

# 1A She is an inspiring woman



## 1 GRAMMAR Review of tenses

a Underline the correct words to complete the text.

The other day I was walking down the street when I <sup>1</sup>have seen / was seeing / saw Sam Carter, you know, the famous film director. I was really excited because he <sup>2</sup>has been / is / was one of my favourite directors for ages and I watch his films all the time. 'What <sup>3</sup>is he doing / does he do / has he done here?' I thought to myself. There was only one way to find out. Sam <sup>4</sup>went / was going / has gone into a café, but I stopped him before he got inside and said, 'Hi, Sam!' He smiled at me and we started to talk outside. Me and Sam Carter! He always <sup>5</sup>is looking / looks / has looked so serious in photos, but he's a really friendly guy. In the end, Sam <sup>6</sup>invites / has invited / invited me for a coffee. Then he told me why he was in town. His film company <sup>7</sup>made / have made / were making a new film and they <sup>8</sup>have / have had / are having lots of new faces in it, just ordinary people, but they need some more. 'How about you?' Sam asked. ' <sup>9</sup>Did you watch / Have you watched / Are you watching any of my films? Do you want to be in one?' I was so shocked I <sup>10</sup>have dropped / was dropping / dropped my cup on the floor! The hot coffee went all over Sam; he screamed and ran outside. I lost my big chance!

b **1.1** Listen and check.

c Complete the sentences with the correct forms of the verbs in the box: present simple, present continuous, present perfect, past simple or past continuous.

come do not finish get not have  
meet remember think **work** write

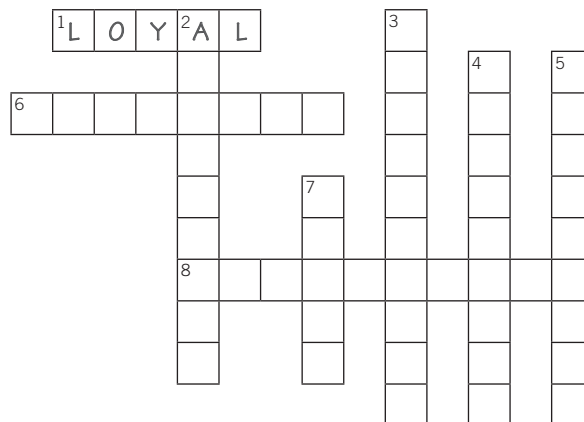
- John is working in a small marketing agency at the moment.
- Have you ever met anybody famous?
- A What are you doing?  
B I'm a student.
- Shakespeare wrote plays and poetry, and thousands of words in English come from them.
- Our friends were for dinner, but had to cancel because they were ill.
- Not many people know her well now.
- He was rich and famous, but he lost many friends.
- The game was yet, there are five minutes to go.
- Things are slowly getting worse in the office now that Mrs Andrews has retired.
- I think it's a great idea to go skiing while we've got some snow.

## 2 VOCABULARY Character adjectives

a Underline the correct words to complete the sentences.

- Don't be so motivated / stubborn / ambitious! You know what I am saying makes sense.
- I wanted him to help me, but he was very unsympathetic / inspiring / passionate and didn't want to do anything.
- Margarita is a really inspiring / sensitive / arrogant woman and an example to everyone.
- Susan is motivated / optimistic / passionate about basketball and trains every day.
- He's rude and sensitive / determined / arrogant – he thinks he's better than everyone else.
- If you are motivated / self-confident / pessimistic, you do things because you really want to do them.

b Complete the crossword puzzle.



→ Across

- showing firm friendship or support
- not listening to people's opinions or changing your mind
- thinking about the future in a positive way

↓ Down

- wanting to be successful
- making a decision and not letting anyone stop you
- easy to hurt or upset
- people have a good opinion of you
- having no experience and expecting things to be all right

## 3 PRONUNCIATION Sound and spelling: e

a How is the underlined letter e pronounced in each word in the box? Complete the table with the words.

concerned desert desire dessert helpful identify  
prefer prices revise sensitive service slept

Sound 1 /e/ (e.g. <u>r</u> espected)	Sound 2 /i/ (e.g. <u>d</u> etermined)	Sound 3 /ɜ:/ (e.g. <u>s</u> erve)
		concerned

b **1.2** Listen and check.

# 1B Are you finding it difficult?

## 1 GRAMMAR Questions

- a Underline the correct words to complete the conversation.

**FABIO** Hi, there. <sup>1</sup>*You have / Have you got* five minutes?

**GABRIELLA** Sure, <sup>2</sup>*what / what did* you want to talk to me about?

**FABIO** Well, I'm doing a triathlon next month. <sup>3</sup>*Didn't / Weren't* you read my post?

**GABRIELLA** No, I haven't seen it. A triathlon, wow! <sup>4</sup>*What for? / For what?* It sounds really tough!

**FABIO** It's not easy, yeah, swimming, cycling, then running.

**GABRIELLA** <sup>5</sup>*What / Which* of those is the most difficult?

**FABIO** All of them! Er, <sup>6</sup>*weren't / didn't* you a good swimmer once?

**GABRIELLA** Yeah, once. What are you looking at me like <sup>7</sup>*that for / for that?*

**FABIO** Do you think <sup>8</sup>*could you / you could* coach me?

**GABRIELLA** I don't know <sup>9</sup>*whether / what* I've got enough time. <sup>10</sup>*Can / Shall* I think about it and phone you later?

