

1.1 Personality

VOCABULARY

- A** Read the following sentence from the text as a class – *She looked up, **horrified**, to see the buggy fall off the platform and onto the tracks below* – and elicit synonyms of horrified (e.g. *terrified, shocked, frightened*, etc). Then, elicit the matching definition in the exercise (5). Next, ask students to complete the rest of the definitions alone before checking their answers with a partner. Give feedback as a class, providing further explanations or examples for each word as necessary. Drill pronunciation for the new vocabulary, focusing on anything students may find difficult (e.g. *awkward*).
- B** Give students time to complete the exercise alone, eliciting the answer to the first question if necessary. Ask them to compare answers with a partner before giving feedback as a class.
- C** Direct students to the **Vocabulary Hub** (see TB121). Use the **Vocabulary Worksheet** on page W1 for extra practice.
- D** Choose one of the adjectives from this section, and tell the class about the last time you felt this way. Then, put students into pairs to do the same for all of the adjectives in the section. Monitor and encourage students to ask follow-up questions to extend their discussions. Make a note of the most interesting stories and call upon students to share these with the class if you have time.

SPEAKING

Put students into groups to discuss what to do in each of the situations. If necessary, give students time to read each scenario alone and make notes before starting their discussions. Monitor and help with grammar and vocabulary as necessary. Give feedback as a class, encouraging further discussion.

Extra activity

Play a game of *Back to the Board* with the class. Ask one student to volunteer to sit in a chair at the front of the classroom with their back to the board. Write one of the emotion words from the lesson on the board behind them. Ask the class to give the student clues about the word without saying it, miming or translating the word. Allow 30 seconds for the student to guess the word. Repeat the activity with a new volunteer, and allow the first student to take on the role of teacher and choose the word on the board. As a variation, you could put students into teams and award one point for every correctly guessed word. You could also offer bonus points if the team is able to use the word in a grammatically correct sentence.

METHODOLOGY HUB by Jim Scrivener

Post-activity

It is usually important to have some kind of feedback session on the activity. This stage is vital and is typically under-planned by teachers! The students have worked hard on the task, and it has probably raised a number of ideas, comments and questions about the topic and about language. Many teachers rely on an 'ask the class if there were any problems and field the answers on the spot' approach. While this will often get you through, it can also lead you down dark alleys of confusing explanations and long-winded spontaneous teaching. It can also be rather dull simply to go over things that have already been done thoroughly in small groups. So, for a number of reasons, it is worth careful planning of this stage in advance – especially to think up alternatives to putting yourself in the spotlight answering a long list of questions.

- Groups meet up with other groups and compare answers/opinions.
- Students check answers with the printed answers in the Teacher's Book (which you pass around / leave at the front of the room / photocopy and hand out, etc).
- Before class, you anticipate what the main language problems will be and prepare a mini-presentation on these areas.

When checking answers, ask for groups to exchange and compare their answers across the room themselves ...

- ... or get a student to come up front and manage the answer-checking, rather than doing it all yourself (you could give this student the answer sheet!).
- Collect in all answer sheets, then redistribute them for 'correcting' by other students. When everything has been checked, students pair up with those who marked their paper and listen/explain/justify/argue, etc.
- Correct one student's answers; that student then goes on to correct other answers, etc.
- Divide the board up into spaces for answers and throw pens to different students who fill the board up with their answers (each answer written by a different student). The whole group looks at the finished board and comments/corrects.



THE STRENGTH OF MANY

Sometimes what you need is a whole group of heroes. **Thrilled** at having just won a local football tournament, 10-year-old Becca Edwards was cycling home from school one evening when she was hit by a car that had driven through a red light. The car stopped, trapping Becca underneath. **Devastated** by what had happened, the driver could do nothing as Becca screamed for help. Luckily for her, the accident took place on a busy main road. Nine pedestrians ran to help, working together to lift the car up just enough for a tenth hero to pull the schoolgirl out from underneath. Mark Benson, the first paramedic at the scene, said Becca was lucky to be alive and praised the quick response of the passers-by.

DANGER AT THE BEACH

Michael was happily throwing sticks into the sea for his dog, Linus, when suddenly it all went wrong. Strong currents dragged poor Linus out to sea and he wasn't able to swim back to shore. Terrified that Linus might die, but not a particularly strong swimmer, Michael stood helpless and **frustrated** on the beach. All of a sudden, a man came running past and dived into the water. After a brief struggle, he managed to pull Linus back to the shore where he was met with a huge round of applause from the crowd of onlookers that had gathered. 'Initially, I felt kind of **awkward** on the beach because I didn't know what to do' said the young hero. 'But I'm pretty confident in the water, so I just jumped in. I'm glad I could help out, but I wouldn't recommend swimming in such dangerous currents unless you're confident you can get back. A person's life is much more important than a dog's!'

VOCABULARY

Feelings

A Scan the article again. Complete the definitions with the adjectives in bold.

- 1 **relieved** feeling happy because something bad has stopped or hasn't happened
- 2 **tense** feeling nervous, worried and not able to relax because of what might happen
- 3 **awkward** feeling embarrassed and not relaxed
- 4 **devastated** feeling very shocked and upset
- 5 **horrified** feeling very shocked or frightened
- 6 **thrilled** feeling very pleased and excited
- 7 **impressed** feeling admiration for someone because of an unusually good achievement, quality or skill
- 8 **frustrated** feeling annoyed or impatient because you can't do or achieve what you want

B Complete the sentences with adjectives from Exercise A.

- 1 I felt a bit **awkward** at first because I wasn't wearing a suit like everybody else.
- 2 I was just really **frustrated** because the police wouldn't let me help.
- 3 It'd been a horrible flight and I was pretty **relieved** when the plane finally landed.
- 4 Firefighter Mark Cox was **thrilled** to receive an award for bravery after the incident.
- 5 You couldn't help but be **impressed** by how quickly he reacted to the danger.
- 6 The crowd grew **tense** as they waited to see if firefighters would reach the child in time.
- 7 I was **devastated** to hear that my grandmother had died as we were very close.
- 8 We were all **horrified** as the lift fell 15 floors towards the ground.

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

D SPEAK Work in pairs. When was the last time you felt any of these emotions? What happened?

SPEAKING

SPEAK Work in groups. Read the scenarios (1–3) and discuss what you would do in each and why.

- 1 You're on a busy train when the woman in front of you suddenly falls over. Her eyes are closed and she doesn't appear to be breathing.
- 2 You're walking home late at night when you see a group of men shouting at a terrified businessman. You think they might attack him.
- 3 A fire breaks out in the house across the street. The old woman that lives there has difficulty walking and has poor hearing.



LISTENING

A SPEAK Work in pairs. Read the information about Get Together and discuss the questions.

- 1 What is the purpose of Get Together?
- 2 What kind of groups are available?
- 3 Do you think this is a good idea? Why/Why not?

Get Together

Home [About us](#) [Contact](#)

[Login](#) [Sign up](#)

Get Together helps connect millions of people with similar **Ex A Q1** interests around the world. The basic idea is simple – find people in your local area that share your passion and form a group. Meet regularly to play together, learn new skills or just make new friends.

Our members have rediscovered their passion for **Ex A Q2** reading, trained for triathlons, even changed their careers – the possibilities are endless. Whatever you're interested in, you're sure to find a group that suits you.

Members	Groups	Countries
25 million	185,967	148

B LISTEN FOR MAIN IDEAS Listen and match the conversations (1–3) to the pictures (a–c).

Conversation 1 **b** Conversation 2 **c** Conversation 3 **a**

C LISTEN FOR DETAIL Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 **a** Both speakers at the ukulele group regularly go to meet-ups. **This is the woman's first Get Together.** T/F
 - b** They have played the ukulele for the same amount of time. **The woman has been playing for a year and the man has been playing for two and a half years.** T/F
- 2 **a** The man's flat is in a convenient location. **He says the flat is a really long way from the station.** T/F
 - b** The man has done a 10K race before. T/F
- 3 **a** Martin needs to return the registration form as soon as possible. **There's no rush to return it.** T/F
 - b** Martin and Yumi both enjoyed the Haruki Murakami novel *Norwegian Wood*. T/F

D SPEAK Work in groups. Discuss the questions.

- 1 What are the benefits of joining a group like this?
- 2 Do you think this is the best way to meet new people in your area? Why/Why not?
- 3 What Get Together groups would you like to join in your area? Why?

GRAMMAR

Question forms

A Listen to extracts from the conversations again. Complete the questions.

- 1 **Sarah:** Yeah, same really. It just seemed like a fun thing to do. Anyway, **who's leading** _____ the group tonight?

Mark: Er, Lucy, I think. She's actually a professional musician, so we're in good hands.
- 2 **Fyodor:** Well, I like Clapham, but my flat is a really long way from the station and I don't really get on with my flatmates.

Alana: Oh, fair enough. **Why don't you** _____ like them?

Fyodor: Well, one of them works night shifts so he always comes home really late and the other just spends all his time in his room.
- 3 **Fyodor:** I suppose so. Who **do you live with** _____?

Alana: A couple of friends I've known since university. They can definitely be annoying sometimes, but I wouldn't want to live with anyone else.
- 4 **Martin:** Excuse me, **could you tell me** _____ where I sign in for the book club Get Together?

Yumi: Er, yeah, right here actually. I'm running the group tonight. Can I take your name, please?

1.1 Personality

LISTENING

1.1 **A-D** Work through the exercises. Allow time for peer correction and encourage students to justify their answers with examples from the conversations.

- 1 To connect people around the world with similar interests.
- 2 reading, triathlons, clubs for people changing careers, etc.

GRAMMAR

1.2 **A** Play the audio for students to complete the extracts, then give them time to compare their answers with a partner. Give feedback as a class, but don't go into the grammar of each question at this point.

B Give students time to complete the rules alone, using the examples in Exercise A to help them. Then, ask them to check their answers in pairs before giving feedback as a class. Consolidate understanding with further explanations and examples of each of the points in the box as necessary.

C Direct students to the **Grammar Hub** (see TB5).

D-E Work through the first question as a class, adding the correct answer to the board. Then, give students time to complete the remaining questions alone before checking their answers with a partner. Give feedback as a class. Next, put students into pairs to discuss the questions. Monitor and encourage students to ask follow-up question to extend their discussions. Use the **Grammar Worksheet** on page W2 for extra practice.

AUDIOSCRIPT

1.1

Listening, Exercise B

M = Mark S = Sarah F = Fyodor A = Alana
M = Martin Y = Yumi

Conversation 1

M: Hello. I haven't seen you here before.

Ex C Q1a S: Er, no, I've just joined actually. This is my first Get Together.

M: Oh, well, you chose a good group. Everyone here's pretty friendly and we all have a similar level of ability, which helps.

Ex C Q1b S: That's a relief. I've been learning for about a year or so now. How about you? Have you been playing long?

M: Er, yeah a little bit longer ... for about two and a half years. I think I'm alright but I'm no expert.

S: Yeah, me neither. Do you ever perform at all?

M: Me? Ha ha! No, no. I'm definitely not good enough for that. I'm just doing this for fun really. How about you?

S: Yeah, same really. It just seemed like a fun thing to do. Anyway, who's leading the group tonight?

M: Er, Lucy, I think. She's actually a professional musician, so we're in good hands.

S: Well I certainly need all the help I can get!

Conversation 2

F: Excuse me, could you tell me where the changing rooms are?

A: Sure. I'm going there now if you want to come with me. I'm Alana by the way. You're new to the Get Together, aren't you?

F: Er, yeah I am. I've just moved to the area. I was a member of the running Get Together before I moved here.

A: Where were you living before?

F: I was living in Birmingham but I got a new job, so I moved to London. I'm living in Clapham at the moment, but I might actually move.

A: Oh, really? How come?

Ex C Q2a F: Well I like Clapham but my flat is a really long way from the station and I don't really get on with my flatmates.

A: Oh, fair enough. Why don't you like them?

F: Well, one of them works night shifts so he always comes home really late and the other just spends all his time in his room. Maybe I should just look for a place on my own.

A: Maybe, although flat shares can be pretty fun if you can find the right people.

F: I suppose so. Who do you live with?

A: A couple of friends I've known since university. They can definitely be annoying sometimes, but I wouldn't want to live with anyone else.

F: Sounds fun. Anyway, have you been running long?

A: Er, no, not long really. I just wanted to, you know, get more into sports and I loved running at college, so I thought I'd give it a go.

F: Fair enough. Are you planning to enter any races this summer or is it a bit too soon?

A: Well, I was actually thinking of signing up for the 10K at the end of September.

Ex C Q2b F: The one in Richmond? You definitely should. Ten kilometres sounds like a long way, but it's actually not too bad. I just put in a lot of training and was completely fine on the day.

A: OK, good to know. Maybe we could do it together?

F: Ha ha! Maybe. I'm doing a half marathon the week before though, so I might not have the energy for another race!

Conversation 3

M: Excuse me, could you tell me where I sign in for the book club Get Together?

Y: Er, yeah, right here actually. I'm running the group tonight. Can I take your name, please?

M: It's Martin Pajak.

Y: Oh, yes. I remember your name from your emails.

Ex C Q3a Could I ask you to fill out this form when you get a chance? No rush to return it. Have you had time to finish the book yet?

M: Er, just about! I really like Haruki Murakami.

Y: Oh, really? Me too. Which is your favourite Murakami novel?

Ex C Q3b M: Um, probably *Norwegian Wood*, but I also loved *After Dark*.

Y: *Norwegian Wood* was the first Murakami book that I ever read. I thought it was amazing.

M: Oh, well if you like Murakami, you'd probably like Banana Yoshimoto. Especially her first novel, *Kitchen*.

1.1 Personality

PRONUNCIATION



A-B Work through the exercises, allowing time for peer correction as appropriate.

1.3;
1.4

SPEAKING HUB

A-D Put students into groups to work through the exercises. Monitor and support as necessary.

GRAMMAR HUB

1.1 Question forms

Questions with *be*, *have* and *do*

- We often use the auxiliary verbs *be*, *have* and *do* to form questions. These come before the main verb.

Question word	Auxiliary	Subject	Main verb	
	Is	he	coming	this weekend?
	Have	you	seen	her?
When	did	they	move	in?

Subject questions

- When the question word (*who*, *what*, etc) is the subject, we don't use an auxiliary.

Question word	Main verb	
What	happened	to you?
How	are	you?

Indirect questions

- Indirect questions begin with phrases such as *Can you tell me ...?* After the phrase, we use the same word order as a sentence, not a question.

Do you think it will rain? NOT ~~*Do you think will it rain?*~~

Can you tell me where you live? NOT ~~*Can you tell me where do you live?*~~

Questions ending in a preposition

- When a question word is the object of a preposition, the preposition usually comes at the end of the sentence.

Who did you brother live with?

What did you use it for?

Questions with negative auxiliaries

- When we ask negative *wh-* questions, we use the auxiliary verb, even in subject questions. Negative *wh-* questions can be used to confirm something you believe to be true, to express an opinion in a more formal manner or to focus on a smaller number of answers.

OK, who doesn't want pizza? (= *I think most people will want pizza*)

1.1 Question forms

A Correct the mistakes in each question.

- Does he ~~live~~ ^{lives} near here?
- What ~~she has~~ ^{has she} done to her hair?
- Where ~~do~~ ^{is} you work?
- Which ~~is team~~ ^{team is} winning?
- Haven't you already ~~be~~ ^{been} on holiday?
- Who ~~with~~ ^{did he} do you live? ~~with?~~
- When ~~he told~~ ^{did he tell} you that?
- What ~~was~~ happened next?

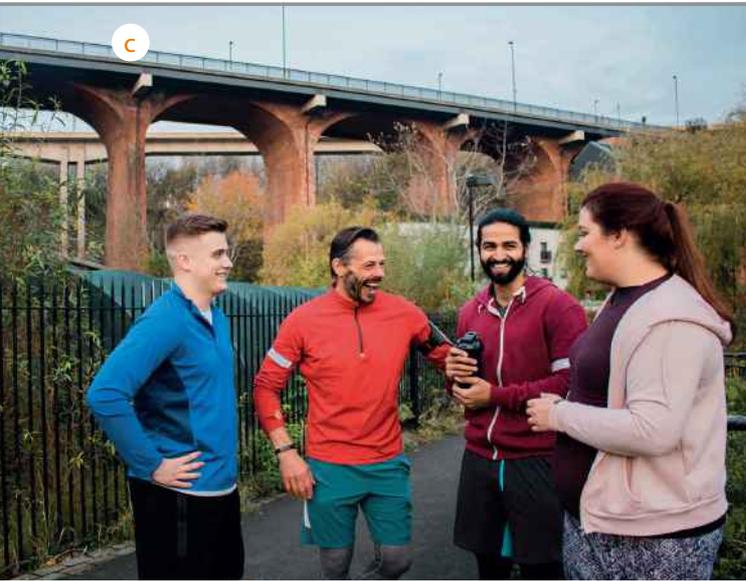
B Rewrite the direct questions as indirect questions.

- Where did you get your information?
Can you tell me where you got your information?
- Is it going to snow later, do you think?
Do you think it's / it is going to snow later?
- What do you think of the new recycling laws?
Can I ask you what you think of the new recycling laws?
- Where does Alejandro come from?
Do you know where Alejandro comes from?
- Has the post arrived yet?
Could you see if the post has arrived yet?

C Complete the questions in the interview.

- Interviewer: Where ¹ are you from ?
- Mia: I'm from Seattle, Washington.
- Interviewer: How long ² have you been / lived here (for) ?
- Mia: I've been here for about five years now.
- Interviewer: Who ³ do you live with ?
- Mia: With friends, but I'm looking to find a flat of my own.
- Interviewer: So when ⁴ did you decide to become an actor ?
- Mia: I guess I decided to become an actor when I was about five!
- Interviewer: What ⁵ do you like doing / to do / do you do in your free time ?
- Mia: I don't have much free time, but when I am free, I like spending time with friends and family.
- Interviewer: Do you think ⁶ you'll / you will always be an actor ?
- Mia: Oh yes. I think I'll always be an actor. I can't imagine doing anything else!

➤ Go back to page 5.



B WORK IT OUT Choose the correct options to complete the rules.

Question forms

Indirect questions

We use indirect questions when we want to be more polite. They often start with phrases like *Could you tell me ...?*, *Do you know ...?* and *Would you mind ...?* In indirect questions, we use the same word order as a statement (i.e. **verb + subject / subject + verb**) and we don't use the auxiliary *do*.

