



CAN DO OBJECTIVES

- Discuss people you admire
- Discuss a challenge
- Explain what to do and check understanding
- Write an article

UNIT 1

Outstanding people



GETTING STARTED

- a Look at the picture and answer the questions.
- 1 Who do you think the man and the woman are? Where are they?
  - 2 What are the people behind them doing?
  - 3 What do you think the man and the woman have just said to each other? What's going to happen next?
- b Discuss the questions.
- 1 On what occasions do you normally take photos? When was the last time you took a 'selfie'?
  - 2 If you could take a 'selfie' with a famous person, who would you choose and why?
  - 3 What role do you think celebrities and famous people play in modern society? How important is it that they should:  
– be good role models? – inspire other people?



# 1A She is an inspiring woman

Learn to discuss people you admire

**G** Review of tenses

**V** Character adjectives

## 1 READING

- a** What kinds of people do you admire most? Why?
- b** Look at photos a and b. What do you think these people have done that make other people admire them?
- c** Read *Apple's design genius* and *The woman who reinvented children's TV* quickly and check your answers.
- d** Read the texts again and answer the questions. Write JI (Jony Ive), JC (Joan Ganz Cooney) or B (both).
- Who ... ?
- 1 had training in their area of work
  - 2 carried out some research
  - 3 set up their own company
  - 4 was one of the first people in their role
  - 5 initially found the work challenging
  - 6 was interested in other people's learning
  - 7 believes the things we use should be beautiful
  - 8 has won prizes for their work
- e** Who do you think is more inspiring, Jony Ive or Joan Ganz Cooney? Why?



## Apple's design genius

**I've always loved great design. Ever since I can remember, I've been fascinated by the shape and look of objects. In my opinion, Apple Inc. is the number one company in the world for product design.**

In the time that <sup>1</sup>**you're reading** this article, around 750 iPhones and 300 iPads will be sold internationally. These iconic devices generate millions of pounds a day for Apple, and the man behind their iconic look is known as a 'design genius'. In 2013, *Time Magazine* listed him as one of the 100 most influential people in the world, but can you name him?

If you said Steve Jobs, you'd be wrong, although it was Jobs who first recognised this man's talent. His name is Jony Ive.

Born in London, Jony Ive studied industrial design at Newcastle Polytechnic. After graduating, <sup>2</sup>**he helped** set up the London design agency Tangerine. In 1992, while <sup>3</sup>**he was working at** Tangerine, he accepted a job offer from Apple.

His first years in the job were tough and the design work wasn't very interesting. The company was also struggling to make money. However, when Steve Jobs returned to Apple in 1997 and saw the design work that Ive <sup>4</sup>**had produced**, he immediately recognised Ive's ability and promoted him. Ive's first success in his new role was the design of the original, colourful iMac in 1998, which was quickly followed by the first iPod in 2001. Thanks to Ive's simple, elegant designs, Apple became one of the most successful companies in the world. Since then, <sup>5</sup>**he has been** responsible for the iPhone, iPad and Apple Watch. Ive's design involves not only the way these products look but also the way they work. <sup>6</sup>**He believes** devices have to be both beautiful and practical.

Jony Ive's key contribution to Apple is now being recognised and he has received numerous awards. There is no doubt that Steve Jobs was a larger-than-life ideas man and businessman who created a hugely successful company. However, without Jony Ive's design talent, Apple may not have become such a huge success.

So what have I learnt from Jony Ive? That the best designs are often the simplest.



THE WOMAN WHO REINVENTED  
**CHILDREN'S TV**



I've always felt passionate about television's ability to entertain and educate. I grew up watching what I consider to be a master class in how you can combine these two aspects of television: *Sesame Street*. This is the programme that brought us Big Bird, Elmo, Cookie Monster and friends. They're all the invention of a woman I consider a genius: Joan Ganz Cooney.

In the mid-1960s, Ganz Cooney was working as a producer of television documentary programmes in America. She realised television could play an important role in the education of pre-school children. She researched this idea and, in 1967, she wrote an outline for *Sesame Street*.

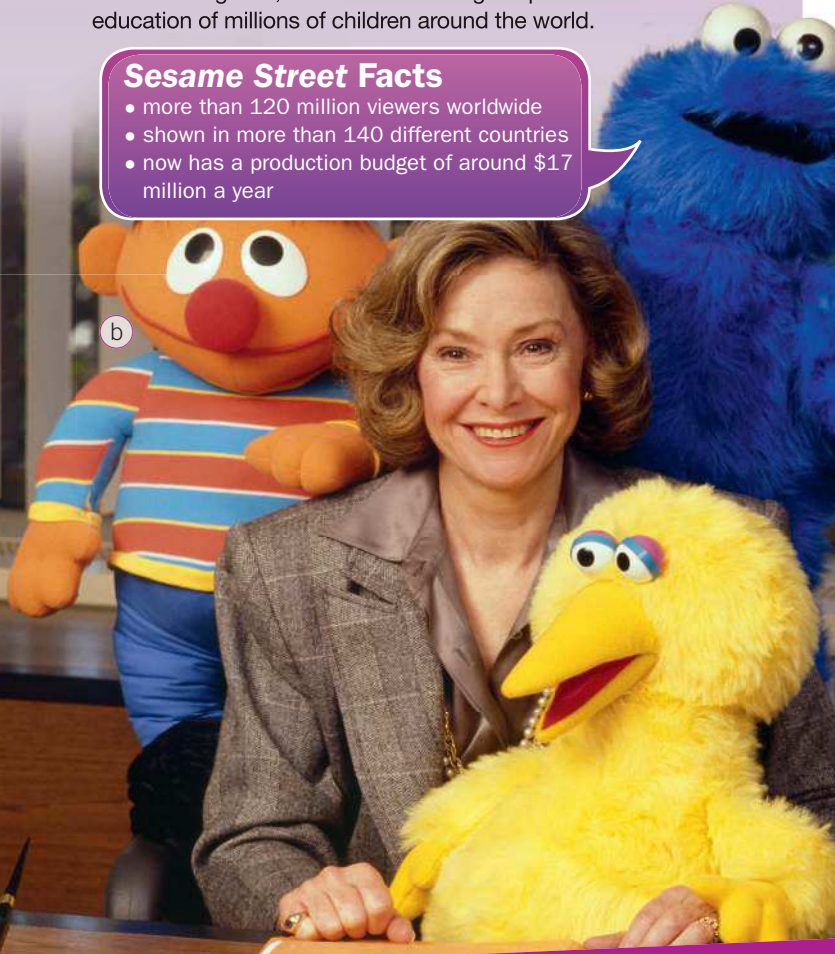
Ganz Cooney presented her ideas to the TV channel she was working for at the time. However, the channel rejected her proposal, saying that they thought she didn't have the right experience to produce a TV programme for children. As a result, she set up Children's Television Workshop with a colleague, and two years later they had managed to raise eight million dollars to finance production. Even so, many people working in the television industry questioned her ability to manage such a project. This was during the 1960s, when the industry was largely controlled by men.

