

1

Aspire and inspire



Vocabulary and Speaking

Inspiration and success

- 1 The photographs show people who have been inspired and inspired others. Work with a partner. Discuss who or what you find inspiring.
- 2 Complete the phrases in 1–6 below using the correct form of the words in the box.

get set push encounter reach achieve
keep make follow overcome

Six top tips for success

- 1 To _____ it in the hyper-competitive world we live in, you'll need plenty of _____ **up and go** to keep you motivated.
- 2 Don't be put off if you _____ **obstacles**. The road to _____ **your goals** will be fraught with challenges.
- 3 Think about people who you admire; _____ **in your hero's footsteps** can provide direction.
- 4 You must _____ **the fear** of failure. Try to view failing as an opportunity to learn.
- 5 _____ yourself manageable **targets**; small accomplishments can _____ you **driven and focused**.
- 6 Keep _____ yourself, people don't _____ **the pinnacle of their careers** by standing still.

- 3 Discuss with a partner. To what extent do you agree with the advice given in exercise 2?

Reading and Use of English Part 8

Multiple matching


- 1 Work in pairs. You are going to read a magazine article about books that inspired people to change their lives. Look at the book titles (A–D). How do you think they might have inspired the person writing about them?
- 2 For questions 1–10, choose the correct book (A–D). The books may be chosen more than once.

Which person mentions the following?

- | | | |
|--|--------------------------|----|
| an <u>appreciation</u> of the <u>author's</u> skill for <u>writing</u> | <input type="checkbox"/> | 1 |
| the idea of reading as a form of <u>escapism</u> | <input type="checkbox"/> | 2 |
| an aspect that makes the book different from others of its genre | <input type="checkbox"/> | 3 |
| the inspiration that the book provided to follow a particular career | <input type="checkbox"/> | 4 |
| a change in how the reader viewed their belongings | <input type="checkbox"/> | 5 |
| how hard work was rewarded with satisfaction | <input type="checkbox"/> | 6 |
| how the book prevented the reader from making a certain decision | <input type="checkbox"/> | 7 |
| an assumption challenged by the book's style | <input type="checkbox"/> | 8 |
| the suggestion of pleasure coming from a sense of nostalgia | <input type="checkbox"/> | 9 |
| how the reader's profession attracted them to a particular theme | <input type="checkbox"/> | 10 |

Help

- Read the whole text to get a general sense. You do NOT need to understand every word.
- Underline key words in the questions. The first two have been done for you.
- Scan each section (A–D) to look for information that matches the underlined key words.

3  Has a book or film ever inspired you in similar ways to the writers in the article?

BOOKS THAT CHANGED YOUR LIFE

We asked four people to share which books inspired them.

A Harry Potter and the Philosopher's Stone

I was studying literature at university, drowning in a sea of essays on critical thought with a pile of dusty classics stacked precariously on my desk – my assigned reading for the year. As a child, my parents instilled a love of reading in me with nightly bedtime stories. Throughout my teens, I could always be found with my head buried in a book, exploring unknown worlds. This passion had been the inspiration for my choice of degree, a decision that had seemingly back-fired. Then my friend Luca lent me *Harry Potter* and urged me to read it. The joy I felt as a child reading magical tales came flooding back. Without this book reawakening my love of reading, I probably would have dropped out and wouldn't now be working at my local newspaper. Even now a stray thought sometimes comes into my head: 'Do not be like Rita Skeeter', the dastardly reporter in the books.

B Into the Wild

I first read this book when I was 17 years old, and have read it every year since. It's the true story of Chris McCandless, a young man from a well-to-do family who gave up all of his possessions, abandoned his car, donated his savings to charity and went to live a sparse existence in the wilderness north of Mt. McKinley, Alaska. Reading the book did not inspire me to follow suit, as I'm not the most outdoorsy of people at the best of times. Nonetheless, it fascinated me that someone had heard Chris's story and felt the need to relate it to the world. I wanted to be able to tell stories like that, subtle yet powerful, each sentence perfectly crafted. Ten years on, I edit human interest stories for a national magazine. The experiences that people go through in their everyday lives are far more captivating than anything I could dream up myself.

C The Hitchhiker's Guide to the Galaxy

The Hitchhiker's Guide to the Galaxy is special because I didn't expect it to have any effect on me, let alone one so enduring. I don't even remember exactly when I read it, except that it was in the first few years of my arrival in Britain as a graduate student. I remember being intrigued by the description of it as a piece of comedy science fiction and, as a financial analyst, I was especially delighted by the economic theories. I'd been reading sci-fi since I was 10 or 11 and the books were rather serious stuff. Sci-fi wasn't supposed to be comical, yet this book was hilarious. And I guess that's the lasting effect it had on me. It made me understand that serious didn't have to be sombre.

