

1 Connections



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?

CONNECTIONS 1

Connection (n) a relationship between people, groups of people, things or events
Synonyms: partnership (n), tie (n), relationship (n)
Collocations and idioms: *close connection, establish a connection, in connection with*

Euripides is suggesting that anyone who is around to offer support when you're going through a difficult experience is a true friend; those that fade away at this point are not.

Euripides (480 BCE–406 BCE) was one of the most famous playwrights in ancient Greece. He wrote over 90 plays, at least 18 of which have survived, and his innovative ideas have heavily influenced European theatre.

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

- 1 Read the quote as a class and elicit its meaning (see above). Then, put students into pairs to discuss whether or not they agree with it. Give feedback as a class and encourage students to listen and respond to each other with their own ideas.
- 2 Elicit the difference between *online* and *face-to-face* relationships (*online relationships are those formed and/or maintained via social media, email, etc and face-to-face refers to people you have a relationship with in real life*). Then, elicit one or two benefits of each, adding any useful emergent language to the board. Next, put students back into pairs to think of more ideas. Monitor and help with any new vocabulary before bringing the class back together to continue the discussion.

- 3 Elicit a few examples of different types of relationship (e.g. *friends, family, colleagues*, etc), then explain an important relationship in your life to demonstrate the task. Next, put students into pairs again to discuss their own relationships. Monitor, taking notes of any useful emergent language to cover later on.

WORKSHEETS

Lesson 1.1 Personality

Vocabulary: Feelings (W1)

Grammar: Question forms (W2)

Lesson 1.2 Who we are

Grammar: Tense review (W3)

Vocabulary: Personality adjectives (W4)

Vocabulary: Noun suffixes (W5)

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.

1.1 Personality

LEAD-IN

Tell the class about three of your heroes (ideally displaying pictures of them) and explain why they are so important to you. Try to provide a good mix of people (e.g. *famous people, family members, characters*, etc) as this will encourage students to think more creatively. Then, put students into pairs to discuss their own heroes. Monitor and help with any new vocabulary. After a few minutes, bring the class back together to share their ideas. Add any new or useful vocabulary to the board.

READING

A Write the names or show pictures of three people that could be considered heroes (e.g. *a paramedic, a sports star and Superman*) on the board (or use the three people from the lead-in if you used it). Elicit a few qualities that they all have in common (e.g. *they are good under pressure; they have a good public image*; etc). Then, put students into pairs to think of more qualities and discuss the other questions. Monitor and help with new vocabulary as necessary. Give feedback as a class, encouraging students to expand on their ideas to generate discussion.

B Elicit why the writer has used subheadings (*to make the article easier to read*) and explain that we can often understand the main ideas in articles like this, by reading them fairly quickly and that this is called 'skimming'. Set a short time limit (one or two minutes) for students to skim the article and choose the best summary for each story. Give them time to check their answers before giving feedback as a class. Encourage students to justify their answers with information from the article.

C Give students time to complete the exercise alone, before checking their answers in pairs. Give feedback as a class.

- 1 *The brake failed.*
- 2 *He was able to pull himself up '... just in time to avoid the oncoming train.'*
- 3 *It spread quickly as '... the winds became stronger ...'*
- 4 *They jumped from the top window.*
- 5 *Playing on the winning team in a local football tournament.*
- 6 *Nothing. The article says the driver was 'devastated' and '... could do nothing as Becca screamed for help.'*
- 7 *It was dragged out to sea by strong currents.*
- 8 *Because he's a confident swimmer. He says, 'I wouldn't recommend swimming in such dangerous currents unless you're confident you can get back.'*

D Put students into pairs to discuss the questions. Monitor and encourage them to expand on their ideas and ask follow-up questions to extend their discussions.

Suggested answer

- 3 *There were lots of people around to help.*

METHODOLOGY HUB by Christine Nuttall

Scanning and skimming

The idea that some parts of a text may be ignored or skipped is strange to some students, but efficient reading, and specifically the techniques of scanning and skimming, requires it.