At first, Ganz Cooney didn't want to fight to keep her role as the director of the production company and the producer of the programme. However, her husband and a colleague encouraged her to do so, because they knew the project would fail without her involvement. This meant she became one of the first female television executives in America.

In 1969, two years after her initial research, *Sesame Street* went on air, and today it's still going strong. However, Joan Ganz Cooney didn't stop there. She continued to take an interest in early childhood education, and in 2007, she set up a centre to help improve children's digital literacy. I really admire the way she has quietly got on with helping young children. She's not a household name like Big Bird, but she's had a huge impact on the education of millions of children around the world.

**Sesame Street Facts**

- more than 120 million viewers worldwide
- shown in more than 140 different countries
- now has a production budget of around \$17 million a year



UNIT 1

**2 GRAMMAR** Review of tenses

**a** Match the verbs 1–6 in bold in *Apple's design genius* with the tenses below.

- ☐ present simple
- ☐ past simple
- ☐ present continuous
- ☐ past continuous
- ☐ present perfect
- ☐ past perfect

**b** Complete the sentences with the tenses in 2a.

- We use the:
- \_\_\_\_\_ to refer to an event that takes place at a specific time in the past
  - \_\_\_\_\_ to refer to a temporary event in progress in the present
  - \_\_\_\_\_ to refer to a state or action that began in the past and has continued until now
  - \_\_\_\_\_ to refer to something that's generally true
  - \_\_\_\_\_ to refer to an action that was in progress in the past when something else happened
  - \_\_\_\_\_ to refer to a past action that occurred before another past action.

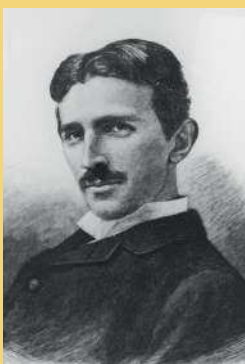
**c** Underline examples of the six tenses in the second text.

**d** ► Now go to Grammar Focus on p.134

**e** Read the text about Nikola Tesla and circle the correct words.

**f** 1.3 Listen and check your answers.

**Nikola Tesla**



Not many people <sup>1</sup>*have heard / heard* of Nikola Tesla, who <sup>2</sup>*played / was playing* a key role in creating the alternating current (AC) supply of electricity we <sup>3</sup>*are having / have* in our homes today. Early in his career, Tesla <sup>4</sup>*has worked / worked* with Thomas Edison. He <sup>5</sup>*had emigrated / has emigrated* to the USA from Europe in 1884. While Tesla <sup>6</sup>*was working / had worked* for Edison, they had an argument over payment for an invention, so Tesla <sup>7</sup>*was deciding / decided* to work independently. It was then that he developed a motor that could produce an alternating current. Throughout his life, Tesla continued to conduct experiments and <sup>8</sup>*helped / was helping* develop X-ray radiography and wireless communication. There is no doubt that he <sup>9</sup>*has had / had had* a large impact on modern technology. Many of the gadgets that we <sup>10</sup>*are enjoying / enjoy* today would not have been possible without Nikola Tesla.



UNIT 1

3 LISTENING

- a 14 Listen to two colleagues, Amelia and Chloe, talking about a female scientist, Jocelyn Bell-Burnell. Tick (✓) the correct sentences.
- 1 She's always been famous.

2 She isn't very well known.

3 She made an amazing discovery.

4 She created a new mathematical theory.
- ☐

☐

☐

☐
- b 14 Listen again. Are the sentences true or false?
- 1 Amelia's reading a non-fiction book about planets and stars.

2 Jocelyn Bell-Burnell discovered a particular kind of star.

3 She won a Nobel Prize for her discovery.

4 She did badly when studying science at high school.

5 Life wasn't easy for her when she made her discovery.

6 The press didn't treat Jocelyn Bell-Burnell seriously.

7 Amelia has been inspired by Jocelyn Bell-Burnell.
- c Discuss the questions.
- 1 Could Jocelyn Bell-Burnell's story have happened in your country? Do you know any similar examples?

2 How popular is science in your country? Is it popular with both men and women?

3 Is it important what gender a scientist is? Why do you think it was important in the case of Jocelyn Bell-Burnell?

4 VOCABULARY  
Character adjectives

- a Underline the five adjectives that describe people's character in sentences 1–4. Which two adjectives have a similar meaning and what's the difference between them?
- 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.
- b 15 **Pronunciation** Listen to the pronunciation of the letter e in these words. Which two sounds are the same? What are the other two sounds?
- respected

determined
- c 16 Look at the words in the box and decide how the underlined letter e is pronounced. Add the words to the table, then listen and check. Practise saying the words.
- slept

revise

helpful

serve

desire

prefer

identity

university

women

sound 1 /ɪ/	sound 2 /e/	sound 3 /ɜ:/

- d Complete the sentences with the character adjectives in 4a.
- 1 Once Dan gets an idea in his head nothing will change his mind. He's the most \_\_\_\_\_ person I know and it's really annoying.

2 I'm not the sort of person who gives up easily – I'm very \_\_\_\_\_ when I want to achieve something.

3 He's worked hard and has done some very interesting research. He's a highly \_\_\_\_\_ chemist who's known around the world.