Questions with prepositions

If a verb is followed by a preposition, the preposition comes at the ²**beginning / end** of the sentence.

Subject questions

When we ask about the subject of a sentence, we use the same word order as a statement, and the question word (e.g. *when, who, what, which*, etc) replaces the ³**subject / object**.

Negative questions

When we ask negative *wh-* questions, we ⁴**use / don't use** the auxiliary verb, even in subject questions.

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

D PRACTISE Reorder the words to make questions.

- would / most like to meet / which / you / famous person
Which famous person would you most like to meet ?
- is / can / ask / your earliest memory / I / what
Can I ask what your earliest memory is ?
- think / you / is more important / diet or exercise / do
Do you think diet or exercise is more important ?
- English / you / why / are / studying
Why are you studying English ?
- your job / what / like about / you / don't
What don't you like about your job ?

E SPEAK Work in pairs. Discuss the questions in Exercise D.

PRONUNCIATION

Intonation in *yes/no* and *wh-* questions

1.3 **A** Listen to the questions from the conversations. Draw arrows to show whether the intonation rises (↗) or falls (↘) at the end of each question.

- Have you been playing long? ↗
- Where were you living before? ↗
- Who do you live with? ↗
- Have you had time to finish the book yet? ↗

1.4 **B** Circle the arrows to predict which intonation will be used in each question. Then listen and check.

- Is there an application fee? (↗) / (↘)
- What kind of event could we run? (↗) / (↘)
- How often does the group meet? (↗) / (↘)
- Do you need any special equipment? (↗) / (↘)
- Is everyone happy with that? (↗) / (↘)

SPEAKING HUB

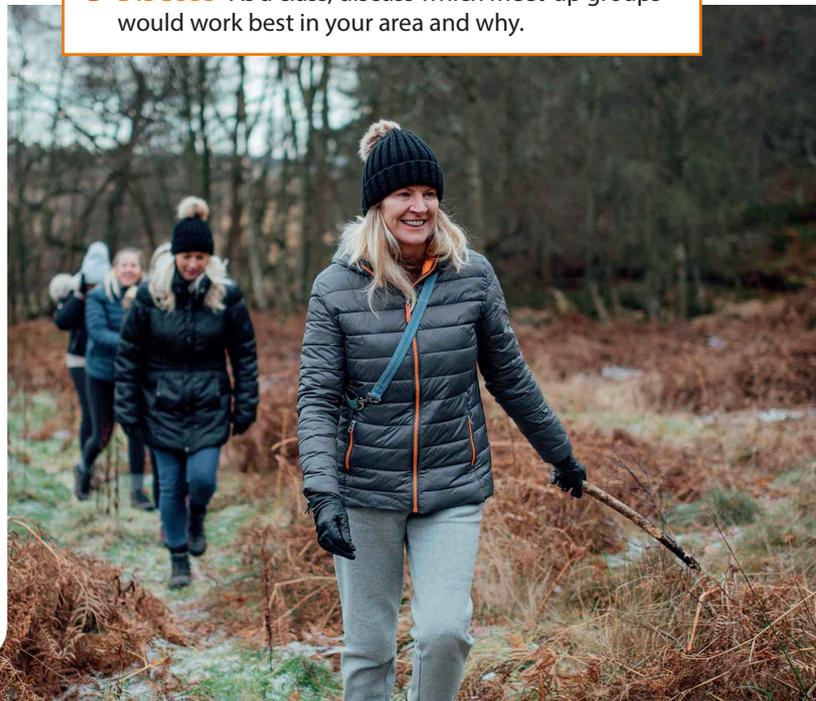
A PLAN Work in groups. Brainstorm a list of things you like doing or are interested in.

B PREPARE Choose one of your ideas from Exercise A to use as the focus of a new meet-up group. Make notes about:

- what you'll actually do at the meet-ups
- where / how often you'll meet
- what special events you might organise
- how much members will need to pay and why

C PRESENT Present your ideas to the class. Ask other groups follow-up questions to get more information.

D DISCUSS As a class, discuss which meet-up groups would work best in your area and why.



- Talk about reactions and feelings
- Design and present a meet-up group

1.2 Who we are

- Compare, contrast and summarise short biographies
- Talk about people that have influenced you

G tense review

L listening for the main ideas

V personality adjectives; noun suffixes

P connected speech: final consonant and initial vowel

READING

A SPEAK Work in groups. What do you know about the people in the article below?

B READ FOR GIST Read *The long road to success* and choose the sentence (1–3) that best describes the connection between the two people.

- famous people that had difficult childhoods
- famous people that overcame challenges to succeed
- famous people that failed at university

C SCAN Scan the article again and tick (✓) the person that each sentence is about.

Which person ...	Stephen Hawking	Vera Wang
1 had an unusual childhood?	✓	
2 didn't meet their academic potential?	✓	
3 had a significant change in their career?		✓
4 was inspired to start a new business?		✓
5 lived much longer than people expected?	✓	
6 is very rich and successful today?		✓

The long road to success

It's easy to think that the rich and famous have always lived a privileged life, but many have overcome great adversity to get to where they are today. When life presents us with challenges, how we react can determine how successful we become.

Stephen Hawking



What was his early life like?

Keeping bees in the basement of their crumbling St. Albans home, making fireworks in the greenhouse and driving around in a former London taxi, the Hawking family was certainly **Ex C Q1** a little eccentric. In fact, they often ate dinner in silence **1** while each of them read a book.

Was he always a gifted academic?

At school, Hawking was thought of as bright but not brilliant. In his first year of secondary school, **2** he was the third worst **Ex C Q3** student in the class. He's also admitted to being a lazy student at Oxford University, only spending about an hour a day studying.

When did his condition develop?

Hawking first recognised something was wrong when he started to occasionally trip and fall while studying for a PhD at Cambridge University. **At 21 years old, he was diagnosed** **Ex C Q5** with amyotrophic lateral sclerosis (ALS), and given just two years to live.

How did this affect him?

Hawking has said that before he was diagnosed with ALS, he had been bored with life. Being told that he would not live to complete his PhD encouraged the young physicist to focus on his studies.

What made him famous?

Hawking is most famous for his research into black holes. By his early thirties, he had won many awards and went on to publish numerous papers and books, including *A brief history of time*. He was still proposing groundbreaking ideas about space and time until his death 50 fifty years later.

Vera Wang



Did she always want to work in fashion?

From the age of eight years old, Wang wanted to become a professional figure skater. After years of training and competing, she realised that no matter how hard she trained, she would never make the Olympic team. **She gave up figure skating** **Ex C Q3** and moved to Paris to study Art History. It was there in the French capital that Wang realised she wanted to pursue a career in the fashion industry. **After** **3** **she had completed her year abroad,** Wang moved back to the USA where she worked as a sales assistant at Yves Saint Laurent. It was at this point she met *Vogue* fashion director Frances Stein, who told Wang to give her a call when she graduated. A year and a half later she did, and spent the next 17 years working as an editor at the magazine.

How did she get into fashion design?

Wang left *Vogue* in 1982 and lived in Paris for several years before taking up a position as design director at Ralph Lauren in New York. When planning her wedding in 1989, **she was so disappointed by the** **Ex C Q4** lack of fashionable wedding dresses that she decided to design her own. A year later, she opened her own bridal shop, from which **4** **she has built a fashion empire worth millions.**

Ex C Q6 **5** **Today, she is worth over \$600 million and is considered one of America's most successful self-made millionaires.** Her clothes are worn by everyone from Michelle Obama to Kim Kardashian. She remains heavily involved in her company and is known for working long hours and holding frequent meetings to ensure she knows **6** **exactly what's happening.**

Glossary

ALS (n) amyotrophic lateral sclerosis is a serious disease that affects nerve cells and causes muscles to become smaller and weaker

1.2 Who we are

LEAD-IN

With books closed, tell students about a turning point in your life. This could be real or made-up, but make sure to include information about what you changed and why. Arrange students in pairs and ask them to discuss a turning point from their own lives.

READING

A Direct students' attention to the pictures in the article and put them into groups to discuss what they know about the two celebrities. Remind them not to read the text at this stage. Give feedback as a class, eliciting a brief summary for each person (*Stephen Hawking was a famous British physicist, renowned for his theories on black holes. Vera Wang is a famous fashion designer, who is best known for her line of wedding dresses.*).

- B** Elicit the meaning of *overcome* (to succeed in dealing with or controlling a problem), then give students time to read the text and complete the exercise. Ask them to check their answers in pairs before giving feedback as class. Take this opportunity to clarify any new or unfamiliar vocabulary in the article at this stage (drawing attention to the glossary box).
- C** Elicit the meaning of *scan* (to look over a text to find specific information), then give students time to read the article again to complete the exercise. Ask them to check their answers in pairs before giving feedback as class. Encourage them to justify their answers with examples from the text.

METHODOLOGY HUB by Scott Thornbury

Reading

Reading is a receptive skill. But the fact that it is receptive does not mean that it is passive: reading is an active – even interactive – process. Readers bring their own questions to the text – based on their own background knowledge – and they use these to interrogate the text, modifying their questions and coming up with new ones according to the answers they get. In order to do this, they draw on a range of knowledge bases. They need to be able to decode the letters, words and grammatical structures of the individual sentences – what is called **bottom-up processing**. But they also enlist **top-down processes**, such as drawing on discourse and schematic

knowledge, as well as on immediate contextual information. Discourse knowledge is knowing how different text types – such as news reports, recipes or academic papers – are organised. Schematic knowledge is the reader's existing knowledge of the topic. Reading involves an interaction between these different levels of knowledge, where knowledge at one level can compensate for lack of knowledge at another. Research suggests, though, that relying on top-down knowledge is unreliable and that fluent reading requires rapid and automatic decoding skills above all. But perhaps the most important predictor of fluent reading ability, both in the first and second language, is having an extensive vocabulary: the more words you know, the easier it is to read.

GRAMMAR HUB

1.2 Tense review

Present simple	He enjoys parties.
Present continuous	I'm watching the news.
Past simple	He got up early this morning.
Past continuous	I was walking the dog.
Present perfect simple	I've lived here for 12 years.
Past perfect simple	I'd seen the film several times.

- We use the present simple to talk about general truths or actions that always/usually/never happen as part of our daily routines.
- We use the present continuous for things that are happening now or around now.
- We use the past simple to talk about past states or completed actions in the past.
- We use the past continuous to describe the background to a story or something that was in progress at a particular time in the past. We also use it with the past simple to describe an action that was interrupted.

We were driving home when we had an unexpected phone call.

- We use the present perfect simple to talk about a state or action that started in the past and is still happening now. We also use it to announce news.
- We use the past perfect simple to talk about a past action that occurred before another past action. This tense is often used with the past simple.
- With the negative and question forms of these tenses, we use an auxiliary verb (*be, do or have*, depending on the tense).

She doesn't feel well.

It didn't cost a lot.

I haven't finished yet.

Had they been there before?

Be careful!

- Certain time words and expressions, such as *now, at the moment, just, already, recently, every day*, etc, help us to identify which tense we need to use.

I was travelling across the country at the time.

I have just finished the last series on Netflix.

Actually, I saw him at the gym yesterday.

1.2 Who we are

- D** As this is a common activity type (both in the book and in various exams), take time to clarify that students must complete each sentence with a maximum of two words and that these must come from the article itself; they cannot use synonyms or change the form. If necessary, complete the first sentence as an example, then give students time to complete the exercise alone, before checking their answers with a partner. Give feedback as a class.
- E** Put students into pairs to discuss the question, explaining that they don't have to choose someone famous – they can also talk about people they know. Monitor and encourage students to extend their discussions with follow-up questions.

GRAMMAR

- A** Draw students' attention to the first highlighted sentence and elicit the name of the tense (*past simple*). Then, give students time to complete the exercise alone before briefly checking their answers in pairs. Give feedback as a class, eliciting new examples of each tense and their structure and adding these to the board.
- B** Give students time to complete the rules alone, before checking their answers with a partner. Remind them to use the examples in the text and those on the board to help them. Give feedback as a class, giving further explanation and examples for each point as necessary.

- C** Direct students to the **Grammar Hub** (see TB6 and below).
- D** Direct students' attention to the picture of Saroo Brierley, and ask students what they know about him. Explain that he was the inspiration for the film *Lion*, before giving students time to complete the text alone. Ask them to check their answers in pairs before giving feedback as a class.
- E** Model the exercise by giving some examples from your own life. Encourage students to ask you questions, adding any useful emergent language to the board. Then, put students into pairs to discuss their own experiences. Monitor, focusing on the accuracy of the tenses covered in this section. Use the **Grammar Worksheet** on page W3 for extra practice.

SPEAKING

- A–C** Put students into A/B pairs. Direct students to the **Communication Hub** (see TB121) and ask them to follow the instructions. Next, give pairs time to share what they have learnt. Monitor and help with new vocabulary as necessary. Finally, combine pairs into groups of four to discuss the questions. Monitor and encourage students to justify their opinions with examples. If you have time, open the discussion up to the class.

GRAMMAR HUB

1.2 Tense review

- A** Choose the correct options to complete the sentences.

- 1 I **am / was** watching television when I started to feel ill.
- 2 Joanna was ashamed because she **has / had** done something wrong.
- 3 I **am never feeling / have never felt** relaxed around him – I don't know why.
- 4 We **were taking / had taken** the wrong turning and were now completely lost.
- 5 I'm pretty sure I **met / have met** you at Jenna's party last year.
- 6 While I **was walking / had walked** home, I slipped on some ice and broke my ankle.
- 7 I **live / have lived** here for about a year and a half now.
- 8 James **studies / is studying** French at Oxford next year.

- B** Complete the sentences with the correct form of the verb in brackets.

- 1 Jochen is an anxious person who **doesn't / does not like** _____ (not like) doing new things.
- 2 It wasn't awkward at the party because I **'d/had already met** _____ (already meet) everyone there.
- 3 The question is: why was Tom there – who **was he waiting** _____ (wait) for?
- 4 I've got some really exciting news – I **'ve/have got** _____ (get) a new job!
- 5 We **'re/are working** _____ (work) on a secret project these days.
- 6 Tell me about yourself. How long **have you worked / have you been working** _____ (work) for this company?

- C** Complete the sentences with the correct form of the verbs in the box. Use contractions where possible.

forget have know meet
snow think walk work

- 1 It **was snowing** _____ heavily and I wasn't wearing a winter coat.
- 2 She **'s been working / 's worked** for the company for nearly five years now.
- 3 It's difficult because he **doesn't know** _____ many people in the area.
- 4 We **didn't have** _____ much money back then, but we were happy.
- 5 I knew I **'d met** _____ her before, but I couldn't figure out where.
- 6 I **'m thinking** _____ about starting my own company.
- 7 I **was walking** _____ down the road in the sunshine when out of nowhere, it suddenly started pouring with rain.
- 8 She only realised she **'d forgotten** _____ her passport when she got to the airport.

➤ Go back to page 7.

D READ FOR DETAIL Read again. Complete the sentences with no more than two words from the article.

- Stephen Hawking was considered a lazy student at university.
- Before finding out about his illness, he only studied for an hour each day.
- He was told he would live for just two more years.
- He was given a lot of awards for his early work.
- Vera Wang gave up her dream of becoming a professional figure skater after realising she would never make the Olympic team.
- She worked as a sales assistant before joining Vogue shortly after graduation.
- She left Vogue in 1982, after 17 years working as an editor.
- Her personal fortune is thought to be more than \$600 million.

E SPEAK Work in pairs. Can you think of anyone else that has overcome huge challenges in order to succeed?

GRAMMAR

Tense review

A Scan the article again. Match the highlighted sentences (1–6) to the tenses below.

- | | |
|-------------------------|-----------------------------|
| <u>5</u> present simple | <u>1</u> past continuous |
| <u>2</u> past simple | <u>6</u> present continuous |
| <u>3</u> past perfect | <u>4</u> present perfect |

B WORK IT OUT Complete the rules with the tenses in Exercise A.

Tense review

We use the 1 past simple to talk about past states or completed actions in the past.

We use the 2 present continuous to talk about things happening now or around now.

We use the 3 present perfect to talk about a state or action that started in the past and is still happening now.

We use the 4 present simple to talk about something that is generally true.

We use the 5 past continuous to talk about an action in the past that was in progress when something else happened.

We use the 6 past perfect to talk about a past action that occurred before another past action.

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

D PRACTISE Complete the text with the correct form of the verbs in brackets.

Saroo Brierley

Saroo Brierley ¹ was (*be*) born in Ganesh Talai, a suburb in Khandwa, India. His family was poor and often had to beg for food and money. When he was five, Saroo ² took (*take*) a train with his older brother, Ghuddu, from Khandwa to the city of Burhanpur, where Ghuddu had a job cleaning trains at night. By the time they arrived, Saroo was so tired he fell asleep on the platform. Ghuddu told him to wait there but when he ³ didn't return (*not return*), Saroo grew impatient and got on a train that ⁴ was waiting (*wait*) at the platform. He fell asleep and when he woke up, he realised that he ⁵ had travelled (*travel*) to Kolkata by mistake – 1500 km away from home.

After living on the streets for three weeks, he got a place in a local orphanage. An Australian family adopted him and he ⁶ spent (*spend*) the next 25 years living in Australia. Saroo wanted to find his family. Using his memories and Google Earth, Saroo eventually ⁷ found (*find*) his hometown in India.

Before his story was turned into an internationally successful book and film, Saroo ⁸ was helping / helped (*help*) his dad run a business. Now he ⁹ is working (*work*) as a motivational speaker until he decides what to do next. Since living in Australia, Saroo ¹⁰ has had (*have*) a happy life and always feels lucky.



E SPEAK Work in pairs. Discuss the questions.

- What challenges do you have in your life at the moment?
- What is the biggest challenge you have ever faced? How did you deal with it?

SPEAKING

A PREPARE Student A – Go to the **Communication Hub** on page 149. Student B – Go to the **Communication Hub** on page 152.

B SPEAK Tell your partner about the person you read about.

C DISCUSS Work in groups. Discuss the questions.

- What are the similarities between the two people you read about?
- Who do you think had bigger challenges to overcome? Why?

LISTENING

A SPEAK Work in pairs. Tell your partner about your closest friends. How are they similar/different? Is it important to have different types of friends? Why/Why not?

