he never uses it with his real friends. He says his friends can speak to him face-to-face to find out his news!

- 1 What / more and more people / do / these days?
What are more and more people doing these days?
- 2 How many people / the writer / ask / about the way they use social media?

- 3 How many people / say / they never use social media?

- 4 How many people / use / social media less and less?

- 5 Why / Franek / believe / social media is dangerous?

- 6 Who / think / social media is useful for work?

VOCABULARY

A Complete the sentences with the correct form of the verbs in the box.

hear listen look see sound watch

- 1 **A:** 'I think we should go soon.'
B: 'Yes, that _____ like a good idea.'
- 2 I prefer normal phone calls to video calls – it's better when the other person can _____ you, but they can't _____ you!
- 3 Excuse me. I _____ for my dog. I can't find him anywhere. Have you seen him?
- 4 I usually _____ to podcasts while I'm travelling to work.
- 5 Can I call you back later? I _____ a TV programme and I don't want to miss the end.

B Choose the correct words to complete the conversation.

- A:** Ah, this is nice, just sitting outside a café and relaxing. I think it's really interesting to ¹observe / recognise / stare all the people in the street.
- B:** Yes, but be careful. It looks like you're ²noticing / spotting / staring at other people a bit too much. It's quite rude.
- A:** Don't worry! They're too busy to ³notice / observe / recognise me! They're all looking at their phones, anyway!

C Read about five English-speaking friends. Then answer the questions.

- Angela** only speaks English and no other languages.
You can hear that **Brian** is from New Zealand because of the way he pronounces *ed*.
When **Eryk** is speaking English, he doesn't make many mistakes.
Francesca speaks English as well as Italian.
George loves using phrases like 'use it or lose it' and 'plan B'.
- 1 Who speaks accurately? _____
 - 2 Who's monolingual? _____
 - 3 Who likes idioms? _____
 - 4 Who's bilingual? _____
 - 5 Who has a strong accent? _____

FUNCTIONAL LANGUAGE

Complete the dialogues with the words in the box.

busy could favour hand help mind want

- 1 **A:** Hey, Gary, I need a _____. Have you got a few minutes?
B: Sorry, Paul, I'm really _____ right now.
- 2 **A:** Do you think you _____ help me write this?
B: Sure, I can give you a _____ with that.
- 3 **A:** Do you _____ me to have a look at that?
B: If you wouldn't _____.
- 4 **A:** Hi, Sam. If you aren't busy, I could use your _____ with my application letter.
B: Sure.

Nothing is a waste
of time if you use the
experience wisely.

Auguste Rodin

Skydiver in mid-air over Southern Australia.

OBJECTIVES

- talk about past experiences and things you want to do
- talk about a life-changing decision
- talk about an inspirational person
- talk about solving a problem
- ask for, give and refuse permission
- write an informal email

Work with a partner. Discuss the questions.

- 1 Look at the picture. What do you think of the activity the person is doing?
- 2 Read the quote. What do you think it means?
- 3 Tell your partner about experiences you have had that were:
 - incredible
 - unusual
 - risky
 - memorable
 - eye-opening
 - thrilling

2.1 Important decisions

- G** — present perfect simple and past simple; adverbs of time
S — listening for the main idea

- T** — Talk about past experiences and things you want to do
P — 's and 've
V — collocations: making big decisions

READING

A Match the different types of lists (1–5) with the examples (a–e).

- | | |
|---|-------------------------|
| 1 list of favourite things, e.g. films, songs | 4 list of pros and cons |
| 2 shopping list | 5 bucket list |
| 3 everyday to-do list | |

- a**
- bananas
 - cheese
 - yoghurt

- b**
- 1 Phone Mum
 - 2 Email the bank
 - 3 Pay rent

- c**
- 1 Toy Story
 - 2 X-Men
 - 3 Beauty and the Beast

- d**
- 1 Swim with dolphins
 - 2 Learn to surf
 - 3 Do a parachute jump

- e**
- For: cheaper / easy to find*
Against: poor quality / ordinary

B SPEAK Work in pairs. How often do you make lists? What types of lists do you make? Why?