D The Life-Changing Magic of Tidying Up

When you walk into my suburban cottage, the first thing that strikes you isn't, 'Wow, look at this stark minimalist paradise!'. Yet I am now a certifiable de-cluttering freak, having recently got rid of around 65 per cent of my possessions. The reason is Marie Kondo's blockbusting book. You may have heard of it. You may even have bought it. And then, as with all good self-help books, you probably wedged it back on your (overcrowded) bookshelf. Not me. It took me a whole year of stress, confusion, humiliation, heavy lifting and determination, but I did it. A big lesson has been the realisation that the less you have, the easier it is to see the items that you haven't been using for years. We gave an old pram, which I was initially loath to part with for sentimental reasons, to a charity and after they told me about the family receiving it, I felt a warm glow of pride.



Speaking Part 2

SPEAKING

Long turn

1 Look at the photographs below. They show people taking part in different activities.

Student A: Compare **two** of the pictures and say **why** the people might be doing the activities, and **who** might have inspired them.

Student B: When your partner has finished, answer the following question.

Which activity do you think would be the most interesting to do?

- Why do you think these people might be doing these activities?
- Who might have inspired them?



2 Now change roles. Look at the photographs on page 106 and follow the instructions.

Help

Student A

- When you compare the two pictures you selected, talk about the similarities as well as the differences between them.
Both pictures show ..., but this one ..., whereas the other ...
- Speculate about what the pictures show or suggest. Don't simply describe what you can see.
I imagine/suppose/expect/think ...
It's possible/likely that ...
They might/could/may be ...
- You need to talk for about one minute.

Student B

- Develop your answer by giving reasons and examples.
- You need to talk for about thirty seconds.



Language focus 1

Past and present perfect simple and continuous

1a Sentences 1–4 below are taken from the reading text on page 7. Underline and name the perfect tense being used in each sentence.

- This passion had been the inspiration for my choice of degree ...
- ... the less you have, the easier it is to see the items that you haven't been using for years.
- I'd been reading sci-fi since I was 10 or 11 ...
- I first read this book when I was 17 years old, and have read it every year since.

1b Now match sentences 1–4 to uses a–d. Use the options only once.

- emphasising the duration of an action which started in the past and continues to be relevant in the present
- showing that a past event or situation occurred before another past event or situation
- describing a situation which started in the past and continues in the present
- emphasising the duration of an action up to another time in the past

⚙️ Read more about perfect tenses in the Grammar Reference pages 115–116.

2 Complete each sentence with the correct form of the verb in brackets. Use the perfect tenses.

- Angela _____ (work) for the BBC, but I'm not sure if she's still working for them now.
- We _____ (paint) the bedroom for three hours and we are nowhere near finished.
- Julian _____ (know) about the problem since I first told him two weeks ago.
- When I met Michael in Nairobi, he _____ (live) there for several years.
- Luckily, when Richard reached the airport, the flight _____ (not take off) and he managed to board the plane.
- I remember the 14 July celebrations in 2000. That was the first time I _____ (visit) Paris.
- Lately, I _____ (take) piano lessons so I can surprise my wife on her next birthday.
- Susan _____ (watch) television right until the power was cut off.
- Once I _____ (check) the instructions, the procedure became quite clear.
- It's no surprise I'm hungry. I _____ (not eat) all day.

3 We can use different adverbs and time expressions to be more precise about past experiences. Match sentences 1–4 to their meanings a–d.


- I haven't been to Japan yet.
 - I've been to Japan recently.
 - I haven't been to Japan for some time.
 - I've been to Japan six times so far.
- I've been a lot and will probably go again.
 - I've been in the last year or so.
 - I've never been there but intend to in the future.
 - I've been there but it was quite a few years ago.

4 For sentences 1–6, decide which ending is not correct, A, B or C.

- I think I've asked you not to play that song
 - a hundred times.
 - already.
 - so far.
- Mr and Mrs Peters have lived in Geneva
 - for a long time.
 - when they were younger.
 - all their lives.
- Have you completed all your assignments
 - all afternoon?
 - already?
 - yet?
- Katya had been living in Hong Kong
 - since she was a kid.
 - for some time.
 - last year.
- My sister hasn't been feeling very well
 - all morning.
 - yet.
 - lately.
- I asked Nell if she had been waiting
 - long.
 - recently.
 - for some time.