4 Doing a PhD is hard work so you have to be quite \_\_\_\_\_ if you want to do one.

5 In my last year of high school we had a really \_\_\_\_\_ biology teacher. Her lessons were so interesting that we all worked very hard for her.
- e Now go to Vocabulary Focus on p.154

5 SPEAKING

- a Think of an inspiring person, who has influenced you in some way. It can be someone you know or it can be someone famous. Make notes about the person. Use the questions to help you.
- What is this person's background?

• What important things has this person done in their life?

• Why are they inspiring?

• How have they changed or influenced your life?
- b Tell other students about your person. Ask questions.

My cousin Vera is an athlete. She trains really hard every day – she's really determined.

How does she stay motivated?



# 1B Are you finding it difficult?

## 1 SPEAKING and LISTENING

- a Look at photos a–c and read *The 30-day challenge*. Then discuss the questions.
- 1 What are the people in the photos doing? Have you ever taken up similar activities? If so, how successful were you?
  - 2 Why do you think doing something for 30 days gives you a better chance of succeeding?
- b **1.10** Listen to a podcast about the 30-day challenge. Tick the main point that Alison makes.
- 1 The 30-day challenge is a good way to give up bad habits.
  - 2 It's difficult for the brain to adapt to new habits.
  - 3 If you try something new for 30 days, you're more likely to keep to it afterwards.
- c **1.10** Alison made some notes at the seminar. Complete her notes with one or two words in each gap. Listen again and check.

### Seminar notes

- It takes the brain 30 days to adapt to a new <sup>1</sup> \_\_\_\_\_.
- 30 days isn't a <sup>2</sup> \_\_\_\_\_ time, so it's fun to do something new.
- Also a chance to try something <sup>3</sup> \_\_\_\_\_ – not just giving up bad habits.
- Two ways to do it:
  - 1 do something that doesn't get in the way of your <sup>4</sup> \_\_\_\_\_
  - 2 take time out to do something you've always <sup>5</sup> \_\_\_\_\_ do
- You need to make an <sup>6</sup> \_\_\_\_\_ !



a



c

Learn to discuss a challenge

- G** Questions  
**V** Trying and succeeding

## The 30-day challenge

Have you ever started a new hobby, but given up after only a couple of weeks? Or started a course and stopped after the first few lessons? Most of us have tried to learn something new, but very few of us ever really get any good at it – it's just too difficult to continue doing something new.

But now there's some good news: did you know that if you can keep up your new hobby for just 30 days, you have a much better chance of succeeding? And you may learn something new about yourself too.

- d What examples of 30-day challenges did you hear? Use words from both boxes for each challenge.

Cycle everywhere, even if it rains.

eyele drink climb get up eat paint write

rise poem coffee new picture  
mountains everywhere

- e What do you think of the ideas Alison talks about? Make notes.

- f Compare your ideas.




b

UNIT 1

2 VOCABULARY

Trying and succeeding

a  Complete the sentences with the words and phrases in the box. Listen and check your answers.

give up   have a go at   keep it up   keep to  
make an effort   manage to   successfully  
try out   work out


- 1 Often if we try something new, we \_\_\_\_\_ after about a week or two because our brain hasn't adapted.
- 2 So if you \_\_\_\_\_ do something new for a month, you'll probably \_\_\_\_\_ it.
- 3 Maybe you wouldn't want to \_\_\_\_\_ for your whole life, but it might be fun to do it just for 30 days.
- 4 If you're successful it's great but if it doesn't \_\_\_\_\_ it doesn't matter too much.
- 5 It's not just about giving up bad habits. The idea is really that you \_\_\_\_\_ something new.
- 6 Or you can take time out and \_\_\_\_\_ something you've always wanted to do.
- 7 Obviously to do something like that you need to \_\_\_\_\_.
- 8 They're all about half-way through and they've done it \_\_\_\_\_ so far.

b Match words and phrases from 2a with the meanings.

- 1 succeed \_\_\_\_\_, \_\_\_\_\_
- 2 stop trying \_\_\_\_\_
- 3 not stop trying \_\_\_\_\_, \_\_\_\_\_
- 4 try hard \_\_\_\_\_
- 5 try to see if it works \_\_\_\_\_, \_\_\_\_\_

c Complete the sentences below about 30-day challenges. Use the words and phrases in 2a and your own ideas. There is more than one possible answer.

- 1 He tried giving up coffee for 30 days. It wasn't easy, but he ...
- 2 You've got up at 5.30 every day for three weeks now. You've only got one week to go, so ...
- 3 30-day challenges sound fun. I want to do something different, so I think I'll ...

d  Work in small groups. Tell the group about a time when you:

- found something difficult but didn't give up
- made a real effort to succeed
- had a go at something unusual
- did something which worked out successfully
- tried to do something which didn't work out.

3 READING

- a Look at challenges 1–3. Who do you think will find it easy and who will find it difficult?
- b Read the interviews and check your ideas.

30-DAY CHALLENGE

Challenge 1:  
Farah decided  
not to eat meat.



What made you decide to become vegetarian, Farah?

Well, for quite a long time now I've been trying to eat less meat, partly for health reasons. I think vegetables are better for you.

1

Yes, but I always thought I'd miss meat too much. The idea of being a vegetarian for 30 days was really good, because I could give it a try and then see how I feel.

2

No, I feel really good. Actually, I don't miss meat at all, so I think I'll easily manage the 30 days and I might try carrying on longer. I certainly think I'm a bit healthier than I used to be.

Challenge 2: Mona  
decided to draw  
something every day.



Mona, why did you decide to draw something every day?

Well, I've never been very good at drawing, but I've always thought I'd like to start drawing things around me. It's one of those things that you think about doing, but you never get round to.

3

All kinds of things. At the start I drew objects around me at home. Then I went out in my lunch break and started drawing things outdoors, like yesterday I drew a duck in the park – that was really difficult!

So do you feel it has been worthwhile?

Oh yes, definitely. I'm still not very good at drawing, but it's been lots of fun and it's very relaxing.



UNIT 1

- c Complete the interviews with the missing questions.
- a And who do you practise with? Or are you just working alone?
  - b But didn't you ever think of being vegetarian before?
  - c And how do you feel? Are you finding it difficult?
  - d And do you think you'll carry on after the 30 days?
  - e What have you drawn pictures of so far?

