

1

CONNECTIONS

Friends show their
love in times of
trouble, not in
happiness.

Euripides



Women in a minimalist photo shoot in Copenhagen, Denmark.

OBJECTIVES

- talk about reactions and feelings
- design and present a meet-up group
- compare, contrast and summarise short biographies
- talk about people that have influenced you
- give your opinion on the role of inherited ability in success
- write a formal letter asking for information

Work with a partner. Discuss the questions.

- 1 Read the quote. Do you agree with Euripides? Why/Why not?
- 2 Can online relationships ever be as close as face-to-face relationships? Why/Why not?
- 3 What are the most important relationships in your life? Why?

READING

A SPEAK Work in groups. Discuss the questions.

- 1 What qualities make someone a hero?
- 2 What type of people would you describe as 'everyday heroes'? Why?
- 3 Have you ever done anything heroic?

B SKIM FOR MAIN IDEAS Skim read *Inspiring stories of everyday heroes*. Choose the best summary (a or b) for each story. Use the information in the box to help you.

Skimming for the main ideas

Many modern articles, particularly those online, are presented in multiple short paragraphs to make them easier to read in a short amount of time. Often, we can understand the main ideas in this kind of article by quickly skimming the text.

- 1 **a** A man jumped onto the train tracks to save his baby.
b A man jumped onto the train tracks to save a woman's baby.
- 2 **a** A young couple were saved from a forest fire that broke out in the fields they were driving through.
b A young couple saved a family from a forest fire that spread to their house.
- 3 **a** A group of heroic pedestrians helped pull a schoolgirl out from under the car that had just hit her.
b A driver heroically pulled a young schoolgirl out from under his car after an accident.
- 4 **a** Despite not being a strong swimmer, a young man was able to rescue his dog from strong currents at sea.
b A passer-by was able to rescue a dog that had been swept out to sea.

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

- 1 What caused the buggy to start rolling towards the train tracks?
- 2 Was Jonas Neff in any real danger?
- 3 How did the fire develop so rapidly?
- 4 How did the children escape the burning building?
- 5 What had Becca Edwards been doing before the accident?
- 6 How did the driver react after the accident?
- 7 Why couldn't the dog get back to the beach?
- 8 Why was the rescuer so sure they could help?

D SPEAK Work in pairs. Discuss the questions.

- 1 How do you think you would react in the situations described in the article? Why?
- 2 Do you agree with Jonas Neff that he isn't a hero because 'anyone would do the same'? Why/Why not?
- 3 Why was Becca Edwards lucky that her accident happened on a main road?

Inspiring stories of EVERYDAY HEROES

BY EMILY FISCHER | OCT 15, 2018

In an age dominated by films about superheroes, it's good to know that we can all be heroes in the right context. To inspire you to do something next time you see someone in trouble, here are four real-life stories of normal people who jumped into action without a second thought.

BACK ON TRACK

Reactions are vital in everyday situations. Mother-of-one Christine Thomas was waiting on a crowded platform for her train home, when her phone rang. Expecting an important call, Christine rooted through her bag, not noticing that the brake on her child's buggy had failed and it was rolling towards the platform edge. She looked up, **horrified**, to see the buggy fall off the platform and onto the tracks below. Everyone on the platform froze, too **tense** to move, apart from Jonas Neff. Jonas jumped down quickly and lifted the buggy and child onto the platform, before pulling himself up just in time to avoid the oncoming train. Interviewed later by local radio, Jonas said, 'I'm not a hero. Anyone else would do the same.' Perhaps a little too modest considering that everyone else had been too shocked to move!

ESCAPING THE BLAZE

Everyone can be brave no matter how young or old they are. In the dry heat of summer, a fire started burning slowly in a farmer's field. As the winds became stronger, the fire spread quickly, surrounding the Sanchez family home. Trapped inside were a grandmother and her two young grandchildren. Spotting the danger as they were driving past, local residents Maria and Javier Hernandez stopped and got out to help. Maria later told local reporters '... I was so **impressed** by the character of such young children. They didn't know who we were but trusted us to catch them as they jumped from the top window. Once they were out, the grandmother jumped too.' The family were clearly upset to lose their home but equally **relieved** to all be alive.



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.

- _____ feeling happy because something bad has stopped or hasn't happened
- _____ feeling nervous, worried and not able to relax because of what might happen
- _____ feeling embarrassed and not relaxed
- _____ feeling very shocked and upset
- _____ feeling very shocked or frightened
- _____ feeling very pleased and excited
- _____ feeling admiration for someone because of an unusually good achievement, quality or skill
- _____ feeling annoyed or impatient because you can't do or achieve what you want

B Complete the sentences with adjectives from Exercise A.