**FABIO** No problem. That's great, I'll swim a lot faster with your help.

**GABRIELLA** Who <sup>11</sup>*knows / does know?* You might win!

- b  **1.3** Listen and check.

- c Put the words in the correct order to make questions.

1 a / want / do / marathon / to / you / run ?

Do you want to run a marathon?

2 to / this / going / is / do / why / she ?

3 the / register / who / competition / need to / for / doesn't ?

4 giving / why / our / aren't / tickets / they / us ?

5 of / which / to do / would you / the challenges / like ?

6 have / ever done / the most / you / difficult / what is / thing ?

7 for / did / hard training / what / this / we do / all ?

8 the / happened / of / what / at / end / the game ?

9 have / think we / of / a chance / you / do / winning ?

10 who / your / website / designed ?

## 2 VOCABULARY Trying and succeeding

- a Complete the sentences with the phrases in the box. There is one extra phrase you do not need.

succeed in   give up   keep to   keep it up  
manage to   try out   ~~work out~~



- 1 Sandra likes to work out at the gym in her lunch break.



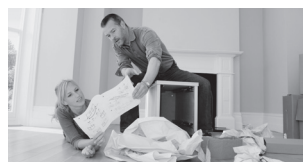
- 2 Simon wants to \_\_\_\_\_ a new recipe for lemon cake.



- 3 We really need to \_\_\_\_\_ fast food.



- 4 Charlie's kids told him to \_\_\_\_\_.



- 5 The Smiths didn't \_\_\_\_\_ assemble their kitchen table.



- 6 It won't be easy to \_\_\_\_\_ this diet.

- b Complete the sentences with the phrases in the box.

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

- 1 I'd like to have a go at snowboarding, but I'm afraid of falling and breaking something.

- 2 To \_\_\_\_\_ the course, you need to pass all four modules.

- 3 If you \_\_\_\_\_ this training programme, you'll get back in shape very quickly.

- 4 I play tennis on Saturdays and I also \_\_\_\_\_ once or twice a week in a local gym.

- 5 My car is in the garage and I don't know if they will \_\_\_\_\_ repair it by Monday.

- 6 Fred went sailing with me twice and he's terrible at it, but he doesn't want to \_\_\_\_\_.

- 7 Your writing has improved a lot this semester so \_\_\_\_\_.

- 8 Would you like to \_\_\_\_\_ the new version of the software, sir?

- 9 I know Jade isn't interested in the project, but she could at least \_\_\_\_\_ to get involved.

# 10 Everyday English

Don't touch the sandwiches!

## 1 CONVERSATION SKILLS

### Breaking off a conversation

a Tick (✓) the best way to break off the conversation.

- 1 Sorry, but \_\_\_\_\_ now.
  - a ☒ I really must go
  - b ☐ I have to finish
  - c ☐ there's nothing else to say
- 2 \_\_\_\_\_ Speak to you soon.
  - a ☐ I've nothing else to say.
  - b ☐ Are we finished?
  - c ☐ Got to go.
- 3 OK, \_\_\_\_\_.
  - a ☐ I look forward to speaking to you
  - b ☐ see you tomorrow
  - c ☐ that's enough
- 4 \_\_\_\_\_, Irena.
  - a ☐ Talk to you later
  - b ☐ Tell me again
  - c ☐ We'll speak about this
- 5 \_\_\_\_\_ Can you phone later?
  - a ☐ This is not convenient.
  - b ☐ Who's speaking?
  - c ☐ Can't talk just now.
- 6 Well, I must \_\_\_\_\_.
  - a ☐ leave
  - b ☐ run
  - c ☐ end
- 7 Bye, nice \_\_\_\_\_.
  - a ☐ conversation
  - b ☐ talking to you
  - c ☐ day
- 8 Must be \_\_\_\_\_ now, but thanks for calling.
  - a ☐ away
  - b ☐ there
  - c ☐ off



## 2 USEFUL LANGUAGE

### Explaining and checking understanding

a Put the extracts in the correct order to explain how to take a good photograph.

- ☐ Always remember to keep still. If the camera moves about, you get a bad photo.
- ☐ Is that clear? Do you want me to explain any of this again?
- ☐ But whatever camera you buy, read the instructions carefully. Make sure you know what your camera can do. Have you got that?
- ☒ 1 You don't need to get a very expensive camera. These have a lot of functions you just don't need. Do you understand what I mean?
- ☐ Another thing to remember is to take your time. Only real professionals can take good photos in a hurry.
- ☐ When you take a photo, the most important thing is the light. Basically, the more light, the better, so choose the right time of the day and place. Do you get the idea?

b 1.4 Listen and check.

## 3 PRONUNCIATION Rapid speech

a 1.5 Listen. Tick (✓) the sentences where you hear the final /t/ of the underlined words.

- 1 ☐ I must go and see her soon.
- 2 ☐ The nurse said I must eat less bread.
- 3 ☐ We've got to have more help.
- 4 ☐ Sorry, you can't take one with you.
- 5 ☐ Haven't any of the people arrived?
- 6 ☐ Sarah said she didn't do the homework.
- 7 ☐ Claudia has been there, hasn't she?
- 8 ☐ The shop might open again.
- 9 ☐ We can't use our phones here.
- 10 ☐ Children mustn't play ball games.





1 READING

- a Read the article. Are the sentences true or false?
- 1 The woman has the same opinion as most other people.
  - 2 She has noticed an imbalance in communication.
  - 3 The experiment involved the couple not communicating for a day.
  - 4 It was a