

# UNIT 1

## Outstanding people

### UNIT CONTENTS

#### G GRAMMAR

- Review of tenses: present simple and present continuous, present perfect simple, past simple, past continuous, past perfect simple
- Questions: requiring auxiliaries, negative questions, *which* v. *what* questions, prepositions in final position, subject questions, indirect questions

#### V VOCABULARY

- Character adjectives: *ambitious, arrogant, determined, inspiring, loyal, motivated, naive, optimistic, passionate, respected, self-confident, sensitive, stubborn*
- Trying and succeeding: *give up, have a go at, keep it up, keep to, make an effort, manage to, successfully, try out, work out*
- Wordpower: *make up my mind, make a difference, make out, make the best of, make up for, make sense, make friends with*

#### P PRONUNCIATION

- The letter e
- Word stress
- Rapid speech

#### C COMMUNICATION SKILLS

- Discussing people you admire
- Discussing a challenge
- Explaining what to do and checking understanding
- Using appropriate phrases to break off a conversation
- Writing an article about living without a technological device

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Write *film, music, sport* on the board and ask students, in pairs, to write down as many famous people as they can for the different lists. Allow two minutes and then stop the class and find out which students have written down the most names. Take feedback as a class and check the names and find out which five names were the most common. In pairs, students tell their partners about any famous people they have met, giving details about where, when, why and what happened. Take feedback as a class.



### UNIT OBJECTIVES

At the end of this unit students will be able to:

- discuss people they admire and describe people they find inspiring
- talk about different types of physical and mental challenges
- understand information, texts and conversations about inspiring people and challenges
- use appropriate phrases to explain processes and to check people's understanding
- use appropriate phrases to break off a conversation
- discuss dependence on technology
- write an article about living without a technological device

- a Ask students to look at the picture and answer the questions as a class. They will need to speculate so help with phrases like: *I think they are ... It's possible that they are ...* A strong group might use: *They could be/might be* etc. If you wish, give students the information from the Culture notes below.



### CULTURE NOTES

#### Ben Stiller

The picture shows Ben Stiller having a *selfie* (a photo you take of yourself) taken with a fan, Tina Chan, at the premiere of his film *While We're Young* in Toronto, Canada. Ben Stiller is an exceptionally talented and famous American comic actor, and he has appeared in many award-winning films. He started his career with his own TV show in 1992 and then went on to star in, write and direct many films. In his career he has been involved in more than 50 films. Some of his most famous are: *Zoolander*, *There's Something About Mary* and the *Night at the Museum* films. *While We're Young* was released in autumn 2014 and the third and final film in the *Night at the Museum* series, *Secret of the Tomb*, was released at Christmas 2014.

- b Read through the questions with the class and explain any unfamiliar vocabulary, e.g. *role model* (someone for young people to copy). Ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for answers, ideas and comments from the conversations and extend the discussions if appropriate.



### EXTRA ACTIVITY

Ask students in pairs to role-play a meeting with a famous person. Students should each choose a famous person they know a lot about and tell their partner who it is. Then, each student writes down some questions to ask their partner (as the famous person). Students role-play the meeting and take turns to be the famous person. Monitor and encourage where necessary. If appropriate, ask some pairs to repeat the role play for the rest of the class.

# 1A She is an inspiring woman

## OPTIONAL LEAD-IN

Books closed. Write this gapped adjective on the board: *i \_ \_ \_ i \_ i \_ \_*. Tell students that this is an adjective that describes someone who makes you feel you want to and can do something good. Make students guess the word, one letter at a time. Ask them to take turns to call out letters and add correct guesses to the word until the full adjective is guessed (*inspiring*). Ask students for an example using the word, e.g. *My uncle is an inspiring person. He does a lot to raise money for charity.*

## 1 READING

- a**  Ask students for the names of some people who have been in the news recently, e.g. politicians, film stars, criminals, etc. Write them on the board and ask the class if they admire these people and why/why not. Discuss what kinds of people the students admire.
- b** Ask students to look at the pictures of the people in the texts, in particular Jony Ive and Joan Ganz Cooney. Put students into pairs and ask them to guess what the people might have done to make other people admire them, but don't confirm answers at this point. Take feedback as a class.
- c** Ask students to read the texts quickly to check their answers. Tell them not to spend too long on reading the texts in detail, as they just need to find out what the people have done. Check answers as a class. If you wish, give students the information from the Culture notes below.