- I felt a bit _____ at first because I wasn't wearing a suit like everybody else.
- I was just really _____ because the police wouldn't let me help.
- It'd been a horrible flight and I was pretty _____ when the plane finally landed.
- Firefighter Mark Cox was _____ to receive an award for bravery after the incident.
- You couldn't help but be _____ by how quickly he reacted to the danger.
- The crowd grew _____ as they waited to see if firefighters would reach the child in time.
- I was _____ to hear that my grandmother had died as we were very close.
- We were all _____ 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.

- 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.
- 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.
- 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 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 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 ___ Conversation 2 ___ Conversation 3 ___

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. T / F
- b They have played the ukulele for the same amount of time. T / F
- 2 a The man's flat is in a convenient location. 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. 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?

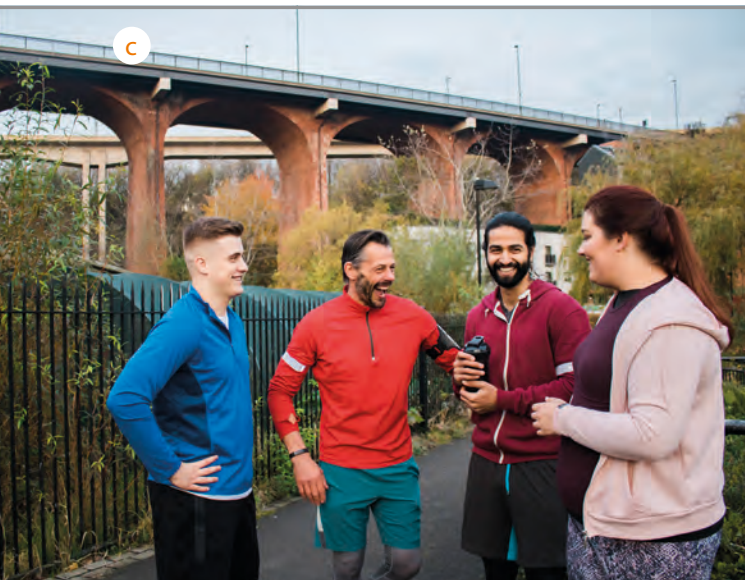
GRAMMAR

Question forms

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

1.2

- 1 **Sarah:** Yeah, same really. It just seemed like a fun thing to do. Anyway, _____ 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. _____ 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 _____?
- 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, _____ 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?



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
_____?
- is / can / ask / your earliest memory / I / what
_____?
- think / you / is more important / diet or exercise / do
_____?
- English / you / why / are / studying
_____?
- your job / what / like about / you / don't
_____?

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

PRONUNCIATION

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

A Listen to the questions from the conversations.
1.3 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? _____

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 a little eccentric. In fact, they often ate dinner in silence **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, **he was the third worst 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 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 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 **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 lack of fashionable wedding dresses that she decided to design her own. A year later, she opened her own bridal shop, from which **she has built a fashion empire worth millions.**

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 **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

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

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

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.

- | | |
|--------------------|------------------------|
| ___ present simple | ___ past continuous |
| ___ past simple | ___ present continuous |
| ___ past perfect | ___ present perfect |

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

Tense review

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

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

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

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

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

We use the 6 _____ 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 _____ (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 _____ (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 _____ (not return), Saroo grew impatient and got on a train that ⁴ _____ (wait) at the platform. He fell asleep and when he woke up, he realised that he ⁵ _____ (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 _____ (spend) the next 25 years living in Australia. Saroo wanted to find his family. Using his memories and Google Earth, Saroo eventually ⁷ _____ (find) his hometown in India.

Before his story was turned into an internationally successful book and film, Saroo ⁸ _____ (help) his dad run a business. Now he ⁹ _____ (work) as a motivational speaker until he decides what to do next. Since living in Australia, Saroo ¹⁰ _____ (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.