- d 1.12 Listen and check your answers.



Challenge 3:  
Steve decided to  
learn Italian.



Steve, what language did you decide to learn?  
Well, I thought I'd choose a language that isn't too different from English, so I decided to try Italian.

Isn't it difficult to keep going with it?

Yes, it is. I've had to be very strict with myself. I'm using a book with a CD, so I usually try to cover one lesson a night.

4 \_\_\_\_\_  
Well, there's an Italian restaurant just round the corner and I'm friends with the owner, so I go there and I chat to him. That's one reason I chose Italian.

5 \_\_\_\_\_  
Maybe, or I might try a different language every month. I'm thinking of trying Japanese next.

4 GRAMMAR Questions

- a Read the rules about questions. Find examples of each type of question in the interviews and 3c.

- 1 In questions, we usually put the auxiliary verb before the subject. If there is no auxiliary verb, we add *do* or *did*.  
**Are you making dinner? Have you eaten?**  
*What did you eat?*
- 2 If the question word (*who*, *what* or *which*) is the subject, we keep normal word order.  
**Who spoke to you? What happened next?**
- 3 If a question has a preposition, it can come at the end:  
*You were talking to someone.* → **Who were you talking to?**
- 4 To ask an opinion, we often ask questions starting with a phrase like *Do you think ... ?*  
*Is it a good idea?* → **Do you think it's a good idea?**

- b Compare examples a and b.
- a Did you see her at the party?
  - b Didn't you see her at the party?
- Which example ... ?
- 1 is a neutral question (= maybe she was there, maybe not)
  - 2 expresses surprise (= I'm sure she was there)

- c Compare examples c and d.
- c Which colour do you want?
  - d What colour do you want?
- Which example ... ?
- 1 asks about an open choice (there may be lots of colours to choose from)
  - 2 asks about a limited range (e.g. black, red or green)

- d Now go to Grammar Focus on p.134
- e Work in pairs. You are going to role-play two of the interviews in 3b and continue with your own questions.
- 1 Choose one of the interviews.  
Student A: Interview Student B. Add your own questions.  
Student B: Answer Student A's questions using your own ideas.
  - 2 Choose a second interview. This time Student B interviews Student A.

5 SPEAKING

- a Work in pairs.
- 1 Write down three challenges you might do in the next three months.
  - 2 Look at your partner's challenges. Write some questions to ask about each one. Ask about:
    - reasons for doing the challenge
    - details of what he/she plans to do
    - how he/she feels about it.

1 Write a short poem every day  
2 Get up at dawn  
3 Go running

Are you planning to ... ?

Do you think it will be ... ?

How are you going to... ?

- b Interview your partner about their three challenges. Do you think he/she will be successful?

# 10

## Everyday English

### Don't touch the sandwiches!

Learn to explain what to do and check understanding

- S Breaking off a conversation
- P Rapid speech

### 1 LISTENING

- a Discuss the questions.
- In your country, how do students manage financially? Do they ... ?
    - rely on their parents
    - get a part-time job
    - use student loans
  - What do you think is the best way? Why?
  - If you had to do a part-time job to earn some money as a student, what job would you choose and why?
- b Look at the photo of Tessa and Becky from Part 1. Who do you think they are?
- tourists visiting a famous building
  - college students doing a course
  - journalists who have just done an interview
- c 1.15 Watch or listen to Part 1 and check your ideas.
- d 1.15 Watch or listen again. Answer the questions.
- Are Becky and Tessa friends? How do you know?
  - Why does Becky have to go?
- e 1.16 Watch or listen to Part 2. Are these sentences true or false?
- Becky and Tom are married.
  - Becky is free this evening.
  - Becky is in a hurry.

### 2 CONVERSATION SKILLS

#### Breaking off a conversation

- a 1.17 Look at these ways to break off a conversation and say goodbye.
- I really must go now.
  - I must run.
  - I've got no time to talk now.
  - I'll see you tomorrow.
- Listen to the speaker. Which words does she not use in 1–4?
- b Look at some more ways to break off a conversation. Which words has the speaker not included?
- |                      |                        |
|----------------------|------------------------|
| 1 Must be off now.   | 3 Can't talk just now. |
| 2 Talk to you later. | 4 Nice talking to you. |



### 3 PRONUNCIATION Rapid speech

- a 1.18 In rapid speech we often leave out sounds. Listen to the phrases below. Which sound is left out? Is it a consonant sound or a vowel sound?
- |            |              |
|------------|--------------|
| 1 must go  | 3 got to go  |
| 2 must run | 4 can't talk |
- b Read the conversation. Put B's replies in order. Is more than one order possible?
- A So how was your holiday?  
B Got to go. / Sorry. / Can't talk now. / It was great.  
A OK, well, have a nice evening.  
B Bye. / See you tomorrow. / Yeah, thanks. / Must be off now.
- c Work in pairs. Have short conversations.  
Student A: Tell Student B about what you did last weekend. Continue until he/she stops you.  
Student B: You're in a hurry. Use expressions in 2b and 3b to break off the conversation.  
Then swap roles.





4 LISTENING

- a 1.19 Watch or listen to Part 3. What happens to Becky? Choose the correct answer.
- 1 Becky meets Sam and learns how to make coffee.
  - 2 Becky learns how to handle food and meets a café customer.
- b 1.19 Watch or listen again. Answer the questions.
- 1 Sam explains two things to Becky. What are they?
  - 2 What does Phil do in the café?
  - 3 Why do they call him 'JK'?
  - 4 Who is Emma?
- c Discuss the questions with other students. Give reasons for your answers.
- 1 Do you think the others like Phil coming to the café?
  - 2 Do you think Becky will be good at her new job?
- d 1.20 Watch or listen to Part 4. Which of these topics do Tom and Becky mention?

coffee food Becky's new job the reason Tom is here  
Phil's book their wedding plans

- e 1.20 Watch or listen again. What do Tom and Becky say about each topic?