By **scanning** we mean glancing rapidly through a text either to search for a specific piece of information (e.g. *a name, a date*) or to get an initial impression of whether the text is suitable for a given purpose (e.g. *whether a book on gardening deals with a particular plant disease*).

By **skimming** we mean glancing rapidly through a text to determine its gist, for example, in order to decide whether a research paper is relevant to our own work (not just to determine its field which we can find out by scanning) or to keep ourselves superficially informed about matters that are not of great importance to us; much of newspaper reading is skimming.

The distinction between the two is not particularly important. In both, the reader forces his eye over print at a rate which permits him to take in only, perhaps, the beginnings and ends of paragraphs (where information is often summarised), chapter headings and so on.

Scanning and skimming are important techniques; they do not remove the need for careful reading, but they enable the reader to select texts, or parts of texts, that are worth spending time on. And skimming to get a top-down view is valuable as a way of approaching difficult texts.

Students need plenty of practice in these techniques; it is a good idea to devise races to practise them, to ensure the necessary pace. Many tasks can be done in groups, which makes the supply of materials more feasible.

TEACHING IDEA by David Seymour and Maria Popova

My hero

Use this activity to extend the theme of heroes.

What makes someone a hero? Who do you look up to in your family?

Did you have a hero at school? Tell us about him/her. Can you think of any anti-heroes? Think of a famous hero and imagine you are that person. Stand at the front of the class and answer the students' questions. You can only answer 'yes' or 'no'. They will try to guess who you are. (Ask for volunteers, and if they can't think of a hero, give them one of these: Mahatma Gandhi, James Bond, Nelson Mandela, Superman, Robin Hood, Bob Marley, Neil Armstrong, Abraham Lincoln, Leonardo da Vinci, Martin Luther King.)

TEACHING IDEA by David Seymour and Maria Popova

Balloon debate

Use this activity to extend the theme of heroes.

(Elicit the names of two historically important people. Then draw a picture of a balloon on the board, with someone jumping out of it.) Work in two groups. (Allocate one of the important people to each group.) The balloon has a leak and it can only carry one person. Convince me that your person should be the one to survive. Why is he/she more useful to the human race than the other person? Discuss your arguments and take turns to present them. I'll decide who has to jump. Work in groups of five for another balloon debate. Each choose a famous person and prepare reasons why you should stay and the others should jump. When you have finished, vote for the winner.

1.1 Personality

VOCABULARY

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

SPEAKING

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

Extra activity

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

METHODOLOGY HUB by Jim Scrivener

Post-activity

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

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

- During the last few minutes of a long task, go round the groups and warn them that each group will be asked to 'report back' to the whole class. Ask them to appoint a spokesperson and to agree on the main message they want to say. You could ask them to choose just one point from their discussion that they think is worth sharing.
- When checking answers, ask for groups to exchange and compare their answers across the room themselves ...
- ... or get a student to come up front and manage the answer-checking, rather than doing it all yourself (you could give this student the answer sheet!).
- Collect in all answer sheets, then redistribute them for 'correcting' by other students. When everything has been checked, students pair up with those who marked their paper and listen/explain/justify/argue, etc.
- Correct one student's answers; that student then goes on to correct other answers, etc.
- Divide the board up into spaces for answers and throw pens to different students who fill the board up with their answers (each answer written by a different student). The whole group looks at the finished board and comments/corrects.



THE STRENGTH OF MANY

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

DANGER AT THE BEACH

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

VOCABULARY

Feelings

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

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

B Complete the sentences with adjectives from Exercise A.

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

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

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

SPEAKING

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

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



LISTENING

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

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

Get Together

Home [About us](#) Contact Login Sign up

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

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

Members	Groups	Countries
25 million	185,967	148

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

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

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

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

D SPEAK Work in groups. Discuss the questions.