5a Complete each sentence so that it is true for you.

Since I was young, I've ...
 I had never ... until ...
 Before I started learning English, I'd ...
 ... is the best ... I've ever ...
 All my life I've been ...

5b  Compare your sentences with a partner.





Speaking Part 1

SPEAKING

Interview

1 In Part 1 of the Speaking test, the examiner asks you and your partner questions about yourselves. Ask and answer these questions with a partner.

- 1 Where are you from? What do you do there?
- 2 How long have you been studying English?
- 3 What do you enjoy most about learning English?

2 After asking some simple questions, the examiner will ask you about things like your childhood, your plans for your future, your home and your interests.

Work with a partner. Decide who is the examiner and the candidate. Ask and answer the questions opposite.

Help

- Answer the examiner's questions as fully as possible. Avoid one-word answers.
- Keep your responses natural and spontaneous.
- Use a variety of structures and vocabulary.

Word formation

Adjectives

1a Look at these examples of answers students have given to the questions in Speaking Part 1. Underline the adjective in each example. Then write down the word from which each adjective is formed.

In the summer, I'm going to do some voluntary work at a school in Serbia.

This time last year I started exercising more and changed my diet. Nowadays I feel much more energetic.

Seeing as I'm quite a restless person I tend to exercise quite a lot.

One of my most memorable travel experiences was when I visited my brother who lives in Shanghai.

1b Use the suffixes in exercise 1a to form adjectives from these words. Use the same suffix for all the words in each group. You may need to make other spelling changes.

- | | | | |
|---|---------|------------|-----------|
| 1 | imagine | compliment | necessity |
| 2 | science | drama | specify |
| 3 | break | like | knowledge |
| 4 | count | doubt | care |

THE PAST

- 1 What do you consider to be your greatest achievement?
- 2 What are your earliest childhood memories?
- 3 What have been the happiest moments in your life so far?
- 4 What were your ambitions when you were ten years younger than now?
- 5 How was your life different from now this time last year?

3 Change roles. Use the questions on page 107 and repeat the Speaking Part 1 exam practice activity with different topics.

2 Complete each gap with an adjective using the word in capital letters and one of the suffixes in the box. You may need to add a negative affix and make other spelling changes.

-ent -ative -ial -ory -ous -ant -y

The Life Coaching industry is becoming increasingly (0) <u>influential</u> , as more and more people turn to 'experts' for advice on everything from schedule management to ways to make	INFLUENCE
(1) _____ changes in their lives. It seems that people are more open to making big changes in their lives no matter how (2) _____ they may seem at first glance. One of the main reasons people hire coaches is that they feel that they are making	SIGNIFY
(3) _____ progress at work and need an outsider's perspective. Coaches can talk you through strategies to become more (4) _____ with your colleagues and methods to make your point of view more	RISK
(5) _____ . Sounds too good to be true, right? Well, due to lack of regulations, the quality of coaching can vary, so be (6) _____ and do your homework before selecting the right coach for you.	SATISFY
	COOPERATE
	APPEAR
	CAUTION



Listening Part 1

Multiple choice

- 1 Discuss these questions with a partner.
- How much do you know about your family history?
 - Is there anyone in your family you consider to be your role model? Why?
- 2 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends talking about role models.

- 1 What is it about the man's role model that inspires him?
- his ability to keep his personal life private
 - his dedication to achieving business success
 - his relationships with members of his family
- 2 What is the woman's main concern about role models?
- People have unreasonable expectations of what examples they can show us.
 - It is impossible to choose role models who lead exemplary lives.
 - Sometimes we select role models in order to live up to others' expectations about us.

Extract Two

You overhear two students discussing their impressions after a class.

- 3 What do both speakers agree was problematic about the lecture?
- The talk focused on people who didn't play an important role in history.
 - The lecture turned out to be significantly longer than advertised.
 - The title of the lecture was misleading.
- 4 Why does the woman mention the battle of Waterloo?
- to give an example of a historical turning point the lecturer failed to cover
 - to refer to an eye witness' account of the event
 - to support how relevant personal histories are in discussing historical events

Extract Three

You hear part of an interview on a television programme.