C READ FOR GIST Read *Not yet? No more!* and answer the questions.

- Which sentence summarises the blogger's opinion?
 - A bucket list is a great idea, but remember that you probably can't do all those things in your lifetime.
 - Make a list of things that are possible to do, rather than a list of dreams.
 - People write bucket lists just for fun and to dream a little, not in order to actually do those things.
- How many of the people commenting on the blog agree with the writer?

Not yet? No more!



posted by [Julia](#)
 16th November | [Leave a comment](#)

Have you ever written a bucket list? If so, have you done many of those incredible things on your list? I certainly haven't.

I wrote mine on New Year's Day five years ago, and I chose 50 things, like swimming with dolphins and climbing Mount Everest. However, after all these years, I've only done one thing on that list. Last year, I watched the sun rise and set on the same day. I still haven't swum with dolphins. I still haven't climbed Everest. And, I think I never will!

The problem is that you need an infinite amount of time and money to do all those incredible things or to learn those skills. I've simply never had that time and money. What is the point in making an unachievable list? How does that improve your life?

So, this is my achievable bucket list blog. The aim is still to do unusual things that are positive and life-enhancing, but without needing to be a millionaire or to have all the time in the world to achieve these goals.

Here's the start of my list. I haven't done any of these things yet, but I think I can in the future. What do you think? Achievable? Life-enhancing?

- Plant a tree.
- Do a charity walk or run.
- Write a poem.
- Learn how to make a fire in the wild.
- Ride a horse.
- Eat nothing but fresh food for a week.
- Stop using social media for two weeks.
- Learn and perform a magic trick.

Comments:



[Yuka W](#)

Thanks! Before I read this, my bucket list was only expensive travel ideas. I've just written a new list of interesting but doable things!



[dream_catcher77](#)

Actually, I think a bucket list should be about amazing things. I wrote mine last year and I've already done half of it. This year, I've seen lions in the wild and I've done a parachute jump. Next month, the Pyramids! All because they're on my list.



[Robin Stannard](#)

Also, sometimes those incredible things are not so great. I've swum with dolphins. It was rubbish! I'd rather swim with my friends. Keep it simple – it's still special ;-)

D READ FOR DETAIL Read again. Answer the questions.

- 1 How many things on her first bucket list has the writer not done?
- 2 Why is it not possible to do all the things on a typical bucket list?
- 3 How is her new list similar to her original list?
- 4 How many outdoor activities are there on her new list?

E SPEAK Work in pairs. Read again and discuss the questions.

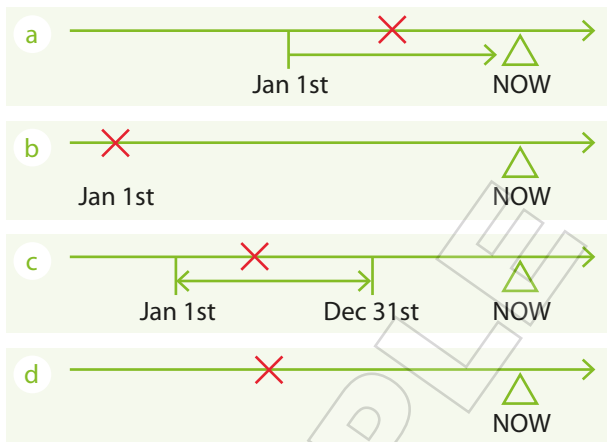
- 1 Are the writer's choices good ideas for an achievable bucket list?
- 2 Which choices do you like most and why?

GRAMMAR

Present perfect simple and past simple

A WORK IT OUT Look at the sentences (1–4) from *Not yet!* No more! Underline the verbs in the past simple and circle the verbs in the present perfect simple. Then match each sentence with a diagram (a–d).

- 1 I wrote mine on New Year's Day five years ago.
- 2 I've only done one thing on that list.
- 3 This year, I've seen lions in the wild.
- 4 Last year, I watched the sun rise and set on the same day.