### Answers

Jony Ive – did important design work for Apple  
 Joan Ganz Cooney – created *Sesame Street*

## CULTURE NOTES

- Sesame Street* is a very popular children's educational TV programme. It is important because it was the first educational programme for a very young age group. Most young people all round the world from the 1970s onwards watched *Sesame Street* at some point in their childhoods. The programme helps young children learn letters of the alphabet and numbers.
  - Apple is a multinational corporation that makes computers and other electronic gadgets such as iPads and iPhones. Steve Jobs was one of its founders in 1976. He was very influential throughout his time with the company. He died in October 2011.
- d** Tell students that this time they should read the texts carefully to decide which person (Jony Ive or Joan Ganz Cooney) the questions are about. Read through the questions with the class and check that they understand *initially* (at the beginning). Individually, students answer the questions. Check answers as a class.

### Answers

1 JI 2 JC 3 B 4 JC 5 JI 6 JC 7 JI 8 JI

At the end of this lesson, students will be able to:

- read and understand texts about inspiring people
- understand the differences between the present simple, present continuous, present perfect and past perfect simple
- understand a conversation about an influential scientist
- use a lexical set of character adjectives correctly
- talk about an inspirational or influential person

## VOCABULARY SUPPORT

*award* (B2) – prize

*contribution* (B2) – something you do or give to help something succeed

*device* (B2) – equipment (often electric) for a particular purpose

*executive* (C1) – someone with an important job in a business

*genius* (C1) – person who is extremely clever or talented

*go on air* – broadcast

*iconic* – very famous and special

*outline* (B2) – description, summary

*play a role* (B2) – be important

## FAST FINISHERS

Ask fast finishers to underline and think about or discuss the meanings of new words they found in the texts. Check these during feedback.

- e**  In pairs, students discuss the question. Encourage students to give reasons for their answers. Take feedback as a class.

## EXTRA ACTIVITY

In pairs, students discuss the following questions:

– *What do you like about the design of the latest iPad, smartphone or other tablet?*

– *Why do you think the programme *Sesame Street* was and is so popular?*

– *Do you think that everyday things have to be beautiful as well as practical? Why/Why not?*

Students share their ideas as a class.

## 2 GRAMMAR Review of tenses

**a** In pairs, students match the verbs in **bold** with the tenses. Take feedback as a class.

### Answers

- 6 present simple
- 2 past simple
- 1 present continuous
- 3 past continuous
- 5 present perfect
- 4 past perfect

**b** In pairs, students complete the sentences with the correct tenses from 2a. Take feedback as a class.

### Answers

- 1 past simple
- 2 present continuous
- 3 present perfect
- 4 present simple
- 5 past continuous
- 6 past perfect

**c** Students underline examples in the second text individually. Take feedback as a class. You may wish to point out that texts of this kind usually feature a lot of past simple verbs.

### Suggested answers

- present simple: consider, combine, is, they're, think, admire, she's not
- past simple: grew up, brought, realised, could, researched, wrote, presented, rejected, thought, didn't have, set up, questioned, was, didn't want, encouraged, knew, meant, became, went, didn't stop, continued
- present continuous: it's still going
- past continuous: was working
- present perfect: I've always felt, has got on with, she's had
- past perfect: had managed

### CAREFUL!

Students often use a simple form instead of the continuous when using the present and past continuous, e.g. *Dear Sir, I write this letter to ...* (Correct form = *Dear Sir, I am writing this letter to ...*) or *Heft the shop, when the shop assistant suddenly started shouting* (Correct form = *I was leaving the shop, when the shop assistant suddenly started shouting.*)

Students also tend to use the past simple instead of the present perfect, e.g. *I decided to come in the first week of July.* (Correct form = *I have decided to come in the first week of July.*)

### LOA TIP CONCEPT CHECKING

Check students have understood the concepts of the different tenses by writing these sentences on the board and asking the questions:

– *Sesame Street comes on TV four times a week.*

Ask: *Is it on TV now?* (we don't know)

*Is it on TV regularly?* (yes)

– *I've is working on a new design.*

Ask: *Does he do this every day?* (we don't know)

*Is he doing it at this moment?* (yes)

– *In 1967 Joan spent the summer doing research.*

Ask: *Is she still doing research?* (no)

*Do we know when she did the research?* (yes)

*Has the summer of 1967 finished?* (yes)

– *At 10.30 yesterday morning the children were watching Sesame Street.*

Ask: *Do we know when they watched Sesame Street?* (yes)

*Did they finish watching it?* (we don't know)

– *I've bought a new iPhone.*

Ask: *Do we know when you bought the iPhone?* (no)

*Do you have a new iPhone now?* (yes)

– *When I saw the children, I asked them about the TV programme they'd watched.*

Ask: *Did the children watch the programme before you saw them?* (yes)

**d**  **1.2** Students read the information in the Grammar Focus 1A on SB p.134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct tenses. Tell students to go back to SB p.9.