- ___ a work colleague who makes you laugh
- ___ a complete opposite to you
- ___ a best friend you can rely on
- ___ a very honest friend who tells you the truth
- ___ a neighbour in your community
- ___ 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 _____ best friend. Someone who will support us no matter what happens.
- 2 This person is an _____ adventurer. They always force us into new and different situations.
- 3 They are _____ and open to new ideas, cultures and activities. None of these things stress them out.
- 4 No, these people aren't _____. They just have a lot of self-belief.
- 5 They'll tell you when you're being _____ and should think about others more.
- 6 Or they'll tell you you are being _____ and need to be more flexible.
- 7 She's very _____. She just does everything in this very sensible, practical way. I guess she is a helpful person to have around!
- 8 Having no _____ people to have a laugh with would make work very boring.



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 at 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?
- 2 What sound does the next word begin with?

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

1.8

- 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 _____ (loyal).
- 2 _____ (optimistic) is a great quality for a close friend to have.
- 3 Her _____ (determined) to succeed had a great influence on me.
- 4 Frankly, I was amazed by his _____ (arrogant).
- 5 She took _____ (responsible) for her actions.
- 6 He always gave me the _____ (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 _____ event at the Special Olympics in 2015.
- 2 His great grandfather won a _____ at the Berlin Olympics in 1936.
- 3 Daniel's grandfather describes his achievement as '_____':
- 4 This year's Special Olympics has drawn crowds of _____ people.
- 5 _____ 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. 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. 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**.

B Read the information in the box and check your answer to Exercise A. Why is this idiom appropriate for the report?

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**.
- 2 She **followed in her** mother's **footsteps** and trained to become a doctor.
- 3 He **is the spitting image** of his father at that age.

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?

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 _____, 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 _____ 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 _____ 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?
- 2 What is different about *anyway*?

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.

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 _____ all the time? Not everything in life is good!
- This girl I met at the party was so _____. I was laughing all night!
- I don't think I've ever seen him get stressed or upset. He's so _____.
- The club has a lot of _____ supporters. They're still buying tickets – even at £120 a game!
- Stop being so _____ and just admit that you're wrong!
- How can we break the news to her? She's such a _____ 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 _____ (*expect*)? Do you experience
² _____ (*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 _____ (*reliable*), ⁴ _____ (*dedicate*)
and ⁵ _____ (*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 _____ (*confident*). Your
⁷ _____ (*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 _____ (*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: _____ (you / ever / be) to Japan?
B: Yes, I actually _____ (teach) English in Tokyo for three years after university.
- A: _____ (you / know) Yara?
B: Yes, I _____ (know) her since university.
- A: Why _____ (be / you) at work today? I thought you had an important meeting.
B: I _____ (have) a tough week, so I decided to take a day off.
- A: What _____ (you / do) when you heard the news?
B: I _____ (just / put) Mia to bed when my brother phoned.
- A: _____ (you / find) a new job yet?
B: Maybe. I actually _____ (have) an interview last week.
- A: Where _____ (you / go) when you had the accident?
B: I _____ (drive) to work.
- A: Oh no! My yoga class _____ (start) in five minutes and I can't find my mat!
B: Calm down. Try to think. Where _____ (you / last / see) it?
- A: I kept getting lost when I _____ (go) to Berlin last week.
B: It's difficult to learn your way around a place you _____ (never / go) to before.

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?

2.1 A full life

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

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 _____ (n) a unit for measuring how much energy you get from food
- b _____ (n) a type of fat in the blood that can cause heart disease if you have too much
- c _____ (n) a condition in which someone is too fat in a way that is dangerous for their health
- d _____ (n) a medical condition in which a person is so unhappy they cannot live a normal life
- e _____ (n) pressure or worry caused by problems in everyday life
- f _____ (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 _____ in the winter. I'm much more positive in the summer months.
- 2 Keeping your diet low in fatty foods can help lower _____.
- 3 Nuts have more _____ in them than you might think.
- 4 _____ is a huge problem in my country. Nearly a quarter of people are dangerously overweight.
- 5 _____ is one of my biggest issues. I worry so much about everything.
- 6 I worry about my _____ 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?



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.

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 _____
 Speaker 2 _____
 Speaker 3 _____
 Speaker 4 _____
 Speaker 5 _____

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

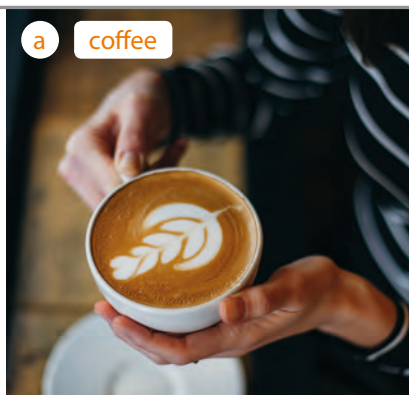
In interviews, speakers are often asked to explain their reasons for a particular action or belief. Reasons are usually signalled with:

- 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.)