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

GRAMMAR

Question forms

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

- 1 **Sarah:** Yeah, same really. It just seemed like a fun thing to do. Anyway, **who's leading** _____ the group tonight?
- 2 **Mark:** Er, Lucy, I think. She's actually a professional musician, so we're in good hands.
- 3 **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.
- 4 **Alana:** Oh, fair enough. **Why don't you** _____ like them?
- 5 **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.
- 6 **3 Fyodor:** I suppose so. Who **do you live with** _____?
- 7 **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.
- 8 **4 Martin:** Excuse me, **could you tell me** _____ where I sign in for the book club Get Together?
- 9 **Yumi:** Er, yeah, right here actually. I'm running the group tonight. Can I take your name, please?

1.1 Personality

LISTENING

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

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

GRAMMAR

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

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

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

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

AUDIOSCRIPT

1.1

Listening, Exercise B

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

Conversation 1

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

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

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

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

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

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

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

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

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

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

Conversation 2

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

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

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

A: Where were you living before?

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

A: Oh, really? How come?

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

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

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

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

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

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

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

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

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

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

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

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

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

Conversation 3

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

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

M: It's Martin Pajak.

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

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

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

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

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

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

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

1.1 Personality

PRONUNCIATION



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

1.3;
1.4

SPEAKING HUB

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

GRAMMAR HUB

1.1 Question forms

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

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

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

Subject questions

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

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

Indirect questions

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

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

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

Questions ending in a preposition

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

Who did your brother live with?

What did you use it for?

Questions with negative auxiliaries

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

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

1.1 Question forms

A Correct the mistakes in each question.

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

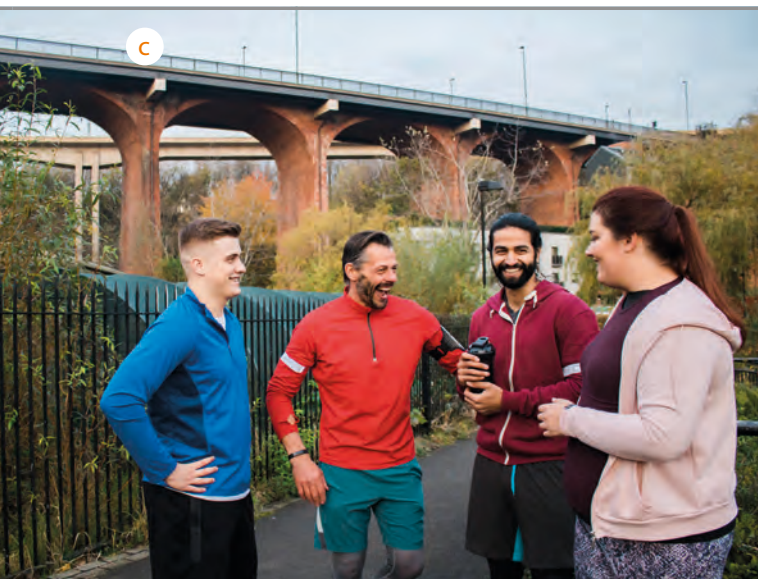
B Rewrite the direct questions as indirect questions.

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

C Complete the questions in the interview.

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

➤ Go back to page 5.



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

Question forms

Indirect questions

We use indirect questions when we want to be more polite. They often start with phrases like *Could you tell me ...?*, *Do you know ...?* and *Would you mind ...?* In indirect questions, we use the same word order as a statement (i.e. ¹*verb + subject / subject + verb*) and we don't use the auxiliary *do*.

Questions with prepositions

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

Subject questions

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

Negative questions

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

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

D PRACTISE Reorder the words to make questions.

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

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

PRONUNCIATION

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

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 **Ex C Q1** a little eccentric. In fact, they often ate dinner in silence **1** while each of them read a book.

Was he always a gifted academic?

At school, Hawking was thought of as bright but not brilliant. In his first year of secondary school, **2** he was the third worst 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.** **Ex C Q5**

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.** **Ex C Q3**

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.** **Ex C Q4**

Ex C Q6 **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

1.2 Who we are

LEAD-IN

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

READING

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

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

METHODOLOGY HUB by Scott Thornbury

Reading

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

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

GRAMMAR HUB

1.2 Tense review

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

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

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

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

She doesn't feel well.