### Answers (Grammar Focus 1A SB p.135)

- a** 2 Internet shopping is becoming 3 We are looking 4 This food tastes 5 We are thinking of, they cost 6 I'm writing, I'm sending
- b** 1 c 2 a 3 d 4 b 5 f 6 e

**e** Tell students to look at the text. Ask if they know anything about Nikola Tesla. Individually, students read the text and choose the correct words. Then, tell students to compare answers with a partner. Don't confirm answers at this point.

**f**  **1.3** Play the recording for students to listen and check answers. Encourage students to explain the reasons for the correct verb forms. If necessary, return to the Grammar Focus to look at the relevant explanations again.

### Answers

- 1 have heard 2 played 3 have 4 worked 5 had emigrated 6 was working 7 decided 8 helped 9 has had 10 enjoy

### VOCABULARY SUPPORT

*emigrate* – move to live in another country

*impact* (B2) – effect

*X-ray* (B2) – a photograph of inside your body

### 3 LISTENING

- a**  Ask students to look at the picture of Jocelyn Bell-Burnell and tell you what they can see. Prompt with questions, e.g. *Where do you think she is? What do you think she's doing?* Tell students they are going to hear a conversation between two colleagues, Chloe and Amelia. Students need to choose the correct sentences, 1–4. Remind students that it is not important to understand every word in the recording to do the task. Play the recording all the way through. Check answers as a class.

#### Answers

- 2 She isn't very well known. ✓  
 3 She made an amazing discovery. ✓

#### Audioscript

- CHLOE** What's that book you're reading?  
**AMELIA** It's about astronomy – black holes, planets, the big bang ...  
**C** Hmm, not exactly a light read, but I suppose you like that sort of thing. Me, I like to relax when I read.  
**A** It's just I read this article online the other day.  
**C** Uh-huh?  
**A** It was about this physicist. She discovered these things called pulsars which are like ... well, they're an incredible kind of star.  
**C** Uh-huh. She?  
**A** Yeah, yeah, her name's Jocelyn Bell-Burnell. She's a respected physicist. Well, that's the thing, that's what got me interested. There aren't many women working in that area.  
**C** But hang on, she discovered these stars?  
**A** Yeah, she was a postgraduate student at the time, but the guy who was her supervisor got all the credit.  
**C** You're kidding?  
**A** No, he won the Nobel Prize.  
**C** So who did you say this woman was?  
**A** Jocelyn Bell-Burnell.  
**C** But I've never even heard of her.  
**A** Well, no. That's the point. On this website it talks about ... well, it's got a whole lot of information on people like her ... you know, people who work behind the scenes and don't get the credit or don't become famous. It was really interesting.  
**C** Yeah, I bet there are a lot of people like that.  
**A** I mean, she really is an inspiring woman. Even when she was at high school, they weren't going to let her join the science class ...  
**C** When was this?  
**A** Back in the fifties.  
**C** Really? Even in the fifties?  
**A** Yeah. And then at the end of the year, she came top of her class! And when she was doing her PhD and made her amazing discovery, she had a young child and was having to manage a whole lot of things in her private life too. I mean, she was really determined, but in a quiet way. And then, when the newspapers wanted to interview her, they didn't want to know about her research, they just asked a lot of stupid questions about her height, her clothes, that sort of thing.  
**C** That's terrible, isn't it? So is that a biography of her that you're reading?  
**A** Well, no, it's just a book about astrophysics.  
**C** Astrophysics? Just? Good heavens! So you're going to become ... what? A rocket scientist or something?  
**A** Well, no ... I don't know. The thing is ... after I read the article, I found an interview with Jocelyn Bell-Burnell online. And she was talking about how even today there still aren't many women who go into science and become scientists.  
**C** So now you want to go back to university and do a physics degree?  
**A** Maybe. But, you know, why not? I've always been good at science and I used to really enjoy physics.  
**C** But are you really prepared to study and put in all that effort?  
**A** Yeah, I think I am.  
**C** Well, you've always been motivated, that's for sure. And stubborn ...