B Look at the adverbs of time in the box. Can you find them in the blog? Match the adverbs with the definitions (1–5).

already just never not yet still

- 1 at no time in the past
- 2 a short time ago
- 3 a situation has not changed or not completely ended
- 4 not happened before now, but will probably happen
- 5 happened before a point in time, perhaps sooner than expected

C Complete the rules with *present perfect simple* or *past simple*.

Present perfect simple and past simple

For actions that we completed:

during a finished period of time, we use the

1 _____.

during a period of time that continues to now, we use the

2 _____.

at a specific time in the past, we use the

3 _____.

before now, but we do not say exactly when, we use the

4 _____.

We often use adverbs of time with these tenses, but we do not use *yet* and *already* with actions in the

5 _____.

D Go to the Grammar Hub on page 124.

PRONUNCIATION

's and 've

- 2.1 Listen to the pairs of sentences (1–6). Which sentence (a or b) is in the present perfect simple?

- | | | |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

SPEAKING

- Work in pairs. You are going to write an achievable bucket list. Student A – read the bucket list on page 148. Student B – read the list on page 153. Has your partner done any of the things on your list? If they have, find out more details.
- Work in pairs. Choose eight things to put on your achievable bucket list. Use the ideas on the lists and your own ideas. They should be positive, life-enhancing and achievable.
- Work in groups. Compare your lists and choose ten things for a group bucket list.
- Compare your list with another group. Are their ideas the same or different?

a



b



LISTENING

A Match the words and phrases in the box with the pictures (a–b).

cross oceans cruise along canals
freshwater houseboat saltwater yacht

B SPEAK Work in pairs and discuss the questions.

- 1 Have you ever been on a boat? If so, what kind?
- 2 Which of the two boats in the pictures would you prefer to travel on?



2.2

C LISTEN FOR GIST Look at the pictures (a and b) and listen to a podcast interview with Emma. Complete the sentences with *a* or *b*.

- 1 Picture ___ shows Emma's ultimate dream.
- 2 Picture ___ shows Emma's current reality.



2.2

D Listen again. Which of the phrases (1–8) from the podcast are the main ideas of Emma's story? Use the strategies in the box to help you.

- 1 I love swimming
- 2 yachts are very expensive
- 3 to make a decision to put a plan into action
- 4 it won't take me around the world
- 5 to stay motivated and not lose heart
- 6 learning to live in a small space
- 7 doing something similar to my dream, it's a start
- 8 the hardest part of any journey is the first step

Listening for the main idea

To help you catch the main ideas of a conversation, listen out for common expressions that we use to introduce a main idea.

- *The most important thing here ...*
- *Well, it is important to note ...*
- *And I stress the importance of ...*

Listen out for common words and phrases that we use to talk about things generally.

- *in general, overall, on the whole*

We often speak more slowly or loudly when we want to emphasise a main idea.



2.2

E LISTEN FOR DETAIL Listen again. Find and correct six mistakes in the summary of Emma's story.

Emma is 33 and she works in the sailing industry. She loves swimming and fishing. For the last few years, she's been learning how to sail. Her dream is to live on a yacht and sail around the world. She hasn't bought a yacht yet because she can't find one that she likes. She sold her house and bought a houseboat. The houseboat is an opportunity for Emma to learn to live on the sea and move from place to place. She is happy with her decision to buy a houseboat because it means that she has 'made the break' from the water to the land.

F SPEAK Work in groups and discuss the questions.

- 1 Do you agree that living on a houseboat will help Emma to achieve her ultimate dream? Give reasons.
- 2 What are the pros and cons of living on a houseboat compared to living on land?


VOCABULARY

Collocations: making big decisions

A Match the verbs (1–8) with the phrases (a–i) to make collocations that Emma used in her interview. One verb can be used twice. Use the audioscript on **page 167** to help you.

- | | |
|--------|----------------------------------|
| 1 lose | a a decision |
| 2 make | b a plan into action |
| 3 put | c short-term and long-term goals |
| 4 set | d towards a goal |
| 5 stay | e a dream into reality |
| 6 take | f motivated |
| 7 turn | g the break/change |
| 8 work | h the next step |
| | i heart |

B Read the information from the people (1–3) about a life-changing decision. Complete the gaps with collocations from Exercise A in the correct form.