B LISTEN FOR MAIN IDEAS Listen to an interview about friendship, personality and success. Put the following topics in the order they are discussed. Use the information in the box to help you.

Listening for the main ideas

Talks, speeches and interviews usually contain multiple main ideas, based around one central theme. Speakers often introduce each new idea or point with phrases such as *the next is, another one is, the last is*, etc. Identifying these phrases can help you focus on the key information that follows.

- 6 a work colleague who makes you laugh
- 4 a complete opposite to you
- 1 a best friend you can rely on
- 3 a very honest friend who tells you the truth
- 5 a neighbour in your community
- 2 a friend who is not afraid

C LISTEN FOR DETAIL Listen to the interview again. Choose the correct options (a, b or c) to complete the sentences.

- 1 According to research, we can only maintain a friendship group of ...
 - a several hundred people.
 - b** no more than 50 people.
 - c no more than 20 people.
- 2 Open-minded adventurers are people who ...
 - a are always making new friends.
 - b** don't find new situations stressful.
 - c like habit and routine.
- 3 It's important to have a friend who ...
 - a will constantly praise you.
 - b is very flexible.
 - c** will be brutally honest with you.
- 4 Moving a lot affects our relationships with ...
 - a** our neighbours.
 - b our colleagues.
 - c our relations.
- 5 Successful people ...
 - a prioritise work over everything else.
 - b work longer hours than their colleagues.
 - c** feel part of a group.

D SPEAK Work in groups. Discuss the questions.

- 1 What positive and negative effects does social media have on our relationships?
- 2 How well do you know your neighbours/colleagues/classmates? Do you consider any of them friends?

VOCABULARY

Personality adjectives

A Complete the extracts with the personality adjectives in the box. Then listen and check.

arrogant down-to-earth easy-going loyal
open-minded self-centred stubborn witty

- 1 We all need a loyal best friend. Someone who will support us no matter what happens.
- 2 This person is an open-minded adventurer. They always force us into new and different situations.
- 3 They are easy-going and open to new ideas, cultures and activities. None of these things stress them out.
- 4 No, these people aren't arrogant. They just have a lot of self-belief.
- 5 They'll tell you when you're being self-centred and should think about others more.
- 6 Or they'll tell you you are being stubborn and need to be more flexible.
- 7 She's very down-to-earth. She just does everything in this very sensible, practical way. I guess she is a helpful person to have around!
- 8 Having no witty people to have a laugh with would make work very boring.



1.2 Who we are

LISTENING

- A** Describe a close friend to the class, explaining how you know them and how you are similar or different. Then, put students into pairs to talk about their own friends. Monitor, helping with any new or unfamiliar vocabulary as necessary. Bring the class back together and nominate one or two pairs to share the main points from their discussion. Add any useful emergent language to the board.
- B** Talk through the skills box as a class, clarifying anything students don't understand. Next, play the audio for students to complete the exercise, then give them time to check their answers in pairs. Give feedback as a class.

- C** Give students time to read the questions and answer options before playing the audio again for them to complete the exercise. Ask them to compare answers with a partner before giving feedback as a class. Encourage students to justify their answers with examples from the interview, referring to the audioscript below if necessary.
- D** Put students into groups to discuss the questions.

VOCABULARY

- A** Give students time to complete the sentences alone, before playing the audio for them to check their answers. Give feedback as a class, giving further examples of each adjective if necessary and drilling good pronunciation.

AUDIOSCRIPT

1.5

Listening, Exercise B

P = Presenter R = Richard Bonnel

P: Now, we all know that friends are important, but according to our next guest, the type of friends we choose can have a dramatic impact on how successful we are. Here to explain why, is the psychologist Richard Bonnel. Richard, welcome to the show.

R: Thanks for having me.

P: So Richard, we all have hundreds of friends nowadays ...

R: Well, we all know hundreds of people on Facebook, Twitter and other social media sites but how many are actually our friends is debatable. Realistically, research tells us that we can't maintain a friendship group of more than 50 people and, you know, in fact it's probably much smaller if we consider just the people we regularly communicate with.

P: So what type of friends are important to have in your life?

R: Well, our research shows that very successful people surround themselves with six different types of friend. Not six friends but six types. We all need a loyal best friend. Someone who will support us no matter what happens. Someone who knows everything about you. They know all of your secrets but they still love you anyway.

P: I definitely have one of those. There's no way I'd ever let them on this show. They have far too many stories about me!

R: You probably don't need to worry. You can trust them to keep any embarrassing secrets private! Well, they might let one or two things out just for fun ... The next type is really important to make your life more interesting. This person is an open-minded adventurer. They always force us into new and different situations. They challenge us. They push us to try new things. They are easy-going and open to new ideas, cultures and activities. None of these things stress them out. Basically, they break us out of our normal routine.

P: I actually think I'm that friend to a lot of people. I'm always taking people to new places and making them do new things.

R: I don't doubt it. These people, they're usually great with people, self-confident and like the attention of others.

P: Are you saying I'm arrogant?

R: No, these people aren't arrogant. They just have a lot of self-belief. Other people probably love it as they are much more cautious than you. You add a bit of spice to their life! Another type of friend that people need, is one they probably don't always like or want. That's someone who is really honest even when it upsets you.

P: How is that useful?

R: Well, this person will tell you when your hair looks awful or your clothes look terrible. They'll tell you when you're being self-centred and should think about others more. Or they'll tell you you are being stubborn and need to be more flexible. It's tough to hear, but it's usually true.

P: I do have a friend like that. She's very down-to-earth. She just does everything in this very sensible, practical way. I guess she is a helpful person to have around!

R: Right, exactly. Equally, it's important to not just surround ourselves with like-minded people. We should have some friends who are the complete opposite to us.

P: Why would you want to do that? Surely, you'd just argue?

R: Perhaps, but it opens your mind to different ways of seeing the world. It makes you a more accepting person.

P: True. So, are there any other types of people we should surround ourselves with?

R: Well, the last two are not really types of people but friends we should try to make because of our circumstances. We all move around much more nowadays and often have no idea who our neighbours are, but they are important to know. Dependable neighbours can help in difficult situations and make you feel happier about where you live.

P: Oh, that is so true. I'm really happy where I live now and it's mainly because of the people living near me.

R: How about work? Are you happy at work?

P: Well, I think I'm pretty lucky. I actually love my job.

R: It's vital that you do. Successful people always work with people they like. Most people spend at least 50% of their waking hours at work. On top of that, people commute to work, work overtime, think about work. It can take over your life. Imagine feeling isolated at work. No one to chat to. Having no witty people to have a laugh with would make work very boring. A depressing thought, isn't it?

P: Now you put it like that, I think I might need to find a new job!

1.2 Who we are

- B** Give students time to complete the sentences alone before checking their answers with a partner. Remind them to use the examples in Exercise A to help. Give feedback as a class.
- C** Direct students to the **Vocabulary Hub** (see TB121). Use the **Vocabulary Worksheet** on page W4 for extra practice.
- D-E** Give students time to complete the quiz alone, then put them into pairs to describe each other's personalities. Model the activity with a stronger student if necessary. If you have time, bring the class back together and nominate pairs to explain their reaction to their partner's description.

PRONUNCIATION



1.7

- A** Explain that in natural, spoken English, words can often sound like they are joined together. If necessary, give an example of a sentence said in a slow, deliberate manner and the same sentence said more naturally as an example. Then, play the audio for students to complete the exercise. Give feedback as a class, but don't explain why the sounds are linked at this stage.
- B** Put students into pairs to discuss the questions, then give feedback as a class. Drill natural pronunciation of the example in Exercise A and provide other examples to drill if necessary.



1.8

- C** Give students time to make predictions before playing the audio for them to check. Play the recording again for students to repeat the sentences.

TEACHING IDEA by David Seymour and Maria Popova

Someone who ...

Use this activity to revise and build on personality adjectives.

Listen to this list of 20 descriptions of people. For each one, shout out an adjective that describes the person, then write down the number and name of someone you know who is like that. Don't write the adjective.

Someone who ...

- 1 keeps losing things (careless, forgetful, absent-minded)
- 2 always drops/breaks things (clumsy)
- 3 thinks bad things will happen (pessimistic, negative)
- 4 goes to a lot of parties (outgoing, sociable, gregarious)
- 5 keeps to himself (introverted, unsociable, withdrawn, closed)
- 6 never smiles (moody, grumpy, bad-tempered, miserable)
- 7 makes you yawn (boring, uninteresting, dull)
- 8 likes making things (creative, artistic)
- 9 keeps things tidy (neat, organised, efficient)
- 10 never thinks about others' feelings (uncaring, insensitive, selfish)
- 11 always arrives late for meetings, etc (unpunctual, unreliable)
- 12 makes you laugh all the time (funny, humorous, silly)
- 13 thinks good things will happen (optimistic, positive)
- 14 hurts people or animals (cruel, sadistic, mean)
- 15 doesn't like talking about her achievements (modest, unassuming)
- 16 is easy to get on with (friendly, affable, easy-going)
- 17 brags about himself a lot (conceited, arrogant, big-headed)
- 18 never changes her mind even when she knows she's wrong (stubborn, obstinate)
- 19 never gives presents (mean, tight-fisted)
- 20 always cries at weddings, in the cinema, etc (emotional, sentimental, hysterical)

VOCABULARY

Write the following sentence on the board, setting *ambitious* in a different colour – *To be successful in business, you need to be really ambitious.* Next, elicit what part of speech *ambitious* is (*an adjective*) and how to change it into a noun (adding *-ion*). Then, elicit an example sentence that has the same meaning as the first, using a noun (e.g. *You need to have a lot of ambition to succeed in business*), setting the suffix in a different colour. Explain that *-ion* is an example of a suffix and that being able to manipulate words in this way will help improve your vocabulary. Now, give students time to complete the sentences alone, before checking their answers in pairs. Give feedback as a class, eliciting further examples of nouns that take each suffix. Use the **Vocabulary Worksheet** on page W5 for extra practice.

SPEAKING HUB

- A-D** Give some examples of people that have had a big influence on your life, briefly explaining why they are important to you. Then, give students time to make their own lists. Next, ask students to focus on one of the people on their lists and to use the questions to help them make notes. Monitor and help with new vocabulary as necessary. Now put students into pairs to discuss their ideas. Finally, bring the class back together to discuss similarities between the people that have influenced them, adding any useful emergent language to the board.

METHODOLOGY HUB by Adrian Underhill

Liaison

Liaison refers to the smooth linking or joining together of words in connected speech. Of course two words can have a silence between them, but liaison is concerned with the way sounds are fused together at word boundaries.

Say each of the following phrases and notice how you join the words together:

in English my uncle far away go away

Now say each one without joining to words together. Notice the difference.

Fully liaised speech is characterised by a seamless, continuous quality, where final consonants are linked to following initial vowel sounds and initial consonants to preceding final vowel sounds. It is also an essential ingredient of both rhythm and intonation.

Poorly linked speech is typically rather jerky, perhaps staccato, and the resulting lack of flow makes it more difficult for the speaker to take advantage of the stress system and so for the listener to focus on the content of the message.

METHODOLOGY HUB by Scott Thornbury

Affixation

In English, there are two main word-formation processes: affixation and compounding. Affixation is the process of adding affixes (either prefixes or suffixes) to the root word. It is an extremely productive way of forming new words. Affixes may be grammatical, as are *-ing*, *-ed*, *-s* in *caring*, *cared* and *cares*, in which case they are known as inflections. Inflections belong to the same word class. Or affixes may be lexical, as in *careful*, *uncaring*, *carefree*, *carelessness*. Such words – usually belonging to a different word class – are called derivations. The following relatively recent words were formed by affixation (the affixes are underlined): *cybercrime*, *autocorrect*, *superbug* and *shareware*.

B Choose the correct adjectives to complete the sentences.

- 1 My neighbour is really *easy-going* / *open-minded*. He's always willing to consider new ideas or opinions.
- 2 In a difficult situation, she stays calm. She's so *loyal* / *down-to-earth* and knows exactly what to do.
- 3 She never gets stressed. She's so *easy-going* / *witty*.
- 4 I find her really *arrogant* / *self-centred*. It's like she thinks she is better than everyone.
- 5 Even when I've done stupid things, she has always been *loyal* / *down-to-earth* and supported me.
- 6 There's no point arguing with him. He's just so *stubborn* / *arrogant* and won't change his mind.
- 7 I think she's really *easy-going* / *witty* actually. She's always making clever jokes.
- 8 Stop being so *self-centred* / *stubborn*. Try to think about other people for once!

C Go to the **Vocabulary Hub** on page 143.

D Complete the personality quiz.

What kind of person are you?

Rate yourself on a scale of 1–5.

1 = Strongly disagree 5 = Strongly agree

- You find it easy to stay focused even when you are under pressure. 1 2 3 4 5
- You usually start conversations. 1 2 3 4 5
- You rarely do something just out of curiosity. 1 2 3 4 5
- You feel more important than other people. 1 2 3 4 5
- Getting what you want is more important than keeping others happy. 1 2 3 4 5
- Making other people laugh is important to you. 1 2 3 4 5
- You try to win arguments even when you might be wrong. 1 2 3 4 5
- You don't believe in hiding your feelings to keep people happy. 1 2 3 4 5

E SPEAK Work in pairs. Describe your partner's personality using their answers to the quiz in Exercise D. Do you agree with their description of you?

PRONUNCIATION

Connected speech: final consonant and initial vowel

A Listen to the sentence and draw () between any words that link together.

1.7

Most people spend a least 50 per cent of their waking hours at work.

B Work in pairs. Look at the example in Exercise A and discuss the questions.

- 1 Does the first word end in a consonant or a vowel sound?
a **consonant sound**
- 2 What sound does the next word begin with?
a **vowel sound**



1.8

C Read the sentences. Draw () to predict which words are connected. Then listen and check.

- 1 They are open-minded and friendly.
- 2 She achieved a lot despite having a difficult childhood.
- 3 He built a successful business at a young age.
- 4 We spent a lot of our time together going for walks in the countryside.
- 5 We hung out at the beach, went out at night and played games online together.

VOCABULARY

Noun suffixes

We use the following suffixes to change adjectives to nouns:

- ion (e.g. *ambitious* > *ambition*)
- ity/-ty (e.g. *flexible* > *flexibility*)
- ence (e.g. *different* > *difference*)
- ness (e.g. *stubborn* > *stubbornness*)
- ism (e.g. *pessimistic* > *pessimism*)

Complete the sentences with the noun form of the adjectives in brackets. Use the information in the box to help you.

- 1 I think what I value most in a friend is loyalty (loyal).
- 2 Optimism (optimistic) is a great quality for a close friend to have.
- 3 Her determination (determined) to succeed had a great influence on me.
- 4 Frankly, I was amazed by his arrogance (arrogant).
- 5 She took responsibility (responsible) for her actions.
- 6 He always gave me the confidence (confident) to try new things.

SPEAKING HUB

A PREPARE Make a list of people that have had a big influence on you (e.g. a teacher, your best friend, a grandparent, etc).

B PLAN Choose one of the people in Exercise A to tell your partner about. Use the following questions to make notes:

- 1 What was their personality like?
- 2 Why did they have such an influence on you?
- 3 What things did you do together?

C SPEAK Work in pairs. Use your notes from Exercise B to talk about the person you chose. Ask follow-up questions to find out more about them.

D DISCUSS As a class, discuss the types of people that influenced you. What personality traits do they share?

○ Compare, contrast and summarise short biographies

○ Talk about people that have influenced you

▶ The Special Olympics

COMPREHENSION

A Work in pairs. Successful athletes are often not the only person in their family to compete at the highest level. Why do you think this is?

B ▶ Watch a news report about a competitor at the Special Olympics. The report focuses on this person because ...

- 1 he is competing at the highest level in his sport.
- 2 his great grandfather was also a successful athlete.
- 3 he is competing in multiple events.

C ▶ Watch again. Complete the sentences with no more than three words from the report.

- 1 Daniel Wolff won the four hundred / 400 metres event at the Special Olympics in 2015.
- 2 His great grandfather won a gold medal at the Berlin Olympics in 1936.
- 3 Daniel's grandfather describes his achievement as 'something really special / special'.
- 4 This year's Special Olympics has drawn crowds of half a million / 500,000 people.
- 5 Thirteen / 13 people in Daniel's family have come to watch him compete.

D ▶ Are these sentences true (T) or false (F)? Correct the false sentences. Then watch the report again to check.

- 1 Daniel's grandfather believes that sporting ability is genetic. (T) F
- 2 Daniel was confident before the event that he would win. **He said he was feeling amazed and a bit surprised that he had won.** T (F)
- 3 The reporter believes Daniel had a good level of support at the event. (T) F
- 4 His father didn't think it was fair to leave his children at home. (T) F
- 5 The 400 metres is the only event Daniel is taking part in. **The reporter says Daniel is going 'for more gold later in the week'.** T (F)

AUTHENTIC ENGLISH

A Work in pairs. Read the extract from the report. What do you think the expression in bold means?

Daniel Wolff crosses the line to win the 400 metres and shows that athletic success really can **run in the family**.

If an ability, quality, disease, etc runs in the family, many family members have it.

B Read the information in the box and check your answer to Exercise A. Why is this idiom appropriate for the report? **This expression is appropriate as the report focuses on sporting ability that runs in the Wolff family.**

Idioms: family

Idioms are a group of words whose meaning is different from the meaning of the individual words. As this can make them difficult to remember, one way to record new idioms is to group them by topic. Some common idioms in English are connected to the topic of family:

*You have to choose your brother. Remember – **blood is thicker than water!** (= used to say that family relationships are always more important than any others)*

*Athletic ability **runs in the family** – both he and his father played for their country. (= if an ability, quality, disease, etc runs in the family, many family members have it)*

C Read the sentences (1–3) and try to guess the meaning of the idioms in bold.

- 1 His grandfather was also a famous author – writing must **be in the blood**. *If an ability, skill, quality, etc is in your blood, it is natural for you because it already exists in your family.*
- 2 She **followed in her mother's footsteps** and trained to become a doctor. *To do the same thing as someone else did in the past (especially someone in your family).*
- 3 He is the **spitting image** of his father at that age. *To look extremely similar to someone.*

D Work in pairs. Discuss the questions.

- 1 Do you think any of your skills, abilities, etc are in your blood?
- 2 Have you followed in the footsteps of anyone in your family?
- 3 Have you ever been told you are the spitting image of someone?