- A** But I'm still thinking about it ... doing some reading, that kind of thing.  
**C** Well, actually ... good on you. Why not make a change – take a risk? I admire that.  
**A** Yeah. Actually that's what she says in the interview: 'Be prepared to take a risk – you'll probably surprise yourself.' And she said something else very simple about women wanting to be scientists: 'Go for it!' And I thought, yeah, why shouldn't I?

#### VOCABULARY SUPPORT

*astronomy* (C2) – scientific study of stars and planets

*astrophysics* – the study of physics and the behaviour of the stars and other objects in space

- b**  Read through the sentences with the class and pre-teach *non-fiction* (writing that is about real events and facts, rather than stories that have been invented) and *the press* (newspapers and magazines, and those parts of television and radio that broadcast news). Play the recording again for students to answer the questions. Stop after enough information for two or three questions has been given to give students time to answer.

#### Answers

- 1 T 2 T 3 F – her supervisor won the Nobel Prize.  
 4 F – she came top of her class. 5 T 6 T 7 T

- c**  Students discuss the questions in pairs, or small groups. Monitor and support students with any vocabulary they may need. Note down examples of good language use and any common errors to deal with later during feedback. Don't correct language mistakes at this point as this is a fluency activity. Take feedback as a class.

### 4 VOCABULARY

#### Character adjectives

- a** Ask a student to describe the scientist from the listening task in their own words. Write down any character adjectives he/she uses on the board. In pairs, students write down as many different character adjectives as they can think of in two minutes. Take feedback as a class. Explain the meanings of any unfamiliar adjectives. Students then underline the character adjectives in the sentences and answer the questions as a class.

#### Answers

- 1 She's a respected physicist.  
 2 She is an inspiring woman.  
 3 She was really determined, but in a quiet way.  
 4 Well, you've always been motivated, that's for sure. And stubborn.  
 The adjectives *determined* and *stubborn* have similar meanings, although *determined* has a positive meaning and *stubborn* a negative meaning.

- b**  **Pronunciation** Ask students to look at the two words and play the recording to model the pronunciation. Students compare answers in pairs. Check answers as a class.

#### Answers

- These two letters have the same /ɪ/ sound: *respected*, *determined*.  
 The other two e sounds are /e/ in *respected* and /ɜ:/ in *determined*.

**c** **1.6** Play the recording for students to write the words in the correct columns according to the pronunciation of the letter *e*. Students compare answers in pairs, before you check as a class. Ask students to repeat the words from the recording for practice.

**Answers**

/ɪ/	/e/	/ɜ:/
revise	slept	serve
desire	helpful	university
women	identity	prefer

**d** Individually, students complete the sentences with the correct character adjectives. Check answers as a class.

**Answers**

- 1 stubborn 2 motivated 3 respected  
 4 determined 5 inspiring

**e** **1.8-1.9** Students complete the exercises in the Vocabulary Focus on SB p.154. Play the recordings as necessary. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p.10.

**Answers (Vocabulary Focus 1A SB p.154)**

- a** The first text is more formal, the second is personal.  
**b** 1 naive 2 sensitive 3 arrogant 4 self-confident  
 5 passionate 6 ambitious 7 loyal 8 optimistic  
**c** 1 sensitive 2 self-confident 3 optimistic 4 arrogant  
 5 loyal 6 passionate 7 ambitious 8 naive

**Pronunciation**

**a** optimistic, unsympathetic, arrogant, ambitious

<b>b</b> 1st syllable stressed	2nd syllable stressed
passionate sensitive television	self-confident determined environment
3rd syllable stressed	4th syllable stressed
influential pessimistic	determination environmental

**5 SPEAKING**

- a** Individually, students think about an inspiring person and make notes in preparation for the pairwork activity. Monitor and help with suggestions or prompts where necessary.
- b** Read through the examples and remind students to use character adjectives from the lesson in their conversations. Monitor and note down any interesting points or common mistakes/errors to deal with during feedback. Take feedback as a class.

**ADDITIONAL MATERIAL**

- Workbook 1A
- Photocopiable activities: Grammar p.184, Vocabulary p.204, Pronunciation p.234 and p.235