 **C** Listen and check your answers.

2.3

D SPEAK Work in pairs. Which decision in Exercise C do you think is the most achievable? Which is the least achievable? Give reasons.

SPEAKING HUB

A Think about a life-changing decision that you have made. Use the ideas below to help you.

- moving home (changing cities/countries)
- studying (a new course, retraining, learning a new skill)
- a lifestyle change (becoming healthier, fitter, more relaxed)
- turning a dream into reality

B PLAN Make notes about your decision. Think about:

- why you made the decision.
- how you put it into action.
- short-term/long-term goals.
- how you feel about the decision now.
- any advice you can give related to your decision.

C SPEAK Work in pairs. Interview your partner about his/her life-changing decision. Use your ideas in Exercise B to help you. Take turns.

D REFLECT Work in groups. Tell the group about your partner's decision. Then discuss all of the decisions. Whose decision was the most life-changing?

1

The biggest ¹ decision I've ever made was when I decided to move out of my parents' house. I was quite scared at first, to be honest. But I soon found a flat in the same town with a couple of friends. Thinking back to it now, it was the right time for me to ² _____ the change from living at home to living with friends.

Lee, 31

2

Three years ago, I decided to climb El Capitan in Yosemite National Park. It was always one of those things on my bucket list. Since I started to put the ³ _____ into action, I've learnt a lot about climbing and myself. My advice? Never ⁴ _____ heart! If you are ⁵ _____ towards a goal, you'll achieve it in the end. I haven't got to Yosemite yet, but I know I will!

Maki, 25

3

When I was a teenager, I wanted to be a famous film star. But it didn't happen. My dream now is to be a chef. I've learnt that the best way to ⁶ _____ a dream into reality is to be realistic. Set short-term ⁷ _____ to help you ⁸ _____ motivated. Becoming a chef is going to be difficult, but I've already started a course and cook regularly for friends and family.

Alessandra, 35

 Talk about past experiences and things I want to do

 Talk about a life-changing decision

READING

A SPEAK Work in pairs and discuss the question.

How do retired people typically spend their time in your country?

B Read the advert taken from a local newspaper. Then answer the questions.

- 1 What is unusual about the advert?
- 2 Why do you think he has written the advert?
- 3 How do you think people reacted to the advert?

C READ FOR GIST Read *89-year-old seeks job* and check your answers to Exercise B.

D Look at the words in bold in the article. What do you think they mean? Use the strategies in the box to help you. Then work in pairs and compare your ideas.

- | | | |
|----------------|-----------------|-------------|
| 1 seeks | 3 spotted | 5 role |
| 2 snaps him up | 4 enable him to | 6 taking on |



89-year-old **seeks** job: café **snaps him up**

An 89-year-old has found a job after putting an advert in his local paper asking for part-time work to stop him 'dying of boredom'. Joe Bartley, from Paignton, south Devon, is due to start working in a café next week in the town after the owners of the family-run business **spotted** his advert.

'Whatever your age or your background, you deserve a chance,' said Cantina Bar and Kitchen's co-owner Sarah Martin. 'Most people have got something to offer, and Joe is someone who is keen, who is putting himself out there. What is not to like about that? A lot of people who come here don't just come for coffee – they come for a chat – so Joe is perfect.'

Bartley has lived alone since his wife, Cassandra, died a couple of years ago, and he has been lonely. 'I miss my wife dreadfully, when you live on your own there is no one to speak to. I like reading, and I'll watch a bit of television, but there's a lot of rubbish on these days. I just got bored stiff with nothing to do. I thought even though I am 89, I can still work. I can clean tables, do some gardening – anything really.'

Bartley put his advert in the *Herald Express* last month. 'The owner phoned me and she asked me to come in. So I arrived at the café, we had a bit of a chat and shook hands.' He is now looking forward to earning his own money to **enable him** to pay his rent. 'I can't believe it really. I feel great about it,' he said.