▶ Family matters



SAM

MALCOLM

AMANDA

HARRY

EMILY

- A** Work in pairs. What job do you have now or want to have in the future? What makes you particularly suitable for it?
- B** ▶ Watch the video. What runs in Harry's family? What runs in Sam's family? *Untidiness runs in Harry's family; working in catering runs in Sam's family.*

SPEAKING SKILL

- A** ▶ Watch the video again and complete the extracts from the conversation.

Sam: And I must remember to get the paper towels for the toilets.
 1 *Speaking of which* _____, did the hand soap arrive in the delivery?

Sam: I'm just so excited about getting this new café off the ground – I don't want to forget anything. *Anyway*, how are you getting on?

Sam: Oh really? You're not going to blame your upbringing are you?

Harry: 2 *Strange you should mention that* because untidiness really does run in my family. I mean, you should have seen the state of our house when I was growing up!

Sam: 3 *Talking of* _____ things that run in the family, I actually saw this really heartwarming story on the news ...

- B** Work in pairs. Discuss the questions. Then read the information in the box to check your answers.

- 1 What is the function of the phrases you wrote in Exercise A? *The phrases are used to introduce an idea related or relevant to what's just been said.*
- 2 What is different about *anyway*? *It introduces a completely new and unrelated topic.*

Developing and introducing new topics

Developing topics

During a conversation, a speaker may say something that reminds us of relevant information or a related topic. To introduce our idea, we can use the following expressions:
Speaking/Talking of which ... , Talking of [topic] ... , Actually, that reminds me of ... , Strange you should mention that (because) ...

Introducing new topics

We use *anyway* to introduce a completely unrelated topic.
Anyway, I think we should ...

- C** Work in pairs. Student A – Talk about one of the topics below. Student B – Listen and either develop or change the topic. Then swap roles.

- a film that you saw recently
- a news item you read recently
- a restaurant you went to recently
- an interesting thing that happened to you recently
- a journey you went on recently
- a sporting event you saw recently

SPEAKING HUB

- A PREPARE** Work in pairs. Brainstorm a list of factors that affect our abilities and skills.

- B PLAN** Work in two groups. You are going to debate the following:

Practice has no effect on ability – we inherit our abilities from our parents.

Group A – You agree with the idea above.

Group B – You disagree with the idea above.

Plan your arguments. Think about how to support your position, as well as what the other group might say.

- C SPEAK** Hold your debate.

- D REFLECT** Which group put forward the more persuasive argument? Which side do you agree with?

○ Give your opinion on the role of inherited ability in success

- ▶ Turn to **page 154** to learn how to write a formal letter asking for information.

1.3 Keeping it in the family

The Special Olympics

LEAD-IN

With books closed, tell the class about a member of your family that you are similar to. Then, put students into pairs to do the same. Monitor, helping with new vocabulary as necessary. Give feedback as a class, nominating individual students to share one or two things they have learnt about their partner.

COMPREHENSION

- A** Ask students if they can think of any famous sporting families (e.g. *the Andretti family, the Williams sisters*, etc). Next, put students into pairs to discuss the question. Monitor and assist as necessary, then open the discussion up to the class.
- B** ▶ Tell students they are going to watch a news report about the Special Olympics and elicit what it is (*a multi-sport event for athletes with intellectual disabilities, e.g. autism, Down's syndrome*, etc). Then, play the video for students to complete the exercise. Ask them to briefly check their answers in pairs before giving feedback as a class.
- C** ▶ Revise the instructions for this type of exercise (e.g. students can only use a maximum of three words, these must come from the video itself, etc), before playing the video again for students to complete the sentences. Give them time to check their answers with a partner before giving feedback as a class.
- D** ▶ Play the video one last time, giving students time to correct the false sentences once it's finished. Ask them to check their answers in pairs, then give feedback as a class.

AUTHENTIC ENGLISH

- A-B** Put students into pairs to discuss the question before reading the box to check their answers. In feedback, clarify any misunderstanding and encourage students to share similar idioms from their own languages.
- C** Give students time to guess the meanings of the idioms alone before discussing their ideas with a partner. Give feedback as a class, giving further explanations and examples as necessary.
- D** Put students into pairs to discuss the questions. Monitor and encourage them to extend their discussions by asking follow-up questions. If you have time, nominate individual students to explain what they found out about their partners to the class.

Family matters

- A** Explain to the class why you chose to go into teaching and what makes you suitable for the job. Then, put students into pairs to do the same for their jobs (or those they would like to have). Monitor and help with new vocabulary as necessary.
- B** ▶ Tell students they are going to watch the first episode of a video series about the characters at the top of the page. Then, play the video for students to answer the questions. Give feedback as a class, encouraging students to give examples from the conversation to justify their answers. You can find the **videascript** for *Family matters* on the Teacher's Resource Centre.

SPEAKING SKILL

- A** ▶ Play the video again for students to complete the extracts. Give them time to check their answers with a partner, before giving feedback as a class. Don't explain the function of the phrases at this point.
- B** Put students into pairs to discuss the question, then read the box to check their answers. Give feedback as a class.
- C** Model the activity with a strong student. Then, put students into pairs to do the same. Monitor, focusing on how accurately students use the phrases. Give feedback, highlighting any common errors.

SPEAKING HUB

- A** Write the following question as the title of a spider diagram on the board – *What affects our abilities and skills?* Then, elicit one or two ideas and add them to the spider diagram. Next, give students time to note down other factors.
- B** Tell the class that they are going to have a debate and read the statement. Then put students into A/B groups. Tell the As to make notes about why they agree with the statement and Bs to make notes about why they disagree.
- C** Set a time limit for students to discuss their arguments for and against the statement. Monitor, encouraging debate by asking students to explain why they agree or disagree with each other.
- D** As a class, discuss which group they thought was the most persuasive and why. Encourage students to share their own opinions on the subject as they discuss the debate. Finish the activity with a class vote on which side won the argument.

VIDEOSCRIPT

The Special Olympics

P = Presenter Dg = Daniel's grandfather

Df = Daniel's father D = Daniel

PAA = PA Announcement

Ex C Q1 P: Daniel Wolff crosses the line to win the 400 metres and shows that athletic success really can 'run in the family'.

Ex C Q2 Dg: My father won a gold medal in Berlin and, I've seen his race many times on film, and this was, just, you know, er, altogether very thrilling.

Ex D Q1 It's obviously the genes have come through. And
Ex C Q3 with his autism it's great that he can achieve something really special, you know?

PAA: [Daniel John Wolff!]

Df: How are you feeling, Daniel?

Ex D Q2 D: Amazed. And a bit surprised for winning.

Ex C Q4 P: Half a million spectators are attending events at the Special Olympics venues like here, where the athletics is being held, and Daniel hasn't been short of support either. No fewer than 13 family members were cheering him on.

Df: It was only going to be me and my wife originally, er, but, er, we thought, 'We can't leave the kids at home and ...' and then two of the aunts and one of the uncles and my mum and dad, a cousin and his wife and kids from Seattle came down as well.

Dg: Well done, Daniel! I nearly had a heart attack; it was so exciting.

P: They're the best family you could ... you could ask for?

D: Yeah. The most helpful and supportive.

Ex D Q5 P: And Daniel will have all that support behind him when he goes for more gold later in the week. Stuart Pollitt, BBC London News, Los Angeles.

1 Writing

Write a formal letter asking for information

W structuring formal letters

A Read the letter and answer the questions.

- 1 What is the purpose of the letter? **To find out more information about a French language club.**
- 2 Who will read it?
The organiser of the club.
- 3 Why does the writer use a formal register?
Because they are writing to someone they don't know.

B Match the parts of the letter (1–5) with their function (a–e).

- | | |
|--------------------------|---|
| a expected response | 4 |
| b reason for writing | 2 |
| c sign-off | 5 |
| d salutation or greeting | 1 |
| e information required | 3 |

To: French language club
From: John

¹Dear Sir / Madam,

²I am writing to enquire about the French language club you organise to find out whether the club is suitable for me or not.

³Firstly, I was wondering if you could tell me how many members there are. Also, could you tell me when you meet and how often? I want to make sure it's possible for me to attend regularly. Could you also tell me how much it costs? Is there a joining fee and then a weekly fee to pay? Lastly, would it be possible to tell me the approximate level of the group members and whether we have any formal lessons as well?

⁴I would be grateful if you could let me know by email before the next meeting. Hopefully, I will be able to join before then. Thanks in advance for your help.

⁵Kind regards
John

C Complete the box with sentences from the letter.

Structuring formal letters

Saying why you're writing

I am writing to apply for ... I am writing to enquire about joining
¹the French language club you organise.

Organising information

Could you let me know ...?

²I was wondering whether you could tell me ...

Asking for a response

If you could ...

³I would be grateful if you could ...

Sign-off

Yours faithfully ...

⁴Kind regards

WRITING

A PREPARE Read the task below and make notes about who you are writing to, what you need to know and what action you expect them to take.

You are keen to join the hiking club in your area. Write a letter of enquiry and find out:

- how many members there are in the club
- how often they organise walks and where they go
- ask whether there are any fees involved in joining
- what specialist equipment you need.

B PLAN Organise your notes into an appropriate structure for a letter of enquiry.

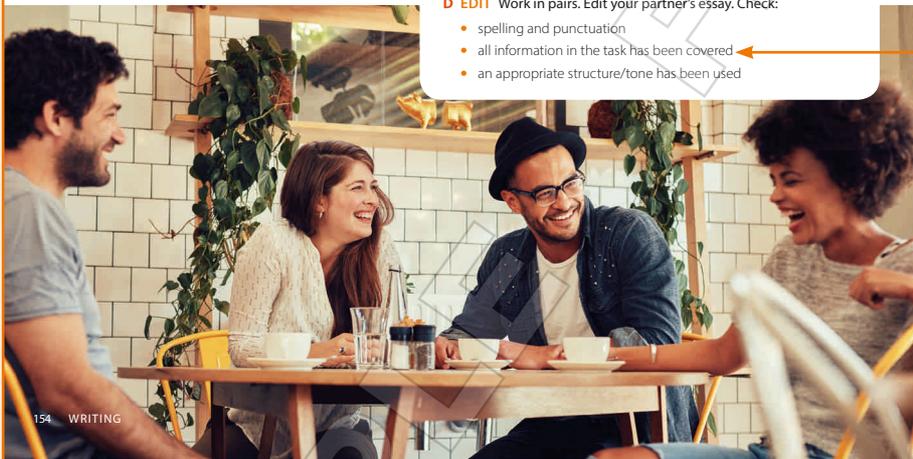
C WRITE Write your letter of enquiry. Use your plan to help you.

D EDIT Work in pairs. Edit your partner's essay. Check:

- spelling and punctuation
- all information in the task has been covered
- an appropriate structure/tone has been used

Refer students to this letter as a model for the writing task.

Refer students to this checklist when editing their partner's work.



LEAD-IN

With books closed, write *kind regards, bye, best wishes, see ya, catch you later, I hope to hear from you soon* on the board and elicit what they have in common (*ways of saying goodbye*) and how they are different (*level of formality*). Ask students to work with a partner to put the phrases into two groups: formal or informal writing, then try to add three more phrases to each list. Give feedback as a class.

WRITING

A Give students time to read the letter and answer the questions. Give feedback as a class.

B Ask students to complete the exercise alone, before checking with a partner. Give feedback as a class.

C Read the skills box as a class, giving further explanation and examples as necessary. Then, give students time to complete the exercise alone before giving feedback as a class.

WRITING TASK

A Read the task as a class and give students time to make notes about what they will include in their letters.

B Give students time to organise their notes into a plan. Monitor and help with structure as necessary.

C Tell students to write their letters. Monitor, providing support with structure and vocabulary as necessary.

D Put students into pairs to edit each other's work. Encourage students to give each other feedback by sharing one aspect of the letter they were particularly impressed by and one element that could be improved. Students can then edit and rewrite their letters in class or for homework.

VOCABULARY

A Choose the correct options (a, b or c) to complete the sentences.

- They were ___ to arrive at the airport just in time for their flight.
 a relieved b devastated c furious
- I was completely ___ when we lost the World Cup final on penalties.
 a thrilled b relieved c devastated
- Louis was ___ to find out his daughter had been offered a place at Cambridge University.
 a disgusted b thrilled c horrified
- I'm pretty ___ by your lack of enthusiasm.
 a frustrated b impressed c relieved
- Everyone sat in ___ silence as I broke the bad news.
 a relieved b disgusted c stunned

B Complete the sentences with the adjectives in the box.

easy-going loyal optimistic sensitive stubborn witty

- Why does he have to be so optimistic all the time? Not everything in life is good!
- This girl I met at the party was so witty. I was laughing all night!
- I don't think I've ever seen him get stressed or upset. He's so easy-going.
- The club has a lot of loyal supporters. They're still buying tickets – even at £120 a game!
- Stop being so stubborn and just admit that you're wrong!
- How can we break the news to her? She's such a sensitive person.

C Complete the text with the correct form of the words in brackets.

Perfectionism

Do you find it hard to live up to your own

¹ expectations (*expect*)? Do you experience ² frustration (*frustrate*) when you work with lazy people? If so, you might be a perfectionist. The positive thing about working with a perfectionist is their ³ reliability (*reliable*), ⁴ dedication (*dedicate*) and ⁵ professionalism (*professional*). However, if you are a perfectionist, don't assume everyone will want to work with you because of these characteristics. Your constant criticism of other people can affect their ⁶ confidence (*confident*). Your ⁷ stubbornness (*stubborn*) and inability to admit you might be wrong are not attractive either. You probably won't be worried about that, though, as you're likely to be convinced of your own ⁸ superiority (*superior*).

GRAMMAR

A Choose the correct options to complete the sentences.

- Could you tell me where is the reception desk / where the reception desk is, please?
- So why didn't you / you didn't like the film?
- Really? So, what was happening / what happened then?
- Who Javier is meeting / is Javier meeting?
- Which candidate are you going to vote for / are you going to vote?
- Why you don't come / don't you come out this evening?
- You haven't / Haven't you finished the homework yet?
- Do you mind telling me how old you are / how old are you?
- Can I ask what you think you are doing / are you doing?
- Why you are so / are you so worried about it?

B Complete the conversations with the correct form of the words in brackets.

- A:** Have you ever been (you / ever / be) to Japan?
B: Yes, I actually taught (teach) English in Tokyo for three years after university.
- A:** Do you know (you / know) Yara?
B: Yes, I 've/have known (know) her since university.
- A:** Why aren't/weren't you (be / you) at work today? I thought you had an important meeting.
B: I 've/have had (have) a tough week, so I decided to take a day off.
- A:** What were you doing (you / do) when you heard the news?
B: I was just putting (just / put) Mia to bed when my brother phoned.
- A:** Have you found (you / find) a new job yet?
B: Maybe. I actually had (have) an interview last week.
- A:** Where were you going (you / go) when you had the accident?
B: I was driving (drive) to work.
- A:** Oh no! My yoga class starts (start) in five minutes and I can't find my mat!
B: Calm down. Try to think. Where did you last see (you / last / see) it?
- A:** I kept getting lost when I went (go) to Berlin last week.
B: It's difficult to learn your way around a place you 've/have never been (never / go) to before.

2 Lifestyles



2

LIFESTYLES

Plunge boldly into the thick of life, and seize it where you will, it is always interesting.

Johann Wolfgang von Goethe

Underwater view of a boy jumping into a swimming pool.

OBJECTIVES

- talk about health and lifestyle choices
- plan and conduct a lifestyle survey
- conduct an interview about lifestyle changes
- debate the impact of smartphones
- give your opinion on food choices
- write an article giving advice

Work with a partner. Discuss the questions.

- 1 Read the quote. What do you think Goethe means? Do you agree with him? Why/Why not?
- 2 Do you dive into the unknown or do you play it safe?
- 3 What is most important to you in life?

LIFESTYLES 13

Lifestyle (n) the way in which a person or group of people lives and works (e.g. the type of food you eat, what you like doing in your free time, etc)
 Other key words: plunge (v) to fall or move down very quickly; seize (v) to take something with force
 Collocations and idioms: (un)healthy lifestyle, a lifestyle choice, a change in lifestyle

Goethe is suggesting that the most interesting way to live your life is to embrace new experiences, not be afraid to try new things.

Johann Wolfgang von Goethe (1749–1832) was a German writer and statesman. His works included novels, poetry, memoirs and scientific essays. His early success led him to become a notable person in the court of the Duke of Saxe-Weimar, where his work contributed to many reforms.

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

- 1 Read the quote as a class, clarifying the meaning of *plunge* and *seize* if necessary. Then, put students into pairs to discuss the question. Monitor, encouraging students to explain their reasoning. Open the discussion up to the class, writing any useful emergent vocabulary on the board.
- 2 Elicit the meaning of *dive into the unknown* (*willingly do something you have no experience or understanding of*) and *play it safe* (*not take any risks*). Then, put students into pairs to discuss the question. Monitor and help with any new or unfamiliar vocabulary. Bring the class back together, nominating one or two students to share the main points from their discussions.

- 3 Give one or two examples of things that are important to you and why. Then, put students back into pairs to do the same. Monitor and help with grammar and vocabulary as necessary. Open up the discussion to the class, encouraging students to comment on each other's ideas.

WORKSHEETS

Lesson 2.1 A full life

Vocabulary: Health and fitness (W6)

Grammar: Present perfect simple and present perfect continuous (W7)

Lesson 2.2 Change

Grammar: *used to, would, get used to, be used to* (W8)

Vocabulary: Adverbs of stance (W9)

Vocabulary: Adverb + adjective collocations (W10)

V health and fitness

G present perfect simple and present perfect continuous

L listening for reasons

P connected speech: present perfect continuous

VOCABULARY

Health and fitness

A SPEAK Work in pairs. Brainstorm a list of things that have positive or negative effects on our health.

B Complete the definitions (a–f) with the words in bold.

- 1 A lack of healthy lunch options has led to worrying levels of child **obesity**.
- 2 Drinking a lot of coffee can cause **anxiety** and negatively affect sleep.
- 3 Fatty foods like butter and cheese can increase levels of **cholesterol**.
- 4 She suffered from **depression** after losing her job.
- 5 There are around 500 **calories** in an average slice of chocolate cake.
- 6 My husband's been under a lot of **stress** at work recently.