5 USEFUL LANGUAGE  
Explaining and checking understanding

- a Look at the expressions Sam uses to explain what to do. Put the words in *italics* in the correct order.
- 1 *most / thing / is, / the / important* don't touch the food.
  - 2 *to / always / remember* use these tongs.
  - 3 *is, / remember / thing / to / another* the tables are all numbered.
- b 1.21 Listen and check your answers.
- c Why does Sam use these expressions?
- 1 because he needs time to think
  - 2 because he's not sure
  - 3 to emphasise important points
- d Look at these ways to check that someone has understood an explanation. Complete the questions with the endings in the box.
- the idea? got that? clear? I mean?
- 1 Is that ...
  - 2 Do you understand what ...
  - 3 Have you ...
  - 4 Do you get ...
- e 1.22 **Pronunciation** Listen to each question in 5d said in two ways. Which way sounds ... ?
- friendly and polite
  - unfriendly and not so polite
- To sound friendly, does the speaker's voice go up (↗) or down (↘) at the end?
- f Practise asking the questions in 5d in a friendly and polite way.



- g Here are some other things Sam could explain to Becky. Imagine what he could say using language in 5a and 5d. What could Becky say to show she has understood?
- 1 how to clear and arrange a table when a customer leaves
  - 2 what to do with the coffee machine at closing time
  - 3 what to do if customers leave something behind

- h Practise the conversation in 5g. Swap roles.

6 SPEAKING

- a Choose a process you are familiar with or something you know how to do. It could be:
- something connected with a sport or a hobby
  - how to use a machine or an electronic device
  - how to make or cook something.
- b You are going to explain the process to your partner. Prepare what you will say. Think how to emphasise the important points and check that your partner understands. Use expressions from 5a and 5d.
- c Work in pairs. Take turns to explain the process to your partner and ask each other questions to check understanding.



Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



# 1D Skills for Writing

## I really missed my phone all day

Learn to write an article

**W** Organising an article

### 1 SPEAKING and LISTENING

- a** Discuss the questions.
- 1 In your daily life, how much do you depend on technology?
  - 2 What aspects of technology make your daily life easier?
- b** Look at the survey results below and discuss the questions.
- 1 Do you think people you know would agree with these results?
  - 2 Do you agree with the results? Is there anything else you would like to add to the list?

#### MODERN LIFE IS RUBBISH!

A survey in the UK revealed the things that British people hate most about modern life. Here are the top five:

- 1 self-service check-outs
- 2 sales calls
- 3 selfies
- 4 slow internet connection
- 5 mobile phone battery life



- c** **1.23** Listen to Gitta and Derek talking about technology. Are they describing positive or negative experiences? Do they talk about the same device?
- d** **1.23** Listen again. What's the speaker's relationship with the other person in the story? What made the experience positive or negative? Why?
- e** Discuss the questions.
- 1 Do you agree with Gitta's reaction to her boss? Why / Why not?
  - 2 Do you know people like Derek? Do you think they should try to change? Why / Why not?
- f** Work on your own. Think about the questions below and make notes.
- When has technology created a problem for you?
  - When has technology helped you solve a problem of some kind?
- g** Discuss your experiences in 1f.

### 2 READING

- a** Read *Tech free!* Are any of the things in the survey mentioned?
- b** Read the text again. Are the sentences true or false?
- 1 Before the experiment, Sam was a bit worried by the idea.
  - 2 Sam was annoyed that he had to chat to someone in the bank.
  - 3 The bank teller was clearly surprised that Sam wanted to withdraw money.
  - 4 Sam saved time by not using the self-service check-out at the supermarket.
  - 5 Sam was able to work better when he wrote by hand.
  - 6 As the day progressed, Sam thought less about using his phone.
  - 7 Sam learnt something about the way we depend on technology.
- c** How would you feel if you had to live without using technology for one day? Discuss what you would enjoy and not enjoy.

### 3 WRITING SKILLS Organising an article

- a** How does Sam organise his article? Choose the correct summary. He ...
- 1 explains his attitude towards technology, describes his day, requests readers to do the same thing
  - 2 explains his level of dependency on technology, describes his day, finishes with an evaluation of the experience
  - 3 explains his feelings about technology, describes his day, finishes by promising to repeat the experience
- b** How does Sam get the reader's attention at the beginning of the article?





# TECH FREE!

by Sam Winton

Home

Blog

Follow me

**<sup>1</sup>Have you ever wondered what it would be like to give up technology? I'm a TV journalist and I spend a lot of my working life in front of a computer or a TV. I decided to conduct my own private experiment: I would spend a day trying to manage without technological devices. What a scary thought!**

<sup>2</sup>The first thing I usually do every day is reach for my smartphone to check the time and read any messages or emails. But I'd locked it away in a drawer the night before. Already I was feeling very cut off from the world, and it was only ... actually, I had no idea what time it was!

<sup>3</sup>After breakfast, I needed to get some cash. Inevitably, this meant a trip to the bank because cash points are technological devices. I had to queue, but I had a very nice conversation with a woman whilst I was waiting. Not surprisingly, the bank teller thought I was a bit strange withdrawing money this way. I think she thought I was a robber!

<sup>4</sup>Then it was on to the supermarket. You may be wondering what's technological about that. Well, I had to make sure I avoided the self-service check-out and joined the queue for a normal

one – with a real person. Naturally, it took longer, but I had a great chat with the guy who served me, and he told me about a new club that is opening up nearby. Would I have found out about that if I'd gone to the self-service check-out? No.

<sup>5</sup>Afterwards, I came home to have a go at writing a news story by hand. Strangely, I found it easier to concentrate on my writing. But my hand and fingers got really sore! And I have to confess – by this stage, I was having to make a real effort not to get my phone out and check my messages. I was starting to wonder what my friends were doing. Maybe they were making plans to go to that new club, and I would never know!

<sup>6</sup>All in all, I wouldn't say I could live without technology. Predictably, I really missed my phone all day. The worst part was not being able to check updates in the news or from my friends. I felt very out of touch. However, I kept to my promise of a tech-free day and I did have more face-to-face interaction. Undoubtedly, it made me realise just how addicted to technology we all are.