Bartley told *The Guardian* that the media reaction has been incredible, adding that he is in danger of becoming a celebrity. 'When I first put in the advert, I thought it was just an old guy looking for work – I don't really see what is strange about that,' he said. 'But have I now reached celebrity status? That might worry some people, but it doesn't worry me.'

His new **role** in the café was not the only job offer he got. Glenn Rodgers, an independent baker in Barnstaple, north Devon, offered him a job, but the bakery was too far away for Bartley to travel.

Rodgers wanted to offer the pensioner a job to put a 'smile on his face'. 'More employers should think about **taking on** older staff,' he added. 'Why not give him a chance? Also, it works both ways: employers are getting experienced reliable staff who really want to work.'

Bartley will get a lift to work with his new employer on Sundays, but will take a bus the rest of the week. 'He is delighted and we are looking forward to it,' said Martin. 'We think about these things all the time. We are never going to be rich, but we like to give something back to society.'



Deducing the meaning of words from context

When you do not know the meaning of words and phrases, you can use their context to help you understand them.

Think about:

- What type of word or phrase is it (noun, adjective or verb)?
- Does it have a prefix (*un-*, *im-*) or suffix (*-ment*, *-ion*)?
- Where is it in the sentence and what other words are near it?
- How does the word relate to the paragraph?
- What possible meanings of the word suit the topic of the sentence, paragraph and text?

E SPEAK Work in pairs. Look at the readers' comments on the article. Do you agree or disagree with them? Why?

Comments



Smart1

Joe is an inspiration to us all! He should be very proud of himself for getting a job that some would say is more suitable for a younger person.



ID2

If no one had replied to the advert, Joe could have thought about volunteering. Mind you, even those roles are hard to find these days!



Jan1003

The government should be more aware of this problem and work with communities to help people like Joe. Loneliness is a big problem nowadays.



4Kent

Though quite typical of this newspaper, it's great that this issue is in the news. We need to prepare for our retirement now, so we can retire comfortably, not serve coffee in our old age.

VOCABULARY

Dependent prepositions (verb/adjective + *for/of*)

A Look at the phrases from *89-year-old seeks job* and from the comments. Are the words in bold verbs or adjectives? Complete each phrase with *for* or *of*.

- 1 look _____ work
- 2 prepare _____ retirement
- 3 typical _____ this newspaper
- 4 suitable _____ a younger person
- 5 proud _____ himself
- 6 aware _____ this problem
- 7 work _____ a café
- 8 ask _____ part-time work

B Complete the questions with a verb or adjective from Exercise A.

- 1 What do you _____ for in an ideal job?
- 2 Do you think age ever makes people more or less _____ for some jobs?
- 3 Which of your achievements are you most _____ of?
- 4 What big changes in your life are coming soon? How can you _____ for them?

C SPEAK Work in pairs. Ask and answer the questions in Exercise B.

SPEAKING

A Think of three people who should receive an award for inspiring others because of their special or unusual achievements.

B Work in pairs. Discuss your choices and choose the most inspirational person. Make notes of your reasons for choosing that person.

C Work in groups. In pairs, give a short presentation about your inspirational person, explaining why the person should win the award. As a group, vote for who should win the award.

D Tell the class about your group's choice. Why did the group feel the person was special? Did everyone in the group agree with the vote?





LISTENING

A SPEAK Work in pairs. Look at the pictures (1–4). What are the people doing? What problems could they have when they do these things?

B LISTEN FOR MAIN IDEA You are going to listen to four people talking about a challenge or problem. Complete the sentences (1–4) with the phrases in the box. There are four extra phrases.

by pretending to be a different person
by spending a lot of money by taking classes
by using a different skill by using books during a holiday
on his/her own with the help of his/her family

- 1 Matt solved a problem _____.
- 2 Suzanna solved a problem _____.
- 3 Nancy solved a problem _____.
- 4 Roberto solved a problem _____.

C LISTEN FOR DETAIL Listen again. Choose the correct words to complete the sentences.