- a **calorie** (n) a unit for measuring how much energy you get from food
- b **cholesterol** (n) a type of fat in the blood that can cause heart disease if you have too much
- c **obesity** (n) a condition in which someone is too fat in a way that is dangerous for their health
- d **depression** (n) a medical condition in which a person is so unhappy they cannot live a normal life
- e **stress** (n) pressure or worry caused by problems in everyday life
- f **anxiety** (n) the feeling of being very worried that something bad is going to happen

C Complete the sentences with words from Exercise B.

- 1 I suffer a lot from **depression** in the winter. I'm much more positive in the summer months.
- 2 Keeping your diet low in fatty foods can help lower **cholesterol**.
- 3 Nuts have more **calories** in them than you might think.
- 4 **Obesity** is a huge problem in my country. Nearly a quarter of people are dangerously overweight.
- 5 **Anxiety** is one of my biggest issues. I worry so much about everything.
- 6 I worry about my **stress** levels. I'm under too much pressure at work.

D Go to the **Vocabulary Hub** on page 143.

E SPEAK Work in pairs. What effects do the following have on our health?

- junk food
- smoking
- lack of exercise
- poor work–life balance

READING

A PREDICT Work in pairs. Look at the pictures (1–6) and the corresponding sub-headings in the article. Discuss how you think each of these things might help people to live longer.

B SCAN Read *Six ways to live longer* and check your predictions from Exercise A.

C READ FOR DETAIL Read the article again and answer the questions. Underline the parts of the text that give you the answers.

- 1 Why might owning a pet be good for your physical health?
- 2 What is different about the Japanese diet?
- 3 Why do people who think about details tend to live longer?
- 4 What charitable activity can help you live longer?
- 5 What does singing reduce?
- 6 What don't negative people pay attention to?

D SPEAK Work in pairs. Discuss the questions.

- 1 Why do you think owning a dog might reduce the risk of heart disease?
- 2 Why do you think 'smaller plates' have a positive effect on Japanese health?
- 3 Which of the suggested lifestyle changes in the text would you be happy to make? Why?
- 4 What other changes could you make to improve your overall health?



2.1 A full life

LEAD-IN

Explain to students what you do to stay healthy (e.g. *go to the gym, eat a balanced diet, etc*) and what more you think could do. Then, put students into groups to do the same. Monitor, helping with any new or useful vocabulary. Give feedback as a class, asking each group to explain which of them they think is the healthiest and which is the most unhealthy and why. Add any useful emergent vocabulary to the board.

VOCABULARY

- A** Elicit the word *smoking* (perhaps by miming or showing the class a picture) and whether it is good or bad for your health (*bad*). Write the word *healthy* as the title of one spider diagram on the board, *unhealthy* as the title of another and add *smoking* to the unhealthy side. Elicit one or two more ideas for each spider diagram, before putting students into pairs to discuss more ideas. Monitor, helping with any new or unfamiliar vocabulary. Give feedback as a class, building up the spider diagrams on the board.
- B** Read the first sentence together and elicit the meaning of *obesity* using the clues like *a lack of healthy lunch options* and *worrying* to help. Then, elicit the matching definition (c). Next, give students time to complete the remaining definitions alone before checking their answers with a partner. Give feedback as a class, drilling good pronunciation (especially for words like *anxiety* that students may struggle with). You could also take this opportunity to elicit any collocations the students know (e.g. *cause stress, suffer from depression/anxiety, etc*).
- C** Give students time to complete the sentences alone before checking their answers with a partner. Remind weaker groups to use the definitions to help them. Give feedback as a class.
- D** Direct students to the **Vocabulary Hub** (see TB121).
- E** Put students into pairs to discuss the question. Monitor, reminding them to use the vocabulary from this section to help them explain their ideas. Bring the class back together to share their ideas and encourage students to explain their reasoning with examples. Use the **Vocabulary Worksheet** on page W6 for extra practice.

READING

- A** Direct students' attention to the title of the text, subheadings and pictures. Then, put them into pairs to discuss how each activity might increase their *life expectancy* (*the average time a person can expect to live*). Monitor, helping with any new or unfamiliar vocabulary, but don't confirm anything at this stage.
- B** Give students two to three minutes to scan the article to check their predictions. Then, put them into pairs to summarise what they have read. Once they have finished, take a few minutes to clarify the meaning of any new or unfamiliar vocabulary in the text (e.g. *optimist, pessimist, etc*), giving a definition and example for each and adding them to the board.
- C** Give students time to read through the questions before completing the exercise. Remind them to underline the sentences or passages in the text that give them the answers. Give them time to check their answers in pairs before giving feedback as a class. Encourage students to justify their answers with information from the text.
- D** Put students into pairs to discuss the questions. Monitor, asking follow-up questions to extend their discussions. Bring the class back together to discuss their ideas, adding any new or useful emergent vocabulary to the board.

Suggested answers

- 1 *As they have to regularly walk dogs, dog owners get a lot of exercise and are therefore less at risk of heart disease.*
- 2 *This means they consume fewer calories overall.*

SPEAKING

- A** Put students into groups to discuss the questions. Monitor, helping with any new or unfamiliar vocabulary as necessary. Make a note of any interesting points that might help extend the class discussion in the next exercise.
- B** Give each group time to share their conclusions with the class. Encourage other groups to respond to each other's ideas and ask follow-up questions. Help keep the discussion going, by bringing up anything you noted down during the group discussions. Add any new or useful emergent vocabulary to the board.

METHODOLOGY HUB by Jim Scrivener

Dealing with lexis during reading or listening work

While students are mainly working on reading or listening skills, you are less likely to spend time on lexis, as this might clash with the reading, listening or other aims. During such stages, you are likely only to:

- deal with an item when a student specifically asks about it
- give brief, to-the-point explanations or translations, rather than detailed presentations
- offer help quietly to the one or two students who ask, rather than to the whole class
- sometimes refuse help and tell students to do their best without knowing some items.

After the first phase of listening or reading work

Once the learners have become comfortable with the text, you can focus attention on lexical items in the text and how they are used. Here are some things that you could ask:

- Can you guess the meaning of this word from the meaning of the text around it?
- Find some words in the text that mean ...
- Find some words in the text connected with the subject of ...
- In line X, what does ... mean?
- Find words and sort them into three separate groups under these headings: ...
- Why does the writer use the word ... here?
- Find words in the text that match this list of synonyms.
- What words come before/after the word ... What other words collocate with this word?
- Can you remember any other phrases you know with this word in them?
- Can you find any multiword items (i.e. groups of words that go together / chunks)?
- What's the opposite of this word?
- How many different words does the writer use to describe the ...?

AUDIOSCRIPT

2.1

Listening, Exercise C

P = Presenter

P: OK, let's move onto our next topic. Now, according to a recent survey conducted by The Institute for Social Research, the British public are terrible at

Ex C sticking to their New Year's resolutions. Apparently, 43% of people surveyed broke their resolution within the first month and 86% lasted less than a year.

To test the accuracy of these results, we sent reporter Emily Hussan out onto the streets of London to see just how many of you have managed to successfully give something up for the New Year.

2.2

Listening, Exercise D

**P = Presenter S1 = Speaker 1 S2 = Speaker 2
S3 = Speaker 3 S4 = Speaker 4 S5 = Speaker 5**

Speaker 1

P: Sorry, excuse me. We're interviewing people about whether they've managed to stick to their New Year's Resolutions. Did you make any this year?

S1: Yeah, I did actually. Well, the whole family did really.

Ex E My family and I felt that, well, we really didn't spend enough time together. You know, I found we hardly ever spoke to each other. We, er, just sat around using

Ex D Q1 our various devices in our own little worlds. We've been living without smartphones and tablets for a couple of months now. I bought everyone really old-fashioned phones that you could only call and text on.

P: How did your children feel about that?

S1: Oh, well, the children went crazy! They were really mad at us!

P: Was it worth it?

S1: Definitely! It was really hard to cope with at first, but since then our lives have, well, changed for the better. We've been spending more time together as a family. And, um, I think we have a better relationship. And you know what? We are all sleeping better as a result of giving up technology.

Speaker 2

P: So, did you try to give anything up for the New Year?

Ex D Q2 S2: Yeah, I've actually given up coffee.

P: Oh, really? Why?

S2: Well, at the end of last year, I was really stressed at work and it had started to affect my sleep. I was only getting about two or three hours every night and this put me in a bad mood the next day. I thought about doing more exercise, but I've never really been a gym kind of person. Then I thought, 'Maybe I drink too much coffee'. I used to drink, like, four or five cups

Ex E a day, but I cut this down to two, then stopped entirely to try and help me sleep better.

P: Well done! And did it work?

S2: Absolutely! I've been living without coffee for months now and get at least seven hours sleep every night. You should try it!

Speaker 3

P: Did you make any resolutions back in January?

S3: Well, I always knew that I didn't have a great diet but didn't realise just how bad sugar is for you. Obviously it can affect your weight, but it can also lead to heart disease, diabetes ... even some forms of cancer.

Anyway, I read this article that said you should only have a maximum of six teaspoons a day, and I was having way more than that.

P: What, like cakes and chocolate and stuff?

S3: Well yeah, but there's also lots of sugar in things you wouldn't expect like yoghurt, bread ...

P: Bread?

Ex D Q3 S3: Yep! Most processed foods have added sugar. Anyway, I've managed to lose a bit of weight since cutting down and it's really made me think about my diet in general. I've only had three chocolate bars this month!

Speaker 4

P: So have you made any changes since the New Year?

S4: Not through choice! My car's in the garage at the moment, so I've been cycling to work for the past two weeks.

P: No ... sorry, I meant resolutions.

Ex D Q4 S4: Oh, I see. Yes, well this is going to sound weird, but I've stopped using shampoo.

P: Um, really?

S4: Ha ha! Yep. I've only washed my hair twice this month. Pretty disgusting, huh?

P: It doesn't sound great to be honest.

S4: Well, my hair was pretty greasy at first and I'm sure I didn't smell too great either, but after a few weeks my body seemed to adjust.

P: So why did you decide to give it up? To help the environment?

S4: Er, no. A lot of people say shampoo contains harmful chemicals, but I don't really think that's true. I actually gave it up because of a friend. She said that my hair was in really bad condition and suggested I try washing it less. I haven't used shampoo since December and my hair feels great. And I've saved loads of money!

Ex E**Speaker 5**

P: Did you try to give anything up for New Year?

S5: Er, no not really. I haven't given anything up for ages.

P: When did you last give something up?

Ex D Q5; Ex E S5: Um, I'm not sure really. Well actually, I've been vegan for five years now. I wanted to reduce my carbon footprint, which I've managed to do.

P: Oh, really? How's that possible?

S5: Well, it takes so much more water to produce meat.

P: Really? Why?

S5: Well, obviously the animals we eat need to drink water and a surprisingly large amount of water is used to grow their food.

P: Oh, right. How do you feel personally?

S5: I feel healthier. I've lost weight and have more energy.

SIX WAYS TO LIVE LONGER

For the first time, people are expected to live a shorter life than their parents. Higher levels of obesity, a reliance on processed foods and more sedentary lifestyles are all taking their toll. If we want to live longer and healthier lives, there are many things we can do to slow the ageing process and it doesn't just involve eating more healthily and going to the gym.

1 GET A PET

If exercise isn't your thing, then perhaps you should consider getting a pet. Scientists in Sweden found that people who owned a dog had a much lower risk of various heart diseases and other illnesses. Dogs obviously need walking but having a pet is also good for many mental health issues such as lowering stress, fear and anxiety.

2 MOVE TO JAPAN

A dramatic solution would be to move countries. The Japanese lifestyle is arguably much healthier than in many other countries. Firstly, they eat a lot less fat and lower their cholesterol by eating less dairy and swapping red meat for fish. They also make healthier food choices by eating seaweed, lots of vegetables and by eating fewer processed foods. They use smaller plates and have a lower **calorie** intake than most other countries. Therefore, Japan has a very low obesity rate, with just under 4% of the population considered obese.

3 THINK OF THE DETAILS

People who think carefully about everything and pay a lot of attention to detail tend to live longer. Those who are careful with money, put everything in its right place and focus on details don't comfort eat as much as other people, and sleep better. People who carefully think things through deal better with stress and generally see the positives in most situations. They also have less risky lifestyles.

4 HELP OTHERS

In general, having strong social ties is a good predictor for living a longer and healthier life. People who take care of others are much more likely to make and keep friends throughout their life. Not only will you feel better if you help others but you will also live longer. A study in the USA found that people who volunteer regularly in their lifetime live significantly longer than those who don't.

5 SING

People who regularly sing, especially in groups, tend to have a longer life expectancy. Researchers at Harvard and Yale universities in the USA found that singing in a choir makes you happier and healthier than others. Singing can reduce stress levels and also helps to improve your immune system so that you are better able to fight illnesses.

6 DON'T MOAN

Positive people live longer. If you're an optimist, then you are likely to live 12 years longer than a pessimist. Researchers at the US Mayo Clinic found that pessimists are more likely to get viral illnesses and they are much less likely to check their own physical health. Positive people also have a lower risk of suffering from heart disease and are better able to cope with stress.



SPEAKING

A DISCUSS Work in groups. Discuss the questions.

- 1 Why do you think so many people continue to do things that are widely known to be harmful to their health?
- 2 Do you think it is more important to focus on your physical or mental health? Why?
- 3 What can be done to reduce the risk of obesity, heart disease and other illnesses that are all associated with modern lifestyles?
- 4 What could be done to increase life expectancy in your country?

B PRESENT Present the main conclusions of your discussion to the rest of the class. Explain your reasoning.

LISTENING

A SPEAK Work in pairs. Look at the pictures (a–f) and discuss the questions.

- Which of these things would you find difficult to give up? Why?
- What are some of the potential benefits of giving these things up?
- What other things do people often try to give up?
- Have you ever tried to give anything up? How successful were you?

B PREDICT People often decide to give things up at the start of a new year. How successful do you think they are? What percentage of people do you think break their New Year's resolution after:

- a a month? b a year?

C LISTEN FOR GIST Listen to the first part of a radio programme about lifestyle changes and check your predictions from Exercise B. **a 43% b 86%**

D LISTEN FOR MAIN IDEAS Listen to the next part of the radio programme. Match the speakers (1–5) to the things that they have given up from Exercise A. There is one more option than you need.

- Speaker 1 smartphones
 Speaker 2 coffee
 Speaker 3 sugar
 Speaker 4 shampoo
 Speaker 5 meat

E LISTEN FOR REASONS Listen to the interviews again. What reason(s) does each speaker give for their lifestyle change? Make notes. Use the information in the box to help you.

Listening for reasons

In interviews, speakers are often asked to explain their reasons for a particular action or belief. Reasons are usually signalled with:

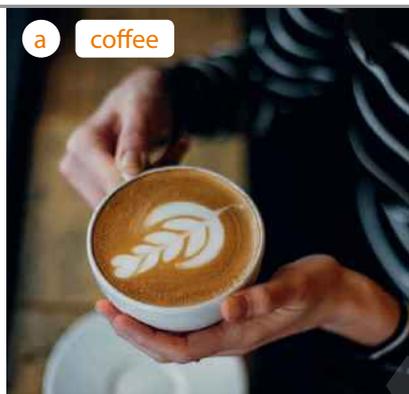
- Fixed words and expressions** (e.g. *because (of), as/ since, that's why, due to the fact that, in order to, etc.*)
As my family still lives in the area, we decided to move back there.
- Infinitives of purpose**
I stopped eating red meat to help reduce my blood pressure.

However, speakers don't always explicitly state their reasons for something. Often, we need to guess the implied meaning from context:

I just remember reading a lot of articles about the impact smoking can have, not only on your health, but on the health of everyone around you. I quit last summer, and I feel much, much healthier.

(= We can guess from the context that the speaker stopped smoking because of the articles they read.)

- To spend more time with her family.
- To help him sleep better.
- Because it can lead to negative health effects like heart disease, diabetes and some forms of cancer.
- To improve the condition of his hair.
- To reduce his carbon footprint and improve his health.



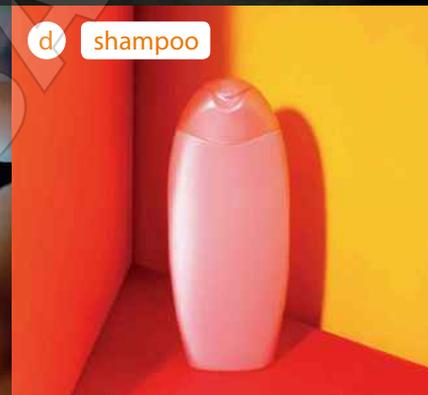
a coffee



b meat



c smartphone



d shampoo



e social media



f sugar

GRAMMAR

Present perfect simple and present perfect continuous

A Work in pairs. Read the extracts from the radio programme and answer the questions.

- Which sentence describes a finished action? Which describes an unfinished action?
 - Yeah, I've actually given up coffee. **finished action**
 - We've been spending more time together as a family. **unfinished action**
- Which sentence focuses on the present effect and which focuses on the action itself?
 - I've managed to lose a bit of weight. **present effect**
 - We've been living without smartphones and tablets for six months now. **action**
- Which sentence is a temporary action and which is permanent?
 - My car's in the garage at the moment, so I've been cycling to work for the past two weeks. **temporary action**
 - Well, this is going to sound weird, but I've stopped using shampoo. **permanent action**
- Which sentence focuses on frequency? Which focuses on duration?
 - I've only had three chocolate bars this month! **frequency**
 - I've been living without coffee for months now. **duration**

2.1 A full life

LISTENING

- A** Tell students about something you have given up in your lifetime and why you did it. Then, direct students' attention to the pictures and put them into pairs to discuss the questions. Monitor, helping with new vocabulary as necessary. Bring the class back together to share their ideas. Add any useful emergent vocabulary to the board.
- B-C** Elicit when people often decide to make changes in their lives (*at New Year*) and what this is called (*a New Year's resolution*), adding the latter to the board. Ask the class if they ever make New Year's resolutions and call on one or two students to share their examples. Then, ask whether people always keep their resolutions (*they don't*) and give students time to make predictions about the percentages of people that don't. Then, play the audio for students to check their answers. See the **Audioscript** on TB15.
- D** Play the next part of the programme for students to match the speakers to the things they have given up. Clarify there is one option that they don't need. Give them time to check their answers before giving feedback as a class.
- E** Write the following sentence stem on the board, adding a timeframe if relevant/interesting – *I gave up ...*, and ask students to remember what you talked about at the start of the lesson. Next, add *because ...* in a different colour and elicit the reason you gave earlier. Put a curved bracket above this clause and elicit what it is (*a reason*). Next, elicit other ways to rewrite your sentence using other fixed expressions and an infinitive of purpose. Now, tell students that they are going to listen to the programme again and ask them to take notes about the reasons each speaker gives. Then, give them time to check their answers in pairs before giving feedback as a class.