- 5 What reason does the man give for not doing research online?
- The registry office he contacted was unhelpful.
 - There was no information available in connection with his family.
 - He lacked the necessary skills.
- 6 How far back has the man managed to trace his family origins so far?
- He has found several living relatives on the Polish side of his family.
 - His grandparents are the oldest generation he knows anything about.
 - He has managed to trace where his great-grandparents had come from.

Help

- Underlining key phrases in the questions will help focus your attention when you listen. Question 1 has been done for you.
- The key phrases may be paraphrased in the recording. Think of one or two different ways of saying the same information.
- The first time you listen to the recording, locate the information and select the most likely answer.
- The second time you listen, check your initial choices and finalise your answers.

- 3 Check your answers by reading the listening script on page 141. Underline the parts of each extract which guided you to the correct answers. The first extract has been done for you.

- 4 Discuss these questions with a partner.
- What do you think was the most significant turning point in your country's history?
 - How do you think it affected ordinary people at the time?
 - If you could invite five people from the past or present for dinner, who would you choose? Why?
 - If you could go back in time, which period of history or historical event would you most like to visit/see? Why?

Language focus 2

Inversion

1a 🎧 Listen to the following three extracts from the listening and complete the gaps.

- I _____ anything about the other aspects of his life until I saw the film.
- I _____ a footballer as my role model!
- I _____ close to tears ...

1b Now look at how the extracts are expressed below using inversion. How has the original word order changed? What other effect does inversion have on the sentence?

- Not until** I saw the film did I know anything about the other aspects of his life.
- Under no circumstances** would I choose a footballer as my role model!
- Rarely** do I come close to tears ...

2 Complete this text about inversion by choosing the correct word in *italics*.

We can put a (1) *negative/positive* adverb or certain other expressions at the start of a sentence for emphasis. When we do this, there is inversion of the (2) *subject/noun* and the (3) *main/auxiliary* verb. We use inversion to make sentences (4) *more/less* emphatic and more (5) *formal/informal*.

⚙️ Read more about inversion in the Grammar Reference page 116.

3 Rewrite sentences 1–7 using inversion and starting with the words given. Make any other necessary changes.

- I'm sick and tired of his attitude; he won't speak to me like that again.
Never again *will he speak to me like that; I'm sick and tired of his attitude.*
- Vanessa only realised her purse had been stolen when she tried to take it out to pay.
Only when _____
- You should not share the contents of this document with anyone else.
On no account _____
- He is really clever and incredibly funny.
Not only _____
- You've never mentioned any reservations about getting married before.
At no time _____
- I wouldn't have made that satay dip if I'd known Jared was allergic to nuts.
Had I _____
- We rarely see players with such natural ability.
Seldom _____
- I'd just arrived home when they called me back to the office.
No sooner _____

4 🗨️ Work in pairs. Using the phrases in **bold** in exercises 1b and 3, write three sentences of your own, using inversion. Then swap sentences with your partner and rewrite your partner's sentences without inversion.

Reading and Use of English Part 2

Open cloze

- 🗨️ Work with a partner. Do you recognise the people in the photos? What are their achievements?
- Read the text, ignoring the gaps. Do any of the stories surprise you?
- 🗨️ For each gap 1–8, try to decide what type of word is missing (main verb, auxiliary verb, preposition, etc.). Compare your ideas in pairs.



- 4 Read the text again. Think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Fail first to succeed

It is logical to assume that famous people who achieved worldwide success (0) *...HAD...* clearly been born lucky. Astonishingly, (1) often than not, the opposite is true. It seems that the road to outstanding achievements is frequently paved with disappointments. Take, for example, Michael Jordan, often regarded (2) the most talented basketball player in history. But talent doesn't guarantee immediate success. In his teens, his coach decided to drop him (3) the high-school squad. Or consider Akio Morita, (4) name may sound unfamiliar, although you've undoubtedly heard about his company, Sony. Their first product was a rice cooker, which, disappointingly, was not very good at cooking rice and often managed to burn it. (5) surprisingly, Sony sold fewer than 100 rice cookers. It was, all (6) all, an abject failure. But it didn't prevent Akio Morita from fulfilling his ambition for Sony. Today, the brand is a household name (7) over the globe. Or what about Stephen King, one of the most successful authors that ever lived? His first book, *Carrie*, received 30 rejections, and King lost his motivation to continue. He even threw the book in the bin. Fortunately his wife took it (8) and encouraged him to try again. The rest, as they say, is history.

Help

- Read the text first, ignoring the gaps, to get a general idea of what it is about.
- You may be able to fill in some gaps just by looking at the words immediately before and after them. For others, you will need to understand a longer passage or the whole text.