**c** Complete the tasks below.

- In paragraphs 2–5, underline the linking word or phrase that sequences the events in Sam's day. The first one has been done for you.
- In paragraph 6, what linking phrase shows that Sam is going to summarise his experience?

**d** Look at the example sentence from the article. The adverb *Inevitably* shows the writer's attitude. Find five other comment adverbs in the article.

*Inevitably*, this meant a trip to the bank because cash points are technological devices.

**e** Add the adverbs in the box to the sentences. (Sometimes there is more than one possible answer.)

amazingly   naturally   inevitably  
(not) surprisingly

- Why do some websites always ask you to change passwords? Having created a password for my bank account, I was asked to change it two weeks later.
- I usually hate anything to do with technology. I quite like using the self-service check-out at the local supermarket.
- I always expect IT products to be very expensive. The tablet I bought last week cost very little.
- I find it very difficult to install new software. I've downloaded the latest version of a program and my computer has frozen.

**f** Which piece of advice is not correct for writing an article? Why?

- Begin the article with a question to get the reader's attention.
- Use direct questions to connect with the reader of your article.
- Think about how you can structure the main part of the article. You can use a sequence of events or you could compare and contrast ideas.
- Use linking words to guide the reader.
- Be as objective as possible.
- Use comment adverbs to show your opinions.
- Summarise your experience or ideas and evaluate them.

## 4 WRITING

**a** Imagine you had to live for a week without a technological device you use in your daily life. Choose a device from the survey, the article or use your own ideas. Make notes about what the experience might be like.

**b** Discuss your notes.

**c** Write an article about your experience. Organise your article to follow the structure in 3a. Use the linking phrases and adverbs from 3c–e to help you.

**d** Swap articles with another student. Does the article follow the advice in 3f? Is the article interesting to read? Why? What could make it more interesting?



# UNIT 1

## Review and extension

### 1 GRAMMAR

- a** Write verbs in the gaps in the correct tense.
- My wife Anna and I first <sup>1</sup>\_\_\_\_\_ (meet) at a party while I <sup>2</sup>\_\_\_\_\_ (live) in London in the 1970s. When I <sup>3</sup>\_\_\_\_\_ (arrive) most people <sup>4</sup>\_\_\_\_\_ (already/leave). I <sup>5</sup>\_\_\_\_\_ (notice) Anna immediately. She <sup>6</sup>\_\_\_\_\_ (wear) a blue dress and she <sup>7</sup>\_\_\_\_\_ (chat) with a group of people on the balcony. I <sup>8</sup>\_\_\_\_\_ (went) up to her and we <sup>9</sup>\_\_\_\_\_ (start) talking. We both <sup>10</sup>\_\_\_\_\_ (feel) as if we <sup>11</sup>\_\_\_\_\_ (know) each other all our lives. Now we <sup>12</sup>\_\_\_\_\_ (be) both in our 70s. We <sup>13</sup>\_\_\_\_\_ (know) each other for 44 years.
- b** Read an interview with a famous actor about his life. Correct the mistakes in the questions.
- Where you grew up?*  
In San Diego, in California. I left when I was 18.
  - Did not you like living in San Diego?*  
Yes, but there were more opportunities in San Francisco.
  - How long for did you stay there?*  
About eight years. Then I moved to New York.
  - What did make you decide to move?*  
I got an offer to act at the Apollo Theater in New York.
  - Do you think was it a good decision?*  
Oh yes. It was a chance to work with some great people.
  - With who did you work?*  
Oh, lots of good actors – Terence Newby, for example.

### 2 VOCABULARY

- a** Add an adjective to complete each gap.
- The students are all keen to learn English. They're very m\_\_\_\_\_.
  - All Sophie's family and friends have warned her about marrying Fred but she's going to anyway. She's so s\_\_\_\_\_.
  - Everyone agrees the new president is a good leader. She's highly r\_\_\_\_\_.
  - My brother used to be very shy, but he's become much more s\_\_\_\_\_ since he left home.
  - I've always loved acting more than anything else. I'm p\_\_\_\_\_ about it.
  - Five thousand people came to hear him talk. He's a very i\_\_\_\_\_ speaker.
  - Try not to criticise his work. He can be very s\_\_\_\_\_ about it.
  - Just because they're rich they think they're better than everyone else. I hate a\_\_\_\_\_ people like that.
- b** Choose the correct answers.
- I <sup>1</sup>*had / took* a go at running a café, but it didn't work <sup>2</sup>*up / out*. I didn't manage <sup>3</sup>*to make / in making* enough money so I had to sell it.
  - He's really <sup>4</sup>*doing / making* an effort to lose weight. He's on a diet and he's <sup>5</sup>*kept / held* it up for six weeks now. But I don't know if he'll <sup>6</sup>*stay / keep* to it for much longer.
  - There's only one way to find out if you can do something <sup>7</sup>*successful / successfully*, and that's to try it <sup>8</sup>*on / out*!

### 3 WORDPOWER *make*

**a** Match the remarks with the pictures.

1

2

3

4

5

6

7

a 'I can't make up my mind.'

b 'It really makes a difference to the room.'

c 'I can't make out what it is.'

d 'We'll have to make the best of it.'

e 'This is to make up for last night.'

f 'That doesn't make sense.'

g 'It wants to make friends with us.'

**b** **1.24** Listen to the conversations and check your answers.

**c** Add a word or phrase from exercise **a** after *make* in these sentences.

- What was that? I can't make \_\_\_\_\_ what you're saying.
- Why don't you drive faster? We need to make \_\_\_\_\_ lost time, or we'll be late.
- So do you want to come with us? You need to make \_\_\_\_\_.
- When the sun shines, it makes \_\_\_\_\_ to the way I feel.
- I didn't buy any more food. You'll just have to make \_\_\_\_\_ of it.
- He gave a long explanation but it didn't make \_\_\_\_\_ to me. I still don't understand.
- Don't sit in front of the computer all day. You should go out and make \_\_\_\_\_ with people.

**d** What kind of person are you? Discuss these questions.

- If you upset a friend, how would you make up for it? Would you buy a present, buy flowers, apologise ...?
- When you buy clothes, do you make up your mind quickly or do you need a long time to decide?
- You have to spend the night at an airport. Would you stay there and make the best of it, or would you pay money for a hotel?
- You see a dog in the street. Would you try to make friends with it or would you keep out of its way?