GRAMMAR

- A** Work through the first question as a class, then put students into pairs to discuss the rest. Give feedback, giving further explanations and examples as necessary.
- B** Give students time to complete the rules and briefly check their answers in pairs. Give feedback as a class, encouraging students to match each rule to an example in Exercise A.
- C** Direct students to the **Grammar Hub** (see below and TB17).
- D** Give students time to complete the sentences alone before checking their answers with a partner. Then, give feedback as a class. For each sentence, encourage students to explain why the tense they used is appropriate.
- E** Elicit how to form the first question (*How many times have you checked social media today?*) and model how you would answer it (try to give detail here, using present perfect, rather than a short answer). Then, put students into pairs to discuss the questions. Monitor, focusing on the accuracy of their grammar and encouraging them to ask follow-up questions for more information. Use the **Grammar Worksheet** on page W7 for extra practice.

Extra activity

Before class, prepare a set of (x10) sentence stems that can be completed with the present perfect simple or present perfect continuous (e.g. *My hands are dirty because ... [I've been cleaning the kitchen all morning.], My legs hurt because ... [I've been to the gym three times this week!]*, etc). In class, once you've worked through the grammar section, put students into groups. Ask each group to nominate one person to write and call out answers. Then, read out the stems, awarding one point to the first group to give a grammatically correct sentence.

GRAMMAR HUB

2.1 Present perfect simple and present perfect continuous

	Positive	Negative	Question
Present perfect simple	He's improved his fitness level.	They haven't finished their meeting yet.	Have you lost weight?
Present perfect continuous	I've been trying to give up sugar.	She hasn't been sleeping very well.	Have you been avoiding me?

- We use the present perfect simple for finished actions with a present effect, and the present perfect continuous for unfinished actions.
I've read that book before, actually.
(= I finished the book.)
I've been reading a great book recently.
(= I started it and I'm still reading it.)
- We use the present perfect simple to emphasise the result of an action, and the present perfect continuous to emphasise the action itself.
I've cleaned the bathroom.
(emphasising the result: the bathroom's now clean)
I've been cleaning the bathroom all morning.
(emphasising the action: the cleaning)
- We use the present perfect simple to suggest that something is permanent and the present perfect continuous to suggest that something is temporary.
I've lived here my whole life. (= long-term/permanent)
I've been living here while I look for a new flat.
(= short-term/temporary)

- We use the present perfect simple to say how often something has happened and the present perfect continuous to say how long something has been happening.
I've been to the gym every day this week. (= number of times)
I've been going to the gym for the past two months.
(= length of time)

Be careful!

- We don't usually use state verbs such as *be*, *have*, *know* and *seem* in the present perfect continuous.
She's had short hair for several months now.
NOT *She's been having short hair for several months now.*

2.1 A full life

PRONUNCIATION

- 2.3** **A** Remind students that you looked at one form of connected speech in the last unit and elicit the point you covered (that words ending with a consonant sound usually link to the next word if it begins a vowel sound). Explain that you are going to focus on another form of connected speech and play the audio so they can answer the question. Give them time to briefly check their answers in pairs, before giving feedback as a class. Next, play the recording again and encourage students to copy the pronunciation of each sentence.
- 2.4** **B** Explain that learning about connected speech not only improves your speaking but also your listening. Then, play the audio so students can complete the sentences and give them time to check their answers with a partner. Give feedback as a class.
- 2.4** **C** Play the audio again, pausing between each sentence so students can copy the pronunciation.

SPEAKING HUB

- A** Give students examples from your own life of things that you are doing too much or too little of in the four topic areas. Then, give students time to make their own notes.
- B** Ask students to remember the examples you gave in the previous exercise and elicit how to use the subject of one to form a question (e.g. *How often have you been to the gym this month?*). Then, put students into pairs to write six of their own questions. Monitor, helping with grammar and vocabulary as necessary.
- C** Ask students to stand up, walk around the class and ask each other their questions. Monitor, helping them to give each other advice (like the examples in the Student's Book) and be prepared to answer questions yourself.

GRAMMAR HUB

2.1 Present perfect simple and present perfect continuous

A Choose the correct options to complete the conversations.

- 1 **A:** How long have you known / been knowing Emily?
B: Er, about five years now, I think.
- 2 **A:** Did you tell everyone about the change of venue?
B: I think so. Oh no! I've just realised / been realising that I forgot to tell Piotr!
- 3 **A:** How's your essay going?
B: I've planned / been planning it for the past three hours so I'm nearly ready to start writing.
- 4 **A:** Who'll be there this evening?
B: Just me and my sister. She's stayed / been staying with me while her flat's redecorated.
- 5 **A:** I saw Toby in town today.
B: Yes, his boss has given / been giving him a week off work.
- 6 **A:** So, what have you been up to?
B: I've been working / worked on a new book. I should finish it by the end of the year.

B Complete the sentences with the present perfect simple or continuous form of the verbs in the box. Add pronouns if necessary.

avoid be decide do find know
leave notice only go out think use wait

- 1 They 've/have been thinking about moving house now that their son has left home.
- 2 Ren 's/has been using the new shampoo for six months and she 's/has noticed a big improvement in her hair.
- 3 Lucia 's/has decided to quit her job because she 's/has been finding / 's/has found it more and more stressful over the last few months.
- 4 Why have you been avoiding me?
Have I done something to upset you?
- 5 I 've/have known Farid for years, but we 've/have only been going out for a few weeks!
- 6 I 've/have been waiting for you for hours! Where have you been all this time?

C Use the prompts to write sentences in the present perfect simple or present perfect continuous.

- 1 Kim / not work / here for long, so she / not met / all of her colleagues yet Kim hasn't worked / hasn't been working here for long, so she has not met all of her colleagues yet.

2 I think Jamila and Kalid / already / send out / the invitations
I think Jamila and Kalid have already sent out the invitations.

- 3 I'm afraid I / not tidy / the living room yet as I just / not have / time
I'm afraid I haven't tidied the living room yet as I just haven't had time.

4 Jimmy / drive / for hours, so he must / be / exhausted
Jimmy has been driving for hours so he must be exhausted.

- 5 I / know / about this for a long time
I've known about this for a long time.

6 How long / it / be / since you / quit / your job
How long has it been since you quit your job?

7 You / visit / this museum before
Have you visited this museum before?

8 We / eat / vegan food for two months now
We've eaten / been eating vegan food for two months now.

► Go back to page 17.

B WORK IT OUT Choose the correct options to complete the rules.

Present perfect simple and present perfect continuous

a finished vs unfinished

We use the present perfect ¹*simple* / *continuous* for finished actions with a present effect, and the present perfect ²*simple* / *continuous* for unfinished actions.

b result vs action

We use the present perfect ³*simple* / *continuous* to emphasise the result of an action, and the present perfect ⁴*simple* / *continuous* to highlight the action itself.

c temporary vs permanent

We use the present perfect ⁵*simple* / *continuous* to suggest that something is permanent, and the present perfect ⁶*simple* / *continuous* to suggest something is temporary.

d frequency vs duration

We use the present perfect ⁷*simple* / *continuous* to say how much / many times something has happened, and the present perfect ⁸*simple* / *continuous* to say how long something has continued to happen for.

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

D PRACTISE Complete the sentences with the present perfect simple or present perfect continuous of the verbs in brackets. If both are possible, use the continuous form.

- I 've/have stopped (stop) working 12 hours a day.
- She 's/has been trying (try) to spend less time on social media but she's finding it hard.
- I 've/have been working (work) at a restaurant to pay my university fees.
- I 've/have been (be) to the gym five times this week.
- I 've/have been exercising (exercise) all morning. I can't wait for lunch.
- I 've/have given up (give up) junk food and now I feel great!

E SPEAK Work in pairs. Use the prompts to ask and answer questions in the present perfect simple or present perfect continuous.

- How many times / you / check / social media today?
- What / you / give up / in the last ten years? Why?
- What / you / do / recently in order to be healthier?

PRONUNCIATION

Connected speech: present perfect continuous

A Listen to three extracts from the radio programme. Is there a pause between the words in bold? Is the strong or weak form of *been* used? **No; weak**

- We've **been spending** more time together as a family.
- Absolutely! I've **been living** without coffee for months now.
- I've **been cycling** to work for the past two weeks.

B Listen and complete the sentences.

- She's been working really hard recently.
- I've been using my phone too much lately.
- He's been eating less junk food.
- They've been spending more time together.
- We've been going to the gym a lot lately.

C Listen again and repeat the sentences.

2.4

SPEAKING HUB

A PREPARE What have you been doing too much of recently? What have you not been doing enough of recently? Make notes about:

- use of technology
- exercise
- diet
- family

B PLAN Work in pairs. Write six questions you could ask other students about their habits. Use your notes from Exercise A to help you.

- What unhealthy foods have you been eating too much of?*
- How often have you seen your family this month?*

C SPEAK Ask other students in the class your questions. Try to give each other advice on changes you could make.

A: How often have you seen your family this month?

B: I haven't seen them at all! I'm just so busy all the time.

A: Well maybe you could try phoning them once a week? You don't need to talk for long, but it's important to stay in touch.

- Talk about health and lifestyle choices
- Plan and conduct a lifestyle survey

2.2 Change

- Conduct an interview about lifestyle changes
- Debate the impact of smartphones

G – used to, would, get used to, be used to

P – catenation: used to

S – identifying assumptions

V – adverbs of stance; adverb + adjective collocations

LISTENING

A SPEAK Work in pairs. You're going to listen to an interview with a family that has moved from the city to a remote island. What do you think would be the advantages and disadvantages of such a move?



2.5

B LISTEN FOR GIST Listen to the interview. Which members of the family are happy with the move? Which aren't? **Frank and his son are happy with the move. His daughter, Katie, isn't. It isn't clear if his wife is happy or not.**



2.5

C LISTEN FOR DETAIL Listen to the interview again. Choose the correct options (a, b or c) to complete the sentences.

- Frank made the decision to leave London because ...
 a he found his job too demanding.
 b he found his lifestyle uneventful.
 c he couldn't afford to live there.
- Since moving to the island, the family ...
 a largely eats food that is home-grown or caught.
 b has to spend a lot of money at the local shop.
 c generally has a much better diet than before.
- Frank says that the family's new lifestyle ...
 a was surprisingly easy to adapt to.
 b is less physically demanding.
 c has tested them financially.
- Katie cannot stream media on the island because ...
 a the mountains affect her phone signal.
 b the internet connection is terrible.
 c the family cannot afford the internet.
- Katie is homeschooled by her mother because ...
 a there isn't a good school on the island.
 b she is planning to take UK exams.
 c it gives her more time to collect food.
- Frank thinks his son enjoys life on the island because ...
 a there are lots of young children to play with.
 b he's allowed to play outside all day.
 c he hated growing up in London.

D SPEAK Work in pairs. Imagine moving to a small island far away from where you live. What would you miss? What would you be happy to leave behind?

GRAMMAR

used to, would, get used to, be used to

A Work in pairs. Match the extracts from the interview (1–4) to their meaning (a–d).

- I **used to work** long hours and it was stressful. **c**
 - I'm **used to getting up** at 6 o'clock every day... **d**
 - Financially, it has also been much harder but we're **getting used to it.** **a**
 - Back in London **he'd complain** about his work constantly. **b**
- a This situation is still strange, but it's becoming more familiar.
b This habit was true in the past but isn't true now.
c This situation was true in the past but isn't true now.
d This was strange at first but is normal for me now.

B WORK IT OUT Complete the rules with the words in the box.

be used to get used to used to / didn't use to would

used to, would, get used to, be used to

We use ¹ **used to / didn't use to** + infinitive to talk about finished habits and states: things that were true in the past but aren't true now.

We can also use ² **would** + infinitive to talk about finished habits and routines, but not to talk about states.

We use ³ **be used to** to talk about something that was unfamiliar but is not unfamiliar now.

We use ⁴ **get used to** to talk about something that is still unfamiliar and not a current habit.

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

2.2 Change

LEAD-IN

Tell students about a big move you have made in your life (e.g. *going to university, moving to another city*, etc). Then, put students into pairs to brainstorm other reasons people move. Add any useful language to the board.

LISTENING

A Put students into pairs to discuss the question, then bring the class back together to share their ideas.

 **B** Play the audio and encourage students to make notes. Give feedback as a class.

 **C** Play the audio again. Give students time to check their answers in pairs, then give feedback as a class.

D Put students into pairs to discuss the questions.

GRAMMAR

A Put students into pairs to match the extracts to their meanings. Give feedback as a class.

B Give students time to complete the rules alone, before checking their answers with a partner. Give feedback as a class.

C Direct students to the **Grammar Hub** (see TB19).

D Ask students to complete the sentences alone, using the skills box for reference if necessary. Give feedback as a class. Use the **Grammar Worksheet** on page W8 for extra practice.

E Give students time to rewrite the sentences alone, helping with grammar and vocabulary as necessary.

F Put students into pairs to discuss their sentences.

AUDIOSCRIPT

2.5

Listening, Exercise B

I = Interviewer F = Frank K = Katie

I: Many of us have dreamed of escaping the rat race and getting away from our stressful lives, but few of us have ever actually taken the plunge. Well, on today's show we have one family who have done just that. Joining us from their beach-front home is Frank Gerrard and his daughter Katie. Thanks for joining us today. It looks beautiful there! Can you hear me OK?

F: Yes, I can hear you.

I: Now, you've made quite a dramatic change to your life. What were you doing before?

Ex C Q1 F: I had a terrible job! **I used to work long hours and it was stressful. I was exhausted and overworked.** I used to dream of living a quieter and more peaceful life ... You know, getting back to nature and that sort of thing. So, I quit my job, sold the family home and we moved here.

I: Wow! That's quite a dramatic change! How's it all been going?

Ex B F: **It's been amazing!** We have a small plot of land next to our house and we grow a lot of our own food. I go fishing and hunting every day.

I: Is there a local shop?

Ex C Q2 F: **There is, but we hardly ever go. I want to grow or catch everything.**

I: So was the change easy for you?

F: Actually, it was a lot harder getting used to the new lifestyle than I thought it would be. When I worked in an office, I was so physically tired all the time because I just sat at my desk all day writing emails. I never really got up and walked around until it was time to go home, and even then I just walked to the station and sat on a train for half an hour. Now I have so many more physical tasks to do to produce the food we need. I'm used to getting up at six o'clock every day now and working hard until it gets dark. **Financially, it has also been much harder but we're getting used to it.**

Ex C Q3

I: Would you make the same decision again?

F: For me, definitely! I wouldn't change a thing. As for my family, well I'm not so sure. They miss London a lot and actually, I'm so busy all the time that we don't

really spend that much more time together. We also have way less money now – not that there's much to spend it on!

I: Well this seems like a good point to bring in your daughter. Katie, how did you feel about the decision?

Ex B K: I understand why Dad did it. Back in London, he'd complain about his work constantly. He hated it. Mum just wanted him to be happier. **But, well I think it was a stupid idea. He's just having a midlife crisis! Why would anyone want to move here?**

I: So, you're not happy there then?

Ex C Q4 K: No. I used to see my friends all the time in London. We'd go shopping or hang out in the park. What is there to do here? Walk up another mountain? The internet is terrible as well. When I was bored in London, **I used to watch Netflix on my phone or listen to something on Spotify. That kind of thing is just out of the question now because our internet connection is so bad.** We also don't seem to have any money now, which is weird – shouldn't we be better off?

I: OK, and what's school like there?

Ex C Q5 K: It's the worst thing ever! I'm homeschooled now. **There's a small school on the island, but my parents want me to take UK exams, so Mum is teaching us.** I never ever leave the house!

I: Do you think you'll grow to love it?

K: No! I'm quite stressed actually. What job can I do here? Where will I go to university? I'm getting used to being isolated from everyone, but I need to think about my future. In London, I would always think about the exciting jobs and opportunities I could have in the future. I don't want a life like this – all day collecting food. It's boring!

I: Are there any positives about the move?

K: Seriously? No. Well, to be fair, I do enjoy swimming and sunbathing every day, but generally no, I'm bored a lot of the time. I guess I'm not used to it yet.

Ex B Ex C Q6 F: **Well, our youngest loves it here. London isn't great for young children. I was always too worried to let him play outside alone. Now he's out there all day!** He would hate to move back to London. It isn't great for teenagers though, so it might change as he gets older.

K: It definitely will. He's going to be so bored!

I: Well, thank you both for joining us.

2.2 Change

PRONUNCIATION

A Play the audio so students can answer the questions. Give feedback as a class, explaining that *used to* sounds like /ju:stə/ when said in natural, rapid speech. Model and drill the sentences with the class.

B Play the audio, pausing after each sentence so students can copy the pronunciation. If you have time, you could provide further practice with the students' own sentences in Exercise E of the Grammar section.

SPEAKING

A-C Give a few examples of how your life has changed in one or two areas on the list. Then, give students time to make a brief list of their own. Next, ask them to focus on the three biggest changes and to use the questions to help them make detailed notes. Finally, put them into groups to discuss their ideas. Monitor, encouraging students to ask follow-up questions to keep the discussions going.

GRAMMAR HUB

2.2 *used to / would / be used to / get used to*

	Positive	Negative	Question
<i>used to</i>	I used to work in a hotel.	He didn't use to get so stressed.	Did she use to have long hair?
<i>would</i>	They would take the bus to work.	She wouldn't have anything for breakfast.	Would he often come home late?
<i>be used to</i>	He's used to getting up early.	I'm not used to eating such spicy food.	Are you used to driving on the left now?
<i>get used to</i>	He soon got used to wearing glasses.	I haven't got used to the cold weather.	Are you getting used to living in the countryside?

• We use *used to* + infinitive to talk about past habits, repeated actions and states or situations that have changed.

*I used to get up really early at the weekend.
He didn't use to have a beard.*

• We also use *would* + infinitive to talk about past habits and repeated actions.