- 1 Matt **knew** / **didn't know** how to cook simple hot food.
- 2 He found useful advice on **the internet** / **TV**.
- 3 Suzanna needed to give a speech at **work** / **a family event**.
- 4 She **read** / **didn't read** her speech aloud from a script.
- 5 Nancy **knew a little** / **didn't know any** Chinese.
- 6 She **made several** / **didn't make any** mistakes when she first sang to the children.
- 7 When Roberto was a child, he **tried** / **didn't try** to learn to swim.
- 8 He **has** / **still hasn't** swum in the sea.

D SPEAK Work in pairs and discuss the questions.

- 1 Which of the four challenges do you think is the hardest?
- 2 What advice could you give to someone who can't do those things well?
- 3 Have you had any of these challenges yourself? What did you do to deal with them?
- 4 Is it more important to solve problems yourself or ask for help?

PRONUNCIATION

Word stress: verbs with two syllables

A Work in pairs. Look at the verbs from the listening below. Take turns saying the verbs and marking the stress.

- | | | |
|-----------|------------|----------|
| 1 achieve | 3 complete | 5 regret |
| 2 arrive | 4 create | 6 study |

B Does the stress normally come on the first or second syllable?

C Now listen to the verbs. Check and repeat.

GRAMMAR

Present and past ability

A WORK IT OUT Look at the sentences (1–9). Write *a* if they are about having (or not having) a general ability or skill in the past. Write *b* if they are about doing something (or not doing something) on a particular occasion in the past.

- | | |
|---|----------|
| 1 I was able to speak very basic Chinese. | <u>a</u> |
| 2 I managed to cook them a very tasty meal. | <u>b</u> |
| 3 I was able to complete the speech. | _____ |
| 4 I couldn't boil an egg. | _____ |
| 5 I could make a salad. | _____ |
| 6 The first time, I didn't manage to make anything. | _____ |
| 7 I wasn't able to swim. | _____ |
| 8 I wasn't able to stop my hands shaking. | _____ |
| 9 I couldn't say no to him. | _____ |

B Choose the correct words to complete the rules.

Present and past ability

- 1 When we talk about ability or skills in general in the present, we **use** / **do not use can/can't** or **(not) be able to**.
- 2 When we talk about ability or skills in general in the past, we **use** / **do not use could, couldn't** or **(not) be able to**.
- 3 When we talk about ability to do a specific task on a particular occasion in the past, we **use** / **do not use (not) manage to, (not) be able to** or **couldn't**. We do not usually use **could**.

C Go to the **Grammar Hub** on page 124.

D SPEAK Work in pairs. Play *True or false?* Follow the instructions.

- Write two sentences for each idea (a–c). One sentence should be true and one should be false.
 - something you can do now, but which you couldn't do five or ten years ago
 - a problem you had because you weren't able to do something
 - a particular time that you managed to do something that was difficult
- Listen to your partner's sentences. Ask questions to find out more information, then guess which sentences are true. Take turns.

VOCABULARY

Problems and solutions

A SPEAK Work in pairs. How good are you at solving problems? Give yourself a score out of five. Explain your score to your partner.

B Look at the personality test. Complete the sentences with *problem(s)* or *solution(s)*.

How do you feel about difficult situations and problems?

Use this personality test to find out. How true are the following statements for you on a scale of 1–5?

- | | |
|---|-----------------|
| 1 = False | 4 = Mostly true |
| 2 = Mostly false | 5 = True |
| 3 = Sometimes true /
Sometimes false | |

- If I can't **solve** a difficult _____, I don't give up. I keep trying until I find a _____.
1 2 3 4 5
- I always try to **deal with** _____ because ignoring them only **causes** more _____.
1 2 3 4 5
- When working in groups, I **suggest** lots of _____ to any _____.
1 2 3 4 5
- When I have a _____, I look at it from different angles to **come up with** the best _____.
1 2 3 4 5
- When I deal with a complicated _____, I **analyse** the possible _____ with lists of their pros and cons.
1 2 3 4 5
- I prefer to discuss a _____ with other people. Then we can **agree on** a _____ together.
1 2 3 4 5

C WORK IT OUT Match the verbs in bold in the personality test with the definitions (1–7).