It didn't cost a lot.

I haven't finished yet.

Had they been there before?

Be careful!

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

I was travelling across the country at the time.

I have just finished the last series on Netflix.

Actually, I saw him at the gym yesterday.

1.2 Who we are

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

GRAMMAR

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

- C** Direct students to the **Grammar Hub** (see TB6 and below).

- D** Direct students' attention to the picture of Saroo Brierley, and ask students what they know about him. Explain that he was the inspiration for the film *Lion*, before giving students time to complete the text alone. Ask them to check their answers in pairs before giving feedback as a class.

- E** Model the exercise by giving some examples from your own life. Encourage students to ask you questions, adding any useful emergent language to the board. Then, put students into pairs to discuss their own experiences. Monitor, focusing on the accuracy of the tenses covered in this section. Use the **Grammar Worksheet** on page W3 for extra practice.

SPEAKING

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

GRAMMAR HUB

1.2 Tense review

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

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

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

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

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

forget have know meet
snow think walk work

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

➤ Go back to page 7.

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

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

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

GRAMMAR

Tense review

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

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

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

Tense review

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

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

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

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

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

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

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

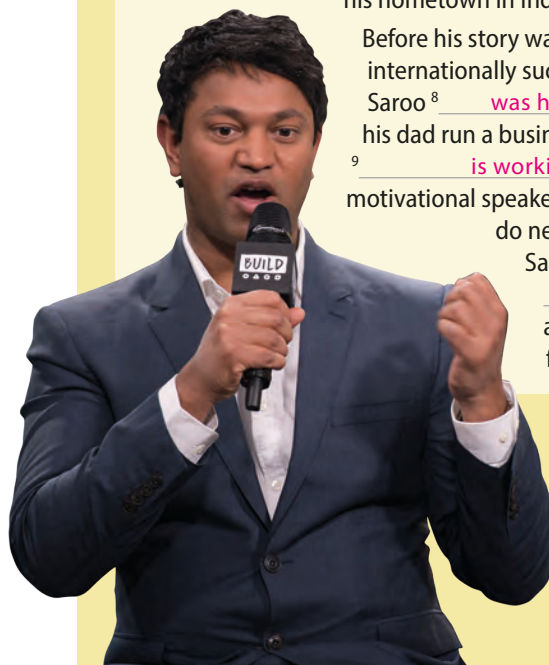
D PRACTISE Complete the text with the correct form of the verbs in brackets.

Saroo Brierley

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

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

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



E SPEAK Work in pairs. Discuss the questions.

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

SPEAKING

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

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

C DISCUSS Work in groups. Discuss the questions.

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

LISTENING

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

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

Listening for the main ideas

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

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

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

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

D SPEAK Work in groups. Discuss the questions.

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

VOCABULARY

Personality adjectives

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

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

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



1.2 Who we are

LISTENING

A Describe a close friend to the class, explaining how you know them and how you are similar or different. Then, put students into pairs to talk about their own friends. Monitor, helping with any new or unfamiliar vocabulary as necessary. Bring the class back together and nominate one or two pairs to share the main points from their discussion. Add any useful emergent language to the board.

B Talk through the skills box as a class, clarifying anything students don't understand. Next, play the audio for students to complete the exercise, then give them time to check their answers in pairs. Give feedback as a class.

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

D Put students into groups to discuss the questions.

VOCABULARY

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

AUDIOSCRIPT

1.5

Listening, Exercise B

P = Presenter R = Richard Bonnel

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

R: Thanks for having me.

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

R: Well, we all know hundreds of people on Facebook, Twitter and other social media sites but how many

Ex C Q1 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.

Ex B **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.

Ex C Q2 **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.

Ex B

P: How is that useful?

Ex C Q3 **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.