The children would spend hours playing in the garden.

• We use *be used to* + verb + *-ing/noun* to talk about a situation which is now normal or familiar. We use the negative form to talk about a situation which is new or strange.

*I'm used to living on my own.
I'm not used to the cold weather.*

• We use *get used to* + verb + *-ing/noun* to talk about a situation which is becoming more familiar.

*I'm getting used to working in an office.
I haven't got used to the food yet.*

Be careful!

• We cannot use *would* to talk about past states.

They used to live in London. NOT They would live in London.

2.2 *used to / would / be used to / get used to*

A Choose the correct options to complete the sentences.

- 1 People didn't use to / wouldn't be able to look everything up on Google.
- 2 Sofia is slowly used / getting used to living back home with her parents.
- 3 Did you use to / Would you have a smartphone when you were younger?
- 4 I'm still not used / I didn't use to having short hair!
- 5 The children usually got used / used to spend their pocket money on sweets.
- 6 Jakob got / was used to wearing glasses fairly quickly.
- 7 Were you / Have you got used to the new software yet?
- 8 As a child, Milo would / was used to become demotivated very easily.

B Complete the text messages with the correct form of *used to*, *be used to* and *get used to*.

How's the new job going? Have you
1 got used to the commute yet?

Not really. It 2 used to take about 20 minutes to get to work. Now it takes over an hour!

I know the feeling! I 3 am used to having a long drive to work – I've been doing it for a while now – but I still 4 haven't got used to getting up so early!

It's horrible, isn't it? I 5 used to get up at half past seven. These days, that's when I have to leave the house. And I'm still 6 not used to getting home so late, either.

➤ Go back to page 19.

D PRACTISE Complete the sentences with *used to*, *would*, *be used to* or *get used to* and the verbs in brackets.

- I used to look (look) very different when I was younger.
- I didn't use to like (not / like) mornings but now I enjoy getting up early.
- When I was a teenager, I used to eat / 'd/would eat (eat) a lot of junk food.
- I 'm/am used to working (work) long hours now. I've done it for years.
- I am getting used to cooking (cook) for myself but I'm still not great at it.
- When I was younger, I used to / 'd/would play (play) video games for hours.
- I 'm/am not used to driving (not / drive). I only passed my test recently.
- I've decided to cut down on sugar. I 'm/am getting used to eating (eat) less but it's a bit boring!

E PRACTISE Rewrite the sentences in Exercise D so they are true for you.

F SPEAK Work in pairs. Discuss your sentences from Exercise E. Ask follow-up questions for more information.



PRONUNCIATION

Attention: *used to*

- A** Listen to these extracts from the interview. Do we pronounce the final /d/ in *used to*? Do we use the strong or weak form of *to*? **No; weak**

- I used to dream of living a quieter and more peaceful life.
- I'm getting used to being isolated from everyone.
- I guess I'm not used to it yet.

- B** Listen and repeat the sentences.

- She used to have long hair.
- Have you got used to living on your own?
- I'm used to getting up early every day.
- I actually used to drink a lot of coffee.
- Don't worry, he's used to it by now.

SPEAKING

A PREPARE Think about how your life has changed in the last ten years. Make a list of positive changes in these areas:

- where you live
- family
- work
- education
- free time
- health

B PLAN Make notes about the three biggest changes in Exercise A. Use these questions to help you:

- What prompted the change?
- How has the change affected your life?
- Are you used to the change yet?

C SPEAK Work in groups. Take turns explaining your changes. Ask follow-up questions for more information.

READING

- A SPEAK** Work in groups. What are some of the positive and negative effects of social media?
- B SCAN** Read *The big debate* quickly. Which of your ideas from Exercise A are discussed?

C READ FOR GIST Read the article again. Choose the most appropriate debate question (1–4) for the article.

- 1 Should social media be banned?
- 2 Have relationships in society got worse?
- 3 Has social media made us less social?
- 4 Should we reconnect with the people around us?

THE BIG DEBATE



PETE LOMAS, PSYCHOLOGIST



Admittedly, the internet is pretty much the greatest invention of all time. However, I'd argue that social media is the worst invention to appear in this internet era. It seems to me that despite being 'in contact' with more and more people, we are in fact losing contact – meaningful contact – with most people in our lives.

^aBeyond question, we're less comfortable in social settings than we once were. **Sadly**, we have all sat around a table where no one is really talking as they skim through their social media. Research by Ofcom has found that 51% of adults and 65% of teenagers have used their smartphone while socialising.

Frankly, this is going to have a negative impact on our relationships. In fact, in some countries, groups of friends now have a rule – if you check your phone during dinner in a restaurant, then you have to pay for everyone. Are we really in a position where we need to fine people to get them to pay attention to us?

^bUnfortunately, it's not just affecting how we interact but it is also making us feel worse, not better. **Naturally**, constant communication transforms how you feel, especially if you monitor emails, text messages and status updates. There is even an acronym for this phenomenon: FOMO – 'fear of missing out'. ^cAs I see it, anything social should make us feel involved but social media is clearly making some people feel left out rather than part of something.

Social media should be renamed anti-social media.

^dIn an already isolated world, social media is cutting us off from the world around us even further.

AMY DAY, APP DEVELOPER



From my perspective, social media has **undoubtedly** enhanced our relationships with others. It is true that not all of our online relationships are as close as our face-to-face connections but, on the other hand, it has allowed us to reconnect with lost friends, maintain connections and build new ones.

^eFrom my point of view, modern life had already made us all quite isolated individuals. We work long hours. We commute long distances. We move to cities where we know nobody, just for work. Our families all move around, not just in the country we live in, but also to different countries. I'm sure that social media has **simply** emerged from the pressures of modern life and our desire to connect with others despite these obstacles.

Apparently, we are giving up face-to-face relationships with people in favour of less personal social media ones. In all honesty, I don't think this could be further from the truth. According to research by Marketing Charts using data from Nielsen, in the space of five years, TV viewing by 18–24 year olds has fallen from 25 hours a week to **merely** 12. Those aged over 50 still watch over 40 hours a week and this figure isn't declining. Young people are clearly giving up anti-social activities in favour of other ways of interacting.

People who argue that social media has made us less interactive with the world around us clearly have the image in their mind of people on a train with their heads down looking at their phones. These people aren't choosing to be antisocial. 'Far from it – they are choosing to interact with the people they deem important in their own lives.'

2.2 Change

READING

A Ask students how they keep in touch with their friends and add any examples of social media platforms (e.g. *Facebook*, *Instagram*, etc) to a list on the board. Next, draw a curved bracket around the list and elicit what they are examples of (*social media platforms*), adding the title to the board. Either side of this, write the headings *positive effects* and *negative effects* and elicit one or two examples for each. Now, put students into pairs to discuss more ideas. Give feedback as a class, encouraging students to justify their ideas with examples, and build up two bulleted lists on the board.

- B** Give students two to three minutes to scan the text to see if any of their ideas are mentioned. Bring the class back together to clarify anything in the text that they don't understand. This might also be a good opportunity to do some vocabulary building by highlighting any useful collocations in the text (e.g. *negative impact*) and how they might be manipulated (e.g. *negative attitude/effect*, etc).
- C** Ask students to read the text again and choose the best debate title. Give them time to check their answers in pairs, before giving feedback as a class. Encourage students to explain why they ruled out the three incorrect options.

METHODOLOGY HUB by Christine Nuttall

Doing what the reader must for himself

The reader's most basic task is to associate the printed marks on the page with the spoken language they know. A teacher who reads the text aloud before starting work on it has already done this for the students.

The reader next has to make sense of the text. So if the teacher begins by explaining or summarising it, they are defeating the object of the lesson: they are telling the student something a reader ought to find out for themselves. If, as the lesson proceeds, the student encounters problems and the teacher at once explains or translates, again this is the wrong kind of help: the student has to understand only the teacher, not the text.

All these activities are valid in some circumstances, but they do not promote the independent skills of silent reading. They lead students to see the reader's role as a passive one, for most of the work has been done for them. The teacher's well-meant help has undermined the purpose for which they are teaching.

Help of this kind also devalues the text itself. When the meaning is obtained largely through the intervention of the teacher (especially if they translate it into the mother tongue), the printed text becomes almost redundant.

You may argue that without help of this kind, your students could not possibly understand the assigned texts. However, research shows that we commonly underestimate students. They may be capable of understanding far more than they at present have a chance to attempt. You can only find out by trying.

TEACHING IDEA by David Seymour and Maria Popova

Information technology

Use this to develop the theme of the impact technology has on society.

What are the greatest changes brought about by computers? Do you think there will ever be intelligent computers, i.e. computers that can learn?

In groups, list the advantages and disadvantages of modern technologies, e.g. *International telephone calls are very cheap. Working on computers all day is bad for your health.*

In groups, imagine a world without computers. How would this affect your day-to-day life? Make a list of five inconveniences, e.g. *Id have to go to the library to get information rather than look on the internet.*

METHODOLOGY HUB by Jim Scrivener

Guided discovery

An alternative to giving explanations about language points is to create activities that allow learners to generate their own discoveries and explanations. Tasks at just the right level will draw attention to interesting language issues. Teacher questions (and use of other techniques) will 'nudge' the learners towards key points. In this way, long explanations can be avoided and learners can take a more active role in their own progress.

Your role in guided discovery is to (a) select appropriate tasks; (b) offer appropriate instructions, help, feedback and explanations; (c) manage and structure the lesson so that all learners are involved and engaged and draw the most possible from the activity.

The key technique is to ask good questions, ones that encourage the learners to notice language and think about it. These questions may be oral (i.e. asked live in class) or they might be on a worksheet that leads learners in a structured way to make conclusions. This kind of guidance is sometimes referred to as 'Socratic questioning', i.e. leading people to discover things that they didn't know they knew via a process of structured questions.

You can:

- ask questions that focus on the meaning (concept questions)
- ask questions that focus on the context (context questions)
- ask questions that focus on the form
- offer appropriate examples for analysis and discussion
- ask learners to analyse sentences from texts
- ask learners to reflect on language they have used
- ask learners to analyse errors
- ask learners to hypothesise rules
- set problems and puzzles concerning the language item
- help them to stay focused if they get sidetracked
- raise their awareness as to what they have learnt.

Guided discovery is demanding on both you and the learner, and although it may look artless to a casual observer, it isn't enough to throw a task at the learners; let them do it and then move on. Guided discovery requires imagination and flexibility. Your job here is not simply to pass over a body of information but rather to create the conditions in which that information can be learnt. This seems to be a particularly fruitful way to work in the language classroom.

2.2 Change

- D** Write the following sentence on the board – *As we all know, social media has made people unsociable.* Ask students whether they think this is true or not. Then, ask whether some people were unsociable before social media (*they were*) and whether there's any evidence to support the statement (*there isn't*). Explain that when we make statements like this that you think are true, but you don't have any evidence or proof for it, this is called an assumption. Tell students that other phrases we use to introduce assumptions are *Without doubt ...* and *Beyond question ...*, and elicit some examples of other assumptions. Next, write the example from the skills box on the board and explain that it contains a hidden or implied assumption. Elicit the assumption (*that online contact isn't meaningful*). Now, ask students to read the article again in detail and match the underlined sentences to the assumptions. Give them plenty of time to do this as it's fairly challenging. Ask them to check their answers in pairs, before giving feedback as a class.
- E** Put students into groups to discuss the questions. Monitor, encouraging students to keep their discussions going by asking follow-up questions. If you have time, open the discussion up to the class.

VOCABULARY

- A** Write the first sentence from the text on the board, setting *Admittedly* in a different colour – *Admittedly, the internet is pretty much the greatest invention of all time.* Elicit what type of word *Admittedly* is (*an adverb*), then ask whether it tells us about how the writer does something, how often the writer does something or what the writer thinks about something (*what the writer thinks about something*). Tell students this kind of adverb is called an adverb of stance and elicit which definition it matches (1). Then, give students time to complete the exercise alone before checking their answers with a partner. Give feedback as a class, providing further explanation and examples as necessary.
- B** Give students time to complete the sentences alone before checking their answers in pairs. Give feedback as a class. Use the **Vocabulary Worksheet** on page W9 for extra practice.

TEACHING IDEA

by David Seymour
and Maria Popova

Throw and catch

Use this activity to revise adverbs.

Stand in a circle. Throw a ball (a ball of paper will do) from one person to another in the circle. As you throw it, shout out an adverb. When you catch it, you've got five seconds to use the adverb in a sentence. The class decides if your sentence is correct. If it isn't, you are out of the game. The last student left standing is the winner. For example –

- A** (throwing) – *Fluently!*
B (after catching) – *He speaks fluently.*
A (throwing) – *Greedily!*
B (after catching) – *He ate his dinner greedily.*

VOCABULARY

Write the following sentence on the board – _____ *effective people get up really early in the morning.* Elicit what type of word you need to complete the gap (*an adverb*) and what it could be (*highly, really, very*, etc), adding the students' ideas to the board. If the students have suggested an adverb that doesn't collocate very well, cross it out and explain that the remaining combinations are example of collocations (words frequently used together) and elicit the type (*adverb + adjective*). Now, give students time to complete the exercise alone before checking their answers in pairs. Give feedback as a class, eliciting other possible collocations for each sentence. Use the **Vocabulary Worksheet** on page W10 for extra practice.

SPEAKING HUB

- A** Give the class one or two examples of how you use technology to help maintain relationships (e.g. *email, Facebook*, etc). Then, put students into pairs to discuss their own ideas.
- B** Tell students that you are going to hold a debate, and write the following statement on the board – *Smartphones have had a negative impact on our personal relationships.* Next, divide the class into two groups and tell Group A to make notes in favour of the statement and Group B to make notes against it. Remind them to use their ideas from Exercise A to help them. Monitor, encouraging students to think of evidence or examples to support their ideas.
- C** Arrange the classroom so that the two groups are facing each other. To begin the debate, ask each group to present a summary of their position. Encourage students to take notes during the opposition's summary as this will help them to argue their point. With a weaker class, you may want to allow extra time for the groups to work to come up with counter-arguments based on their notes from the opening summaries. Once each group has presented their argument, let the debate begin. While the students are debating, ensure that everyone has a chance to participate. Allow time at the end for each group to summarise their key points again, then have a class vote to decide which side of the argument they agree with.

TEACHING IDEA

by David Seymour
and Maria Popova

Prompts

Use this activity to revise *be used to*.

In pairs, listen to these prompts and agree an explanation using *be (not) used to*. Write it down, e.g. *I'm so tired. – I'm not used to working shifts. / I can't get used to working shifts.*

- I don't think I'll ever get used to working shifts.
- Don't touch my dog!
- It was so embarrassing.
- Elephants don't like zoos.
- I find him difficult to live with.
- I can't drink this tea.
- They don't like London.
- This country is too cold for me.

Compare your explanations with another pair. Which do you like better?

D IDENTIFY ASSUMPTIONS Read the article again. Match the sentences in the text (a–f) with the assumptions (1–6). Use the information in the box to help you.

Identifying assumptions

Writers often make assumptions about what groups of people think or the opinions of others. These are signalled with phrases such as *As we all know ...*, *Without doubt ...* and *Beyond question ...*, which are used to try to convince the reader of a certain point of view.

The assumption can also be implied rather than stated directly. For example:

It seems to me that despite being 'in contact' with more and more people, we are in fact losing contact, meaningful contact, with most people in our lives.

(= assumes that online contact is not meaningful.)

- 1 Previous generations were all good at socialising. a
- 2 Nobody that uses social media feels like they're part of a group. c
- 3 Social media makes nobody feel positive. b
- 4 The world was disconnected before social media. e
- 5 Everyone on their phone is using social media. f
- 6 Everyone in the modern world felt disconnected anyway. d

E SPEAK Work in groups. Which of the assumptions in the text do you agree with? Which do you disagree with? Why?

VOCABULARY

Adverbs of stance

A Scan the article again. Complete the definitions with the adverbs in bold.

- 1 **admittedly** used to say that something is true even though it may weaken your argument
- 2 **apparently** based only on what you have heard, not on what you are certain is true
- 3 **frankly** used to emphasise that you are about to give your honest opinion, even though the person you are talking to might not like it
- 4 **merely** used to emphasise that something is small or unimportant
- 5 **naturally** in the way that you would expect
- 6 **undoubtedly** used to say that something is certainly true or is accepted by everyone
- 7 **sadly** used to show that you think something is bad or wrong
- 8 **simply** used to emphasise that you are saying something in a plain and straightforward way

B Choose the correct options to complete the sentences.

- 1 **Naturally** / **Sadly**, all new developments come with both advantages and disadvantages.
- 2 **Merely** / **Admittedly**, I see less of my friends in person now.
- 3 **Frankly** / **Apparently**, we have a weaker sense of community than we used to, but I'm not sure I agree.
- 4 Social media is **merely** / **apparently** another method of communication.
- 5 **Simply** / **Frankly**, I think social media enhances relationships.
- 6 The internet has **undoubtedly** / **apparently**, the internet has enhanced many aspects of our lives. I don't think anyone could question that.
- 7 I think many people regret the breakdown of communities. **Sadly** / **Naturally**, many communities are not as close as they once were.
- 8 It's quite **simply** / **merely** the best solution to the problem.

VOCABULARY

Adverb + adjective collocations

Some adverbs and adjectives are commonly used together. For example, we say *strongly opposed* NOT *deeply opposed* or *utterly opposed*. Learning these collocations will help make your language sound more natural.

Complete the sentences with the adverbs in the box.

absolutely bitterly deeply highly ridiculously

- 1 It is **highly** likely that more and more of our relationships will be conducted using phones.
- 2 It is **absolutely** ridiculous to say that smartphones have been negative for relationships.
- 3 I think society should be **deeply** concerned about the negative impact of smartphones.
- 4 Smartphones make it **ridiculously** easy to stay in touch with people.
- 5 I was **bitterly** disappointed when my friend started checking her phone during dinner.

SPEAKING HUB

A PLAN Work in pairs. How do you use technology to support your relationships?

B PREPARE Work in two groups. You are going to debate the following:

Smartphones have had a neagitive impact on our personal relationships.

Group A – You agree with the statement above.

Group B – You disagree with the statement above.

Plan your arguments. Think about how to support your position, as well as what the other group might say.

C SPEAK Hold a class debate.