- to think of something such as an idea or a plan
- to study or examine something in detail in order to understand or explain it
- to decide together what will be done and how it will be done
- to offer an idea or plan for someone to consider
- to take action to do something
- to find a solution to something that is causing difficulties
- to make something happen, usually something bad

D Go to the **Vocabulary Hub** on page 142.

E SPEAK Take the personality test. Go to the **Communication Hub** on page 148 to see what your answers may show about you. Then work in pairs and discuss your answers.

SPEAKING HUB

A You are going to answer a question that employers often ask in job interviews to find out about problem-solving skills.

Can you tell us about a time when you faced a challenge or a difficult problem that you successfully dealt with?

B PLAN Make notes about:

- the situation.
- what action you took to deal with the situation.
- what you learnt from trying to deal with the situation.

C SPEAK Work in pairs. Ask and answer the question. Make notes about your partner's answer.

D REFLECT Tell a classmate what your partner said. Think about what you both heard. Whose answer was best?

- Talk about an inspirational person
- Talk about solving a problem

COMPREHENSION

A ▶ 00:00–00:50 Watch the first part of the video. What wakes Gaby up?

B Work in pairs. The actual photo shoot is not successful. Look at the stills and predict the difficulties that Gaby has.



C ▶ 00:51–04:00 Watch the second part of the video and check your ideas. Then complete the sentences with *Gaby* or *Eric*.

- | | |
|--|---|
| 1 _____ gets _____'s name wrong. | 5 _____ drops the camera. |
| 2 _____ is in a hurry. | 6 _____ fixes the camera onto the tripod. |
| 3 _____ can't set up the tripod. | 7 _____ suggests more light on the bowl. |
| 4 _____ gets _____'s name wrong again. | 8 _____ suggests putting fruit in the bowl. |

FUNCTIONAL LANGUAGE

Asking for, giving and refusing permission

A Eric was in a hurry and wanted to start the photo shoot straight away. Tick (✓) the phrase he used.

Asking for permission		
Can we start ...	<input type="checkbox"/>	Least formal ↑ ↓ Most formal
Could we start ... straight away?	<input type="checkbox"/>	
May we start ...	<input type="checkbox"/>	
Is it all right if we start ...	<input type="checkbox"/>	
Would it be OK to ...	<input type="checkbox"/>	
Would you mind if we started ...	<input type="checkbox"/>	
Giving and refusing permission		
Sure, I don't see why not.	I'm sorry, but ...	
No problem.	I'd like to help, but ...	
Yes, of course.	I'm afraid that isn't possible.	





MILLY



SAM



NEENA



ZAC



GABY

B Write down phrases asking for permission in the following situations. Choose an appropriate level of formality.

- 1 It's very hot in the classroom. You want to open a window. Ask your classmates.

- 2 You have a dental appointment tomorrow. You want to leave work early. Ask your boss.

- 3 You are chairing a business meeting. You want to start. Ask everyone in the meeting.

- 4 It's a beautiful day and you're in a park. You want to sit on the grass. Ask the park warden.

- 5 You're in front of somebody's house. You want to park your car there. Ask the house-owner.

- 6 You're in a lecture with 200 other people. You want to ask a question. Ask the lecturer.

USEFUL PHRASES

A Choose the correct alternatives to complete the useful phrases. Watch the video again if necessary.

- 1 **Call / Name** me Gaby. = Please use the name 'Gaby' when you talk to me.
- 2 I can't thank you **enough / at all**. = I am very grateful to you.
- 3 You **must / should** be Derek. = I am sure your name is Derek.
- 4 I haven't got **this / that** long. = I have very little time.
- 5 We're **almost / quite** there. = We have nearly finished.

B How do you say these useful phrases in your language?

PRONUNCIATION

Intonation and stress in questions



A Listen and repeat the questions. Does the intonation rise or fall after the main stress in the sentence?