Ex B

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.

Ex C Q4

Ex B

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.

Ex C Q5 **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?



Ex B

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

1.2 Who we are

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

PRONUNCIATION

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

TEACHING IDEA by David Seymour and Maria Popova

Someone who ...

Use this activity to revise and build on personality adjectives.

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

Someone who ...

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

VOCABULARY

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

SPEAKING HUB

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

METHODOLOGY HUB by Adrian Underhill

Liaison

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

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

in English my uncle far away go away

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

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

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

METHODOLOGY HUB by Scott Thornbury

Affixation

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

B Choose the correct adjectives to complete the sentences.

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

C Go to the **Vocabulary Hub** on page 143.**D** Complete the personality quiz.**What kind of person are you?**

Rate yourself on a scale of 1–5.

1 = Strongly disagree 5 = Strongly agree

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

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

Connected speech: final consonant and initial vowel

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

1.7

Most people spend 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?
a consonant sound
- 2 What sound does the next word begin with?
a vowel sound

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

SPEAKING HUB**A PREPARE** Make a list of people that have had a big influence on you (e.g. a teacher, your best friend, a grandparent, etc).**B PLAN** Choose one of the people in Exercise A to tell your partner about. Use the following questions to make notes:

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

C SPEAK Work in pairs. Use your notes from Exercise B to talk about the person you chose. Ask follow-up questions to find out more about them.**D DISCUSS** As a class, discuss the types of people that influenced you. What personality traits do they share?

○ Compare, contrast and summarise short biographies

○ Talk about people that have influenced you

▶ The Special Olympics

COMPREHENSION

- A** Work in pairs. Successful athletes are often not the only person in their family to compete at the highest level. Why do you think this is?
- B** ▶ Watch a news report about a competitor at the Special Olympics. The report focuses on this person because ...
- he is competing at the highest level in his sport.
 - his great grandfather was also a successful athlete.
 - he is competing in multiple events.
- C** ▶ Watch again. Complete the sentences with no more than three words from the report.
- Daniel Wolff won the four hundred / 400 metres event at the Special Olympics in 2015.
 - His great grandfather won a gold medal at the Berlin Olympics in 1936.
 - Daniel's grandfather describes his achievement as 'something really special / special'.
 - This year's Special Olympics has drawn crowds of half a million / 500,000 people.
 - Thirteen / 13 people in Daniel's family have come to watch him compete.
- D** ▶ Are these sentences true (T) or false (F)? Correct the false sentences. Then watch the report again to check.
- Daniel's grandfather believes that sporting ability is genetic. (T) / F
 - Daniel was confident before the event that he would win. He said he was feeling amazed and a bit surprised that he had won. T / (F)
 - The reporter believes Daniel had a good level of support at the event. (T) / F
 - His father didn't think it was fair to leave his children at home. (T) / F
 - The 400 metres is the only event Daniel is taking part in. The reporter says Daniel is going 'for more gold later in the week.' T / (F)

AUTHENTIC ENGLISH

- A** Work in pairs. Read the extract from the report. What do you think the expression in bold means?
- Daniel Wolff crosses the line to win the 400 metres and shows that athletic success really can **run in the family**.
If an ability, quality, disease, etc runs in the family, many family members have it.
- B** Read the information in the box and check your answer to Exercise A. Why is this idiom appropriate for the report? *This expression is appropriate as the report focuses on sporting ability that runs in the Wolff family.*

Idioms: family

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

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

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

- C** Read the sentences (1–3) and try to guess the meaning of the idioms in bold.
- His grandfather was also a famous author – writing must **be in the blood**. *If an ability, skill, quality, etc is in your blood, it is natural for you because it already exists in your family.*
 - She **followed in her mother's footsteps** and trained to become a doctor. *To do the same thing as someone else did in the past (especially someone in your family).*
 - He is **the spitting image** of his father at that age. *To look extremely similar to someone.*
- D** Work in pairs. Discuss the questions.
- Do you think any of your skills, abilities, etc are in your blood?
 - Have you followed in the footsteps of anyone in your family?
 - Have you ever been told you are the spitting image of someone?