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.  
3 = very well    2 = well    1 = not so well

#### I CAN ...

discuss people I admire	<input type="checkbox"/>
discuss a challenge	<input type="checkbox"/>
explain what to do and check understanding	<input type="checkbox"/>
write an article	<input type="checkbox"/>

# 1E Speaking Plus

Have you got that?

Learn to explain what to do and check understanding

**P** Word stress: weak forms

## 1 LISTENING

- a** Look at the pictures and answer the questions.
- 1 Where are the people and what are they doing?
  - 2 What tasks do you think people have to do in these jobs? Have you ever worked in a place like the ones in the pictures?

- b** **4.2** Listen to two conversations. Match two of the pictures in 1a with the conversations.

- c** **4.2** Listen again. Are the sentences true or false?

### Conversation 1

- 1 Josh has been working with Maddy for a while.
- 2 Josh hasn't used the office phones before.
- 3 To use the photocopier, Josh needs a special code.

### Conversation 2

- 4 Sarah has worked in the apple shed before.
- 5 Bruised apples can't be made into apple juice.
- 6 Sarah has to remove any apples that are an irregular shape.


## 2 USEFUL LANGUAGE

- a** Match 1–8 with a–h to make phrases. Which phrases are used for explaining what to do? Which are used for checking understanding?
- |                          |                        |
|--------------------------|------------------------|
| 1 Always ...             | a got that?            |
| 2 Another thing to ...   | b the idea?            |
| 3 Do you get ...         | c thing is ...         |
| 4 Do you understand ...  | d remember to ...      |
| 5 Have you ...           | e that all clear?      |
| 6 Is ...                 | f remember is ...      |
| 7 The first thing ...    | g what I mean?         |
| 8 The most important ... | h you need to know ... |






UNIT 1

- b**  **4.3** Read the excerpts from the conversations and complete the phrases from 2a. Listen and check.
- 1 MADDY** Now, if you want to transfer a call, press the hash key, then the extension you want. So, is <sup>1</sup> \_\_\_\_\_? You're OK with the phone?
- JOSH** Sure.
- MADDY** Right. So the next thing I need to tell you is how to use the photocopier. So, <sup>2</sup> \_\_\_\_\_ know is that you need your card to make copies. Then choose the number of copies you want. Another <sup>3</sup> \_\_\_\_\_ to choose the paper size first. You press this button here.
- JOSH** Right, OK.
- MADDY** If the paper runs out, just put some more in this tray here. Have you <sup>4</sup> \_\_\_\_\_?
- JOSH** Yes, I think so.
- MADDY** The most <sup>5</sup> \_\_\_\_\_ not to forget your card. You won't be able to make copies without it.
- 2 FARMER** OK. Always <sup>6</sup> \_\_\_\_\_ wash your hands before coming into the shed.
- SARAH** Right. OK.
- FARMER** When the apples come along the belt, it's your job to take out any that look bruised or marked. Like this one, see? It's brown on the side. And that one over there. It's got a mark on it. Do you <sup>7</sup> \_\_\_\_\_?
- And any that are OK, but are an odd shape, take them out, too and put them into the bins over there. Like this one. You see? It's a bit knobbly. And that one. Any that are very small. Do you understand <sup>8</sup> \_\_\_\_\_?
- SARAH** I think so. Do you mean like this one?

- c** Look at the useful phrases in the Phrasebook and think of other words that can replace the words in *italics*.



**Phrasebook**


**Explaining what to do**

The first thing you need to know is that *you need your card to make copies*.  
The most important thing is *not to forget your card*.  
Always remember to *wash your hands before coming into the shed*.  
Another thing to remember is to *choose the paper size first*.


**Checking understanding**


Is that all clear?  
Do you get the idea?  
Do you understand what I mean?  
Have you got that?

3 SPEAKING

-  Work in pairs. Think about an important process you need to know in order to do your job, or something you often do at home, like using some equipment.
- Make notes about the separate stages involved in the process.
  - Then explain the process to your partner. Use the useful language in the Phrasebook. Then swap roles.




4 PRONUNCIATION  
Word stress: weak forms

- a**  **4.4** Listen to these sentences and underline the stressed words. Are the words in bold stressed or unstressed? What is the vowel sound in the words in bold?
- 1 To call **an** outside line, press nine.
  - 2 I'll see **you** later.
  - 3 **Do** you understand?



**Tip**

Weak forms are syllable sounds that are unstressed in connected speech. They are a common feature of spoken English and are often pronounced with the vowel sound /ə/. Weak forms are often found in 'grammar' words, such as auxiliary verbs, articles and prepositions. Using weak forms will make your spoken English sound more fluent and natural.

- b**  **4.5** Listen to the sentences and underline the stressed words. Circle the 'grammar' words that are pronounced in the weak form.
- 1 How was your holiday?
  - 2 Can you tell me how to use the photocopier?
  - 3 Do you need to know how to use a camera?
  - 4 Do you know how to make a phone call from this phone?
  - 5 Can you go to the shop and get some bananas?
- c**  **4.5** Look again at the sentences in 4b. What other words contain the /ə/ vowel sound? Circle the sound. Then listen and check.
- d**  Work in pairs. Practise asking and responding to the questions in 4b. Make sure you stress the underlined words and pronounce the weak forms and other words with the sound /ə/.