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.
 - We've been spending more time together as a family.
- Which sentence focuses on the present effect and which focuses on the action itself?
 - I've managed to lose a bit of weight.
 - We've been living without smartphones and tablets for six months now.
- 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.
 - Well, this is going to sound weird, but I've stopped using shampoo.
- Which sentence focuses on frequency? Which focuses on duration?
 - I've only had three chocolate bars this month!
 - I've been living without coffee for months now.

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 _____ (stop) working 12 hours a day.
- She _____ (try) to spend less time on social media but she's finding it hard.
- I _____ (work) at a restaurant to pay my university fees.
- I _____ (be) to the gym five times this week.
- I _____ (exercise) all morning. I can't wait for lunch.
- I _____ (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.
2.3 Is there a pause between the words in bold? Is the strong or weak form of *been* used?

- 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.
2.4

- _____ working really hard recently.
- _____ using my phone too much lately.
- _____ eating less junk food.
- _____ spending more time together.
- _____ 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

S – identifying assumptions

P – catenation: used to

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?



B LISTEN FOR GIST Listen to the interview. Which members of the family are happy with the move? Which aren't?



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 ...
 - he found his job too demanding.
 - he found his lifestyle uneventful.
 - he couldn't afford to live there.
- Since moving to the island, the family ...
 - largely eats food that is home-grown or caught.
 - has to spend a lot of money at the local shop.
 - generally has a much better diet than before.
- Frank says that the family's new lifestyle ...
 - was surprisingly easy to adapt to.
 - is less physically demanding.
 - has tested them financially.
- Katie cannot stream media on the island because ...
 - the mountains affect her phone signal.
 - the internet connection is terrible.
 - the family cannot afford the internet.
- Katie is homeschooled by her mother because ...
 - there isn't a good school on the island.
 - she is planning to take UK exams.
 - it gives her more time to collect food.
- Frank thinks his son enjoys life on the island because ...
 - there are lots of young children to play with.
 - he's allowed to play outside all day.
 - 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.
 - I'm used to getting up at 6 o'clock every day...
 - Financially, it has also been much harder but we're getting used to it.
 - Back in London he'd complain about his work constantly.
- This situation is still strange, but it's becoming more familiar.
 - This habit was true in the past but isn't true now.
 - This situation was true in the past but isn't true now.
 - 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 _____ + 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 _____ + infinitive to talk about finished habits and routines, but not to talk about states.

We use ³ _____ to talk about something that was unfamiliar but is not unfamiliar now.

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

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

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

- I _____ (look) very different when I was younger.
- I _____ (not / like) mornings but now I enjoy getting up early.
- When I was a teenager, I _____ (eat) a lot of junk food.
- I _____ (work) long hours now. I've done it for years.
- I am _____ (cook) for myself but I'm still not great at it.
- When I was younger, I _____ (play) video games for hours.
- I _____ (not / drive). I only passed my test recently.
- I've decided to cut down on sugar. I _____ (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

Catenation: *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*?

2.6

- 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.

2.7

- 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. ^fFar from it – they are choosing to interact with the people they deem important in their own lives.

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. —
- 2 Nobody that uses social media feels like they're part of a group. —
- 3 Social media makes nobody feel positive. —
- 4 The world was disconnected before social media. —
- 5 Everyone on their phone is using social media. —
- 6 Everyone in the modern world felt disconnected anyway. —

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 _____ used to say that something is true even though it may weaken your argument
- 2 _____ based only on what you have heard, not on what you are certain is true
- 3 _____ 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 _____ used to emphasise that something is small or unimportant
- 5 _____ in the way that you would expect
- 6 _____ used to say that something is certainly true or is accepted by everyone
- 7 _____ used to show that you think something is bad or wrong
- 8 _____ 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 _____ likely that more and more of our relationships will be conducted using phones.
- 2 It is _____ ridiculous to say that smartphones have been negative for relationships.
- 3 I think society should be _____ concerned about the negative impact of smartphones.
- 4 Smartphones make it _____ easy to stay in touch with people.
- 5 I was _____ 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 neagtive 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.

- 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. T / F
- 2 Ella decided to become a vegetarian more than ten years ago. 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?

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 _____, _____.

To show surprise, we say single words like ² _____, _____.

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 _____?