- Conduct an interview about lifestyle changes
- Debate the impact of smartphones

▶ Ella's story

COMPREHENSION

A Work in groups. Look at the picture and discuss the questions. **'Clean eating' refers to eating only foods that are seen as healthy; nothing processed or refined.**

- 1 You are going to watch a video about clean eating. What do you think this term means? Why?
- 2 Do you pay close attention to your diet? Why/Why not?
- 3 Who or what influences the food you eat?

Glossary

gluten (n) a natural, sticky substance found in some foods (e.g. wheat)

vegan (n) someone who doesn't eat anything made from animals or fish, including eggs, milk and cheese

B ▶ Watch the interview with Ella Mills and answer the questions.

- 1 Why is Dr Yeo interviewing Ella Mills for the programme?
- 2 What do all of Ella's recipes have in common?
- 3 What made Ella decide to change her diet?
- 4 What did Ella give up as part of her change in diet?

C ▶ Watch the interview again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Ella's first cookbook wasn't very successful when it was originally published. **It was 'the fastest-selling ever in the UK.'** T/F
- 2 Ella decided to become a vegetarian more than ten years ago. **She says that 'even ten years ago' she was 'the least vegetarian person you would have ever met.'** T/F
- 3 Ella felt that her original medical treatment wasn't working effectively. T/F
- 4 Ella was initially doubtful that a change in diet could improve her condition. T/F
- 5 The fact that many others could identify with her experience encouraged Ella to continue sharing her story online. T/F

D Work in groups. Discuss the questions.

- 1 As Dr Yeo refers to 'Professor Google' in the video, what do you think his attitude is towards seeking medical advice online?
- 2 Do you think it's a good idea to search for medical advice online? Why/Why not?

Suggested answer: We can infer from this comment (and the way in which it is said) that Dr Yeo doesn't think seeking medical advice online is the best approach to healthcare.

AUTHENTIC ENGLISH

A Work in pairs. Read the extracts from the interview (1–4). Underline the words and phrases used to make the sentences more emphatic.

- 1 ... and her debut cookbook was the fastest-selling ever in the UK.
- 2 I was the least vegetarian person you would have ever met in your life.
- 3 ... and I came across lots of stories of people who'd used a change in diet and lifestyle to help manage all kinds of conditions, which I was, to be honest, incredibly sceptical of ...
- 4 Her story of how she changed her diet to change her health has proved hugely influential.

B Read the information in the box and check your answers to Exercise A. How else can you make what you say more emphatic?

Adding emphasis

In informal spoken English, speakers often use superlatives, adverbs of degree, *ever/never* and expressions like *in your life* to exaggerate or make their sentences more emphatic. Doing so helps maintain the interest of the listener or highlight the importance of what's being said.

C Work in pairs. Take turns talking about the following topics. Use the techniques in Exercise B to make your descriptions more emphatic.

- 1 a terrible meal you once had
- 2 an amazing film you've seen
- 3 a terrifying experience

The worst meal I've ever had was when I was on holiday in Thailand. I was with my ...



▶ You are what you eat



SAM



MALCOLM



AMANDA



HARRY



EMILY



A Work in pairs. Discuss what you had for breakfast and what you think your partner's choices say about them.

B ▶ Watch the video. What are the differences between Emily and Malcolm's attitudes towards food?

SPEAKING SKILL

A ▶ Watch the video again. Complete the box with examples from the conversation.

Backchannelling and lexical repetition

Backchannelling

Giving signals to show we are interested in what the other speaker is saying is called backchannelling.

To show interest, we say things like *I see* or just make noises like ¹ *Mm-hm*, *Uh-huh*.

To show surprise, we say single words like ² *Really?*, *Amazing!*, *Wow!*.

Lexical repetition

Another way to show we're engaged is lexical repetition. Sometimes this means using the same words as someone else. For example, when Emily first talks about clean eating, Malcolm starts his next turn by saying *clean eating* to show that he is following the topic. Another form of lexical repetition is to rephrase what has been said.

Emily: For me, it's about eating mindfully – I mean, really thinking about what you're putting into your body and how your body uses the energy.

Malcolm: I see. So it's just about trying to eat ³ *a healthy balanced diet* _____?

Emily: Yeah, making sure your body is getting ⁴ *a range of good nourishing food* _____.

B Work in pairs. Student A – Make a comment about one of the topics below. Student B – Rephrase your partner's comment to show you're engaged. Then swap roles.

- the weather today
- a type of food you like
- a film you like
- a country you've been to
- a city you know
- what you are wearing
- a singer or band

A: It's lovely and sunny today.

B: Oh, it's beautiful, isn't it?

SPEAKING HUB

A PREPARE Brainstorm a list of the advantages and disadvantages of becoming a vegan.

B PLAN Do you think you could become a vegan? Why/Why not? Use your ideas from Exercise A to make notes.

C DISCUSS Work in pairs. Discuss whether or not you would be prepared to become a vegan. Explain your reasoning.

A: I don't think I could ever be a vegan. I enjoy eating meat too much.

B: But what about the health benefits? Lots of people believe that vegans have a much longer, healthier life.

○ Give your opinion on food choices

▶ Turn to page 155 to learn how to write an article giving advice.

2.3 Clean eating

Ella's story

LEAD-IN

Ask the class if anyone has a special diet (e.g. *vegetarian, vegan*, etc) and encourage them to explain why. Add any useful emergent language to the board and encourage class discussion.

COMPREHENSION

- A** Put students into groups to discuss the questions.
- B** ▶ Play the interview for students to answer the questions.
- 1 To find out how the clean movement has become so popular; she's one of the most influential figures in the movement, with over a million followers on Instagram.
 - 2 They are vegan.
 - 3 She developed a rare medical condition (postural [orthostatic] tachycardia syndrome, or 'POTS').
 - 4 Meat, dairy, refined sugar, gluten and processed foods.
- C** ▶ Play the interview again for students to complete the exercise.
- D** Put students into groups to discuss the questions.

AUTHENTIC ENGLISH

- A–B** Put students into pairs to discuss the extracts, then give feedback as a class.
- Other ways to add emphasis include changing the sentence stress and intonation; using cleft sentences (e.g. The thing I like about [X] is ...); fronting/inversion (e.g. Never have I seen ...).*
- C** Put students into pairs to practise adding emphasis.

You are what you eat

- A** Put students into pairs to discuss their breakfast choices. Monitor, helping with any new or unfamiliar vocabulary.
- B** ▶ Tell students they are now going to watch the next episode of the Café Hub series. Play the episode, then give feedback as a class. You can find the **videoscript** for *You are what you eat* on the Teacher's Resource Centre.

Emily believes that it is important that we eat food that is good for us. She likes food that makes her feel good and gives her energy. Malcolm thinks that we shouldn't spend all our time worrying about how fattening food is. For him, what is more important is that the food tastes good.

SPEAKING SKILL

- A** ▶ Read through the skills box as a class, giving further examples as necessary. Then, play the video again. Give feedback as a class.
- B** Put students into pairs to practise the skill. Monitor, helping with grammar as necessary.

SPEAKING HUB

- A** Ask students to think back to the interview with Ella Mills and elicit the type of diet she followed (*vegan*) and a brief definition (*someone who doesn't eat anything made from animals or fish, including eggs, milk and cheese*). Next, elicit one or two advantages and disadvantages of this diet and add them as bullets in a table on the board. Then, put students into pairs to discuss more ideas.
- B–C** Give students time to make notes, before putting them into pairs to discuss their ideas.

VIDEOSCRIPT

Ella's story

D = Dr Yeo E = Ella

- Ex B Q1 D:** To find out how the clean movement has become so popular, I'm going to cook for someone who's become one of its most influential figures. Ella Mills is 'Deliciously Ella'. She has nearly a million followers on Instagram and her debut cookbook was the fastest-selling ever in the UK.
- Ex C Q1**
- E:** Hello!
- D:** Oh, hi! Ella.
- E:** Pleased to meet you.
- D:** Thank you very much for ... I've been nervous. I've been nervous because I've never cooked for you. And ... and I normally ...
- E:** OK. No, it's going to be amazing!
- D:** And I normally cook for ... for ... for ... carnivores. It's a terrible ... terrible thing to say.
- E:** OK, don't worry.
- D:** Umm, but obviously I'm cooking for you, and so I'm ... I'm going down the route of your philosophy using ... using plants. I'm going to cook Ella's spiced sweet potato stew. Like all her food, it is vegan.
- Ex B Q2**
- Ex C Q2 E:** I was the least vegetarian person you would have ever met in your life. Even ten years ago. Hated vegetables. Hated fruit.
- D:** No sweet potatoes?
- E:** Not even a sweet potato!
- Ex B Q3 D:** Ella decided to change her diet when she developed a rare condition called postural tachycardia syndrome.

- E:** I had the, kind of, classic issue of POTS, which is you can't control your heart rate properly, umm, so I spent about six months or so in bed just taking all these drugs and they just didn't have enough of an effect.
- Ex C Q3 D:** As the medical options ran out, Ella did what many of us would.
- E:** Obviously, I went to Google, because that's what you do these days, right?
- D:** Professor Google. Pro ... Professor Google.
- E:** Umm, which obviously can be a dangerous game, but, umm, and I started researching like, kind of, alternative things I could look at, and I came across lots of stories of people who'd used a change in diet and lifestyle to help manage all kinds of conditions, which I was, to be honest, incredibly sceptical of, it seemed quite bizarre to me that you could ... that could be an effective thing, umm, but at this point kind of, you know, anything's worth a try really.
- Ex B Q4 D:** Overnight, Ella gave up meat, dairy, refined sugar, gluten and processed foods. Her story of how she changed her diet to change her health has proved hugely influential.
- E:** It was quite cathartic for me the first time I shared it, but it was also amazing the number of people that would get in touch and say, you know, that they could relate to it for some reason or another, and I think that was also another reason to keep talking about it, because it ... it made sense of what I was doing.
- Ex C Q4**
- Ex B Q4 D:** Overnight, Ella gave up meat, dairy, refined sugar, gluten and processed foods. Her story of how she changed her diet to change her health has proved hugely influential.
- E:** It was quite cathartic for me the first time I shared it, but it was also amazing the number of people that would get in touch and say, you know, that they could relate to it for some reason or another, and I think that was also another reason to keep talking about it, because it ... it made sense of what I was doing.

2 Writing

Write an article giving advice

Using different structures to give advice

A Work in pairs. You are going to read an article titled *Clear the mess and clear your mind*. What advice do you think the author might give?

B Read the article quickly. Which of your ideas from Exercise A does the author mention?



Clear the mess and clear your mind

What better way to start the new year than getting rid of some clutter? Doing so will not only make your house feel more organised, but could also lower your stress levels. Hopefully, the following tips should help you get started!

Throw things away

We keep far more things than we really need to and many of these can be thrown away or given to someone else to use.

- Do you really need or like all of your clothes? Why not go through your wardrobe and see if there's anything you can donate to charity?
- If you don't watch it, listen to it or read it, sell it on eBay. You'll make a little bit of money and have more space!
- Don't forget to look in the garage. Most people use these areas to store things they just don't need or want.
- Don't keep broken things that you know you'll never fix.

Stay motivated

Decluttering can be hugely satisfying, but only if you can stay motivated. Use these basic rules to help you:

- Make sure you don't spend too long decluttering. If you are tired, take a break. It's much harder to make good decisions when you can't think properly!
- Don't leave a task incomplete. If you don't finish what you started, you're likely to become demotivated.

Good habits

Clutter can quickly build up again, so it's important to develop good habits for the future. Use these basic rules to help you:

- Avoid putting things into a pile. Putting them back where they belong will help keep things tidy.
- Remember to never buy something on impulse. You can always buy it later if you really want it.

C Read the article again. Complete the table with examples from the text.

Using different structures to give advice

if + present simple + imperative

- *If you don't watch it, listen to it or read it, sell it on eBay.*
- *If you're tired, take a break.*

negative imperative

- *Don't forget to look in the garage.*
- *Don't keep broken things that you know you will never fix.*
- *Don't leave a task incomplete.*

positive imperative

- *Avoid putting things into a pile.*
- *Remember never to buy something on impulse.*

D Rewrite the sentences using the words in bold.

- Drinking coffee after 9 pm is not a good idea.
Avoid **drinking coffee after 9 pm**.
- Why not try putting \$20 into a savings account every week?
Try to **put \$20 into a savings account every week**.
- If you don't use your gym membership, cancel it.
It's a good idea to **cancel your gym membership if you don't use it**.
- Perhaps you could turn your phone off in the evenings.
Try **turning your phone off in the evenings**.
- Try to do some exercise at least three times a week.
Don't forget to **exercise at least three times a week**.
- Recording the food you eat every day is a good idea.
Remember to **record the food you eat each day**.

WRITING

A PREPARE Work in pairs. Brainstorm advice you could give about one of these topics:

- reducing stress
- improving your diet
- getting fit

B PLAN Organise your notes from Exercise A into a plan for an article. Think about the clearest way to present your ideas, using headings where appropriate.

C WRITE Write your advice article. Use your plan to help you.

D EDIT Work in pairs. Edit your partner's essay. Check:

- spelling and punctuation
- use of expressions to give advice
- appropriacy of the ideas (e.g. Is the advice clear? Is it good advice?)

Refer students to this article as a model for the writing task.

Refer students to this checklist when editing their partner's work.

WRITING 155

LEAD-IN

Elicit a list of everyday life problems and ask students to discuss what advice they would give to someone in each situation. Then, as a class, try to agree on the best solution for each problem.

WRITING

A-B Put students into pairs to discuss the question. Next, give students time to read the article quickly to see if any of their ideas are mentioned. Give feedback as a class, encouraging students to share any ideas they thought of that weren't covered in the text.

C Read the skills box as a class, eliciting examples for each structure. Then, give students time to complete the exercise alone before giving feedback as a class.

D Go through the first sentence on the board, then students complete the rest alone before checking their answers in pairs.

WRITING TASK

A-B Put students into pairs to think of more advice you could give. Monitor, helping with grammar and vocabulary as necessary. Next, give students time to organise their notes into a plan and remind them to use the article about decluttering as a model. Monitor and help them with structure if needs be.

C Students should now write their articles. Monitor and provide support with structure and vocabulary when necessary.

D Put students into pairs to edit each other's articles. Encourage students to give each other positive feedback. Students can then rewrite their articles either in class or for homework.

VOCABULARY

A Match the causes (1–6) to their effects (a–f) to form full sentences.

- 1 High-calorie diets ... **d**
- 2 Regular **physical** exercise ... **a**
- 3 Strong friendship groups can **reduce the risk of** ... **b**
- 4 A low-calorie diet may **slow the ageing process** ... **f**
- 5 Eating heavily **processed foods** may result in ... **c**
- 6 Maintaining a good **level of fitness** could be positive ... **e**

- a can result in reduced levels of **stress**.
- b **depression** occurring.
- c a person's **cholesterol** levels rising.
- d could lead to higher levels of **obesity**.
- e for a person's **mental health**.
- f and lead to a longer **life expectancy**.

B Replace the words in italics with adverbs from the box.

admittedly apparently frankly merely
naturally sadly simply undoubtedly

- 1 I didn't say you had to do it, I *only* suggested you might want to. **merely**
- 2 Have you heard about Mark and Emily? *I'm not sure, but I was told* they're having a baby! **Apparently,**
- 3 That's *just* not true! We sent them multiple emails asking for more time. **simply**
- 4 Tom didn't get the job. *As you'd expect,* he's pretty disappointed, but I'm sure he'll get over it. **Naturally**
- 5 *It's obvious that* stress has played a large part in her decision. **Undoubtedly,**
- 6 *To be honest,* I think you need to spend more time with your family. **Frankly**
- 7 *It's true that* I don't do enough exercise. **Admittedly,**
- 8 *I'm disappointed that* we can't go on holiday this summer. **Sadly,**

C Choose the best adverbs to complete the collocations.

- 1 I'm **bitterly** / **deeply** concerned about his mental health at the moment.
- 2 You should try the 'couch to 5K' running plan. It's **highly** / **ridiculously** easy.
- 3 This diet is **absolutely** / **deeply** dreadful. I don't see how anyone can stick to it.
- 4 I was **bitterly** / **absolutely** disappointed when I heard I hadn't got the job.
- 5 It's **ridiculously** / **highly** likely that she'll pass the exam and get into the university.
- 6 It was **bitterly** / **deeply** cold outside and I'd forgotten my winter coat.
- 7 Have you ever seen *The shining*? It's **highly** / **absolutely** terrifying!
- 8 The actor admitted he was **deeply** / **ridiculously** ashamed of his behaviour.

GRAMMAR

A Complete the conversations with the present perfect simple or present perfect continuous form of the verbs in the box.

decorate have live reply send travel

- 1 **A:** We must be nearly there by now – we **'ve/have been travelling** for hours!
B: Don't worry, not long to go!
- 2 **A:** Have you managed to get hold of Andy yet?
B: No! I **'ve/have sent** him half a dozen emails, but he still **hasn't replied**.
- 3 **A:** Where are you staying at the moment?
B: I **'ve/have been living** with my parents while I look for a new flat.
- 4 **A:** What are you working on?
B: The same thing! I **'ve/have been decorating** the same house for weeks now!
- 5 **A:** Do you want to go for a coffee?
B: No, I'd better not. I **'ve/have had** three already this morning.

B Complete the letter with *used to*, *would*, *be used to* or *get used to* and the correct form of the verbs in the box.

arrive be (x2) drive go know live run

Before the internet

In the past, if someone 'followed' you, then you ¹ **would run / used to run** quickly in the opposite direction. 'Going viral' ² **used to be** a bad thing and 'trolls' were only toys and not unpleasant people. Arguments ³ **used to go / would go** on for ages because no one could quickly find the answer on their phone. People ⁴ **used to know** everyone's phone numbers off by heart. If you wanted to meet your friends, they ⁵ **used to arrive / would arrive** on time otherwise it was impossible to find them later. Nowadays, people ⁶ **are used to driving** without a map and never having to plan their journeys. We all seem to have ⁷ **got used to living** in a world where people speak to their devices as if they're human! I have to say that of all these changes – one thing I'll never ⁸ **get used to** is these devices spying on me!

Richard Solomon

Harlow, Essex

C Work in pairs. Discuss the questions.

- 1 What did you used to look like when you were younger?
- 2 What's something that you used to hate, but now love?
- 3 Do you think you're used to speaking in English yet?
- 4 What would someone have to get used to if they lived in your country?