WRITING

Writing Part 1

Essay

- 1 Read the task below, and answer these questions.

- 1 **Who** are you writing for?
- 2 **What** are you writing about? How many of the listed factors do you need to include?
- 3 **How** are the opinions quoted related to the points in the notes? Do you have to use these opinions in your essay?

Your class has recently listened to a podcast on how images in the media shape young people's future ambitions. You have made the notes below.

Factors in how media images influence young people's ambitions

- celebrities presented as role models
- limited choice of possible careers shown
- fame and wealth as goals

Some opinions expressed in the podcast:

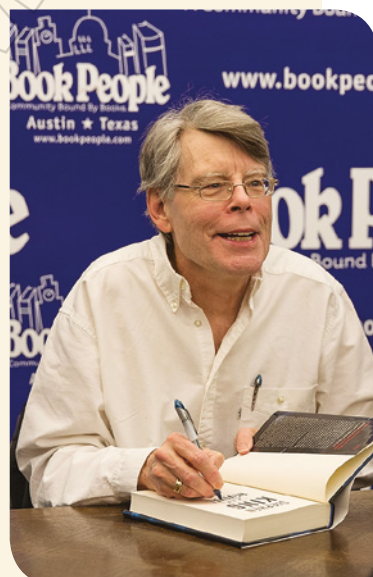
'Media celebrities are often inappropriate role models for young people.'

'There is only a narrow selection of careers shown in the media – those that most closely reflect the target audience.'

'The media plays an ambiguous role in shaping what people see as key factors in happiness.'

Write an essay for your tutor discussing **two** of the factors mentioned in your notes. You should explain **which factor has the more significant impact** on young people's ambitions, **giving reasons** in support of your opinion.

You may, if you wish, make use of the opinions expressed in the podcast, but you should use **your own words** as far as possible.



- 2 Read the model answer below. Which two factors has the writer chosen to include? What is the purpose of each paragraph? Complete the plan below.

Essay Plan

Paragraph 1: Introduction – to engage interest and present the topic of the essay.

Paragraph 2:

Paragraph 3:

Paragraph 4:

How images in the media shape young people's future ambitions

Statistics show that people aged 14–21 spend over 2.5 hours each day watching television and as much as 27 hours a week online. They are exposed to more media images than ever before and this can have lasting effects on their aspirations.

Firstly, it should be pointed out that media companies decide what professions are represented; these are decided upon the basis of viewing figures and the profit they generate. Those that do not appeal to a broader audience are rarely shown. Some would argue that, as a result, young people are less likely to consider occupations they are seldom exposed to. However, other sources of inspiration should not be overlooked. A recent survey amongst students revealed that friends, family, college or real-life role models have a far greater influence on what careers young people pursue than the media.

On the other hand, few people would dispute that the vast majority of younger people perceive success as wealth. The main reason for this opinion is the glamorous lifestyles given substantial coverage in the media. This has led many teens and young adults to view fame and fortune as the primary sources of happiness. Consequently, other more worthwhile life goals may be overlooked.

In conclusion, whilst the media generally only ever present certain types of jobs, there are other influences which outweigh the effect this has. A much more significant aspect in forming adolescent goals is how media images link being rich and famous to success, as in today's society this seems to be a widespread belief.

- 3 Read the model answer again and complete the following tasks.

- a Complete the table below with phrases from the model answer.

Giving your opinion	... should not be overlooked.
Stating other people's views	
Widely held beliefs	
Providing sources	

- b Circle the linking words and phrases in the model answer.

- 4 Write an answer to the following Part 1 task in 220–260 words.

Your class has recently listened to a lecture on how college shapes young people's future ambitions. You have made the notes below.

Factors in how college shapes young people's ambitions

- limited availability of subjects
- attitude of peers towards work
- testing and assessment

Some opinions expressed in the lecture:

'Some people panic in exams and do not achieve good results.'

'You are more likely to trust advice from people you know well and believe in.'

'Colleges do not always have a wide range of subjects to suit the needs of their students.'

Write an essay for your tutor discussing **two** of the factors mentioned in your notes. You should **explain which factor has the more significant impact** on young people's ambitions, **giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the lecture, but you should use your own words as far as possible.

Help

- Read the question carefully to ensure you understand all the requirements.
- Plan your essay and organise your ideas into paragraphs.
- Use a wide range of expressions to link and structure your sentences into a cohesive essay.
- Make sure you support your opinions with reasons.

More information in the Writing Bank pages 130–131.