Emily: Yeah, making sure your body is getting ⁴ _____.

- 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.

VOCABULARY

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

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

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

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 _____ for hours!
B: Don't worry, not long to go!
- 2 **A:** Have you managed to get hold of Andy yet?
B: No! I _____ him half a dozen emails, but he still _____.
- 3 **A:** Where are you staying at the moment?
B: I _____ with my parents while I look for a new flat.
- 4 **A:** What are you working on?
B: The same thing! I _____ the same house for weeks now!
- 5 **A:** Do you want to go for a coffee?
B: No, I'd better not. I _____ 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 _____ quickly in the opposite direction. 'Going viral' ² _____ a bad thing and 'trolls' were only toys and not unpleasant people. Arguments ³ _____ on for ages because no one could quickly find the answer on their phone. People ⁴ _____ everyone's phone numbers off by heart. If you wanted to meet your friends, they ⁵ _____ on time otherwise it was impossible to find them later. Nowadays, people ⁶ _____ without a map and never having to plan their journeys. We all seem to have ⁷ _____ 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 _____ 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?

UNIT 1

Lesson 1.1 Listening, Exercise B

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

Conversation 1

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

Lesson 1.2 Listening, Exercise B

1.5 **P = Presenter R = Richard**

- 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!

UNIT 2

Lesson 2.1 Listening, Exercise C

2.1 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 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.

Lesson 2.1 Listening, Exercise D

2.2 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. 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 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?
- 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 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?

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.

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!

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?

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.

Lesson 2.2 Listening, Exercise B

2.5 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?
- 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?
- 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?
- 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.
- 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?
- 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?
- 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?
- 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.

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.

UNIT 3

Lesson 3.1 Listening, Exercise C

3.1 I = Interviewer P = Paul H = Hayley L = Lee

- I: OK, welcome back to the show. Tonight we're talking about extreme sports. Why do so many people take part in such dangerous activities? Where's the fun in putting yourself at such risk? Maybe our next caller can help answer some of these burning questions. Paul, what dangerous sport do you do and why?
- P: I'm into climbing. Especially free climbing.
- I: When did you first get into climbing?
- P: When I was four years old, my dad took me walking in the foothills of the Alps. I can still remember the snow crunching under our feet as we walked together. We always had a lot of fun, but I didn't really get into climbing until I was 17. I remember standing in front of a really steep rock face and thinking, 'Can I do this?'
- I: When did you move onto free climbing?
- P: Probably about ten years later. By that point I'd become a pretty good climber and wanted a new challenge. I love the excitement, fear and challenge of it. My father thought it was a brilliant idea because he'd been a good climber as well, but my mother was terrified.
- I: Have you ever had any accidents?
- P: Well, I've had lots of terrifying moments. Once, I was high up the side of a mountain in Argentina, when the wind started to pick up. It was too dangerous to climb down, so I just had to hold on and wait. In some places, there are also these tiny wooden bridges attached to the side of the mountain to help you get from one ledge to another. Sometimes the wood groans under your weight, which can be a bit scary, but so far none have ever actually broken!
- I: OK, so what's the most dangerous thing that's ever happened to you?
- P: Well, a few years ago I was in South Africa with a few of my friends and we'd nearly finished the first part of an all-day climb. I was just pulling myself up when I saw a huge snake right in front of me. I am terrified of snakes, so I just froze as it started to hiss and arch backwards. I waited for another few minutes, not moving, and then it just seemed to get bored and slithered back into a crack in the rock. It was the most terrifying moment ever and it had nothing to do with climbing!
- I: Thanks for calling in, Paul. Hope you don't meet any more snakes on your climbs.
- I: We have our second caller, Hayley, with us now. Hayley, what dangerous sport are you into?
- H: Potholing!
- I: What, climbing through caves and things?
- H: Yeah, that's right. It's great fun, actually.
- I: Hmm ... , not sure I'd enjoy it. Anyway, how long have you been potholing for?
- H: I first got into potholing at university. There was a climbing and caving society that I joined. I had done a lot of climbing but I'd never done any potholing before. It was amazing!
- I: How does it compare to climbing?
- H: With climbing, you can see a lot of the route in front of you. Potholing is so dark, and the spaces can be really small, so it's difficult to plan your next move. Often, you start at the entrance to a cave and simply walk in, but within a few hundred metres you have crawled on your belly, swum underwater, and squeezed your body through tiny gaps. The challenges are just so much more varied.
- I: And is it a dangerous sport?