- 1 Could I open the window? _____
- 2 Can I leave work early? _____
- 3 Is it all right if we start now? _____
- 4 Would it be OK to sit on the armchair? _____
- 5 Would you mind if I parked my car here? _____
- 6 May I ask you a question? _____

B Practise the stress and intonation in the questions in Exercise A.

SPEAKING

A Work in pairs. You are going to write a conversation in which you ask permission for something.

- Decide on the situation: why do you need permission and who from?
- Decide on the level of formality.
- Write your conversation.

B PRESENT Practise your conversation. Then act out your conversation for the class.



Ask for, give and refuse permission

➤ Turn to **page 157** to learn how to write an informal email.

GRAMMAR

A Complete the comments (1–2) about achievable bucket lists with the correct form of the verbs in brackets.

Comments

1 Maybe the best bucket list is a mixture of easy and hard to achieve. I ¹ _____ (do) both simple activities and bigger adventures. Both ² _____ (give) me great memories. I once ³ _____ (learn) to bake a cake in the morning, and then ⁴ _____ (do) my first bungee jump in the afternoon. The cake ⁵ _____ (taste) great after that! I ⁶ _____ (do) a bungee jump since, but I ⁷ _____ (made) plenty of cakes!

2 How about awesome adventures that also benefit other people or society? A few years ago, I ¹ _____ (want) to ride an elephant, so I ² _____ (find) a position as an international volunteer at an elephant conservation park. I ³ _____ (stay) there for two months. It ⁴ _____ (be) great to help a charity and do something on my bucket list. Since then, I ⁵ _____ (do) loads of similar things.

B Find and correct the mistakes in five of the sentences.

- When I was a kid, I could to swim. I learnt as a baby.
- They wasn't able to score a goal. What a boring game.
- I managed to finish everything.
- I couldn't to ride a bike until I was 19.
- I am able dance quite well.
- I'm afraid you didn't managed to pass. You'll have to retake it.

VOCABULARY

A Match the sentence beginnings (1–5) and endings (a–e).

- I don't believe in setting _____
 - It's easy to stay _____
 - I'm sorry you didn't get the job, but don't lose _____
 - When I moved to the countryside, I _____
 - I was nervous about taking _____
- the next step, but I knew it was the right time to make the change.
 - motivated when you really enjoy what you do.
 - turned my dream into reality!
 - long-terms goals – I prefer to focus on my weekly plans.
 - heart – there will be other opportunities.

B Complete the sentences with the correct form of the words in the box and *for* or *of*.

ask aware look prepare
proud suitable typical work

- We're lost. We need to _____ help and get directions.
- I _____ a new job. I check a few online agencies each week.
- This behaviour is _____ Jane. She has always been difficult.
- She's giving a presentation tomorrow. She needs to _____ that tonight.
- Is this film _____ young children? I'd like to watch it with my niece.
- We have both _____ the same company all our lives. That's quite unusual.
- Is your boss _____ all the problems with the project?
- I'm very _____ my achievements. It's never too late to learn something new.

C Choose the correct words to complete the results of a personality quiz about problem solving.

The results show that when you try and ¹**deal / solve** a problem, you like to make quick decisions. This can be helpful, but sometimes you should take more time to ²**analyse / come up with** the problem first. This will help when you have to ³**deal with / suggest** complicated situations and need to ⁴**come up with / cause** many different solutions.

The results also show that when you work in a team, you expect to ⁵**solve / agree on** solutions quickly, and if you don't, you often lose interest. However, if you don't take the time to look at the pros and cons of your solutions, this might ⁶**cause / suggest** more problems.



FUNCTIONAL LANGUAGE

Put the dialogue in the correct order.

- A:** Alright, no problem. In that case could you lend me your phone? _____
- A:** Hey there, Pete. Would you mind if I borrowed your laptop? _____
- B:** I'm afraid I can't do that either – I'm expecting an important call. _____
- B:** I'm not sure to be honest – I've got a lot of work to do today and I need it. _____
- A:** Yes, Arsenal are playing and I want to check the score! _____
- A:** OK, never mind. _____
- B:** Is it for something urgent? _____