▶ Family matters



SAM



MALCOLM



AMANDA



HARRY



EMILY

A Work in pairs. What job do you have now or want to have in the future? What makes you particularly suitable for it?

B ▶ Watch the video. What runs in Harry's family? What runs in Sam's family? **Untidiness runs in Harry's family; working in catering runs in Sam's family.**

SPEAKING SKILL

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

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

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

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

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

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

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

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

Developing and introducing new topics

Developing topics

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

Introducing new topics

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

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

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

SPEAKING HUB

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

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

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

Group A – You agree with the idea above.

Group B – You disagree with the idea above.

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

C SPEAK Hold your debate.

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

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

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

1.3 Keeping it in the family

The Special Olympics

LEAD-IN

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

COMPREHENSION

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

AUTHENTIC ENGLISH

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

Family matters

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

SPEAKING SKILL

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

SPEAKING HUB

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

VIDEOSCRIPT

The Special Olympics

P = Presenter Dg = Daniel's grandfather

Df = Daniel's father D = Daniel

PAA = PA Announcement

- Ex C Q1 P:** Daniel Wolff crosses the line to win the 400 metres and shows that athletic success really can 'run in the family'.
- Ex C Q2 Dg:** My father won a gold medal in Berlin and, I've seen his race many times on film, and this was, just, you know, er, altogether very thrilling.
- Ex D Q1** It's obviously the genes have come through. And
- Ex C Q3** with his autism it's great that he can achieve something really special, you know?
- PAA:** [Daniel John Wolff]
- Df:** How are you feeling, Daniel?
- Ex D Q2 D:** Amazed. And a bit surprised for winning.

- Ex C Q4 P:** Half a million spectators are attending events at the Special Olympics venues like here, where the athletics is being held, and Daniel hasn't been short of support either. No fewer than 13 family members were cheering him on.
- Ex D Q3**
- Ex C Q5**
- Df:** It was only going to be me and my wife originally, er, but, er, we thought, 'We can't leave the kids at home and ...' and then two of the aunts and one of the uncles and my mum and dad, a cousin and his wife and kids from Seattle came down as well.
- Dg:** Well done, Daniel! I nearly had a heart attack; it was so exciting.
- P:** They're the best family you could ... you could ask for?
- D:** Yeah. The most helpful and supportive.
- Ex D Q5 P:** And Daniel will have all that support behind him when he goes for more gold later in the week. Stuart Pollitt, BBC London News, Los Angeles.

1 Writing

Write a formal letter asking for information

W structuring formal letters

A Read the letter and answer the questions.

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

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

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

To: French language club
From: John

¹Dear Sir / Madam,

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

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

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

⁵Kind regards
 John

C Complete the box with sentences from the letter.

Structuring formal letters

Saying why you're writing

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

Organising information

Could you let me know ...?

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

Asking for a response

If you could ...

! I would be grateful if you could ...

Sign-off

Yours faithfully ...

Kind regards

WRITING

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

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

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

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

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

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

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

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

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



154 WRITING

LEAD-IN

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

WRITING

- A** Give students time to read the letter and answer the questions. Give feedback as a class.
- B** Ask students to complete the exercise alone, before checking with a partner. Give feedback as a class.
- C** Read the skills box as a class, giving further explanation and examples as necessary. Then, give students time to complete the exercise alone before giving feedback as a class.

WRITING TASK

- A** Read the task as a class and give students time to make notes about what they will include in their letters.
- B** Give students time to organise their notes into a plan. Monitor and help with structure as necessary.
- C** Tell students to write their letters. Monitor, providing support with structure and vocabulary as necessary.
- D** Put students into pairs to edit each other's work. Encourage students to give each other feedback by sharing one aspect of the letter they were particularly impressed by and one element that could be improved. Students can then edit and rewrite their letters in class or for homework.