# 1–3 Get it right!



Learn to talk about people and sport

**G** Adjectives

**V** Fixed pairs; Prepositions; Confusing words; Double s

## 1 FOCUS ON ADJECTIVES

### Adjectives

- Adjectives usually follow a specific order: opinion, size, shape, age, colour and nationality and material:  
✓ *the optimistic, French athlete*  
✗ *the French, optimistic athlete*
- Commas are used to separate a list of adjectives before a noun, not *and*:  
✓ *the stubborn, young footballer*  
✗ *the stubborn and young footballer*
- Don't use two adjectives with similar meanings together:  
✓ *the talented rugby player*  
✗ *the talented, skilled rugby player*

**a** Put the adjectives in brackets in the correct order.

- 1 These \_\_\_\_\_ (Spanish / friendly / tall) brothers play basketball in the NBA.
- 2 This \_\_\_\_\_ (tall / self-confident / Jamaican) runner gave up cricket as a teenager to focus on running.
- 3 These \_\_\_\_\_ (inspiring / American) tennis champions managed to start their own fashion lines.
- 4 This \_\_\_\_\_ (blond / outstanding / Spanish) footballer has played for Atlético Madrid, Liverpool and Chelsea.
- 5 This \_\_\_\_\_ (young / talented / Spanish) swimmer has represented Spain in the Olympics.
- 6 This \_\_\_\_\_ (British / passionate) cyclist, nicknamed 'Wiggo', got involved in the sport when he was 12.
- 7 This \_\_\_\_\_ (brilliant / British) heptathlete gets to do seven different events in her sport.



**b** Work in pairs. Decide which famous sportspeople each sentence in 1a is describing.

**c** Find and correct six more mistakes with adjectives.

- A** I think footballers are paid too much.  
*Talented, young*  
**B** Not at all. *Young, talented* players deserve a salary that reflects their skills.
- A** Skills? The only thing they are skilled at is kicking a leather silly ball across a pitch!  
**B** I disagree. Football is an international, global sport. Entertaining the world is a difficult, hard job!
- A** Don't be naive. Do you really think some handsome and British footballer like Gareth Bale should earn millions of euros just because he can score a few goals in front of a crowd?  
**B** Yes. Football is a sport with huge audiences, so it's only fair that the hard-working and inspiring players earn a lot of money.
- A** But all footballers ever do with their millions is buy cars.  
**B** Actually, many footballers make an effort to give large, big sums of money to charity.
- A** Well, I still think it's ridiculous that these arrogant, competitive people are paid so much when they play a fun game for a living. I get paid much less and my job isn't any fun at all!

### Fixed pairs

Some pairs of adjectives are always in the same order:

✓ *fit and healthy* ✗ *healthy and fit*

**d** Complete the sentences with the words in the box.

early foremost square tired void warm

- 1 It may have made the crowd angry but the referee's decision was *fair and* \_\_\_\_\_.
- 2 Spectators should know that unofficial tickets will be considered *null and* \_\_\_\_\_.
- 3 The fans were *sick and* \_\_\_\_\_ of watching their team lose every week.
- 4 Many people wake up *bright and* \_\_\_\_\_ so they can work out.
- 5 It's *nice and* \_\_\_\_\_ out, the perfect weather for training on the pitch.
- 6 *First and* \_\_\_\_\_, all scuba divers must check their equipment before each dive.



2 FOCUS ON PREPOSITIONS

Complete the sentences with the prepositions *about, at, for, in* or *to*.

- 1 He is very talented \_\_\_\_\_ athletics, especially the 200 metres.
- 2 She has a rare talent \_\_\_\_\_ tennis and will certainly go on to become a professional player.
- 3 After being so successful \_\_\_\_\_ the field of medicine, she had a go at a second career as a golfer.
- 4 My brother is very skilled \_\_\_\_\_ swimming – he is a lifeguard at the local pool.
- 5 If you listen to them cheering for their team, you can hear how passionate they feel \_\_\_\_\_ football.
- 6 We must be optimistic \_\_\_\_\_ future competitions and not let this loss get us down.
- 7 Don't feel so sad \_\_\_\_\_ your weaknesses; you have so many strengths!
- 8 Let's get straight to the point: she has the potential \_\_\_\_\_ become a world champion.

3 FOCUS ON CONFUSING WORDS

- a Read the text. Everyone thought Nadal would win the Olympics in 2008. True or false?
- b Underline the correct words.

4 FOCUS ON SPELLING Double s

- Many English words contain double **s**: It can be useful to make a note of the more common ones:  
✓ *miss, fuss, pass*      *mis, fus, pas*
- The suffixes **-ness** and **-less** are spelt with double **s**:  
✓ *happiness*      ✗ *happines*

Find and correct one spelling mistake in each sentence.

- 1 In the USA most athletes attend university before becoming profesional sportspeople. \_\_\_\_\_
- 2 You must make an effort to have a healthy snack before an intensive training sesion. \_\_\_\_\_
- 3 Many sports personalities are also famous for being talented at busines. \_\_\_\_\_
- 4 Being able to get over losing a match is necessary for anyone who frequently competes. \_\_\_\_\_
- 5 Even the most pasionate athletes won't get anywhere in their sport if they don't have talent. \_\_\_\_\_
- 6 Nowadays you can only be succesful if your act gets enough attention from the public. \_\_\_\_\_
- 7 I asisted the team manager during a match last week. \_\_\_\_\_
- 8 It is imposible to have a draw in the World Cup final. \_\_\_\_\_

RAFA NADAL

On and off the tennis <sup>1</sup>*pitch / court*, Rafael Nadal is one of Mallorca's most <sup>2</sup>*respective / respected* athletes. He rose to fame after showing exceptional <sup>3</sup>*ability / able* on clay courts, which led to his nickname 'King of Clay'.

In 2008, Nadal confirmed his place in professional tennis when he represented Spain in the Beijing Olympics. Yet, not many expected him to win on a hard court. However, Nadal was motivated. After months of intensive <sup>4</sup>*training / exercise*, and an inspiring performance throughout, Spain's 'King of Clay' became a gold medal winner. Surprisingly, one of the biggest tennis matches of his career came before the Olympic Games. In July 2008, on the green grass of Wimbledon, Nadal played Roger Federer in front of a television <sup>5</sup>*audience / spectators* of 13 million. In what was a dramatic <sup>6</sup>*championship / champion* final, Nadal emerged <sup>7</sup>*victorious / victory*, proving yet again that his brilliance cannot be confined to <sup>8</sup>*determined / certain* courts.

Today Nadal is ranked as one of the top ten tennis players in the world. He is always <sup>9</sup>*able / available* to give interviews. As such, he is the face of not only Spanish tennis but also a number of major international brands. On clay courts, hard courts, on grass or on TV, Rafa is simply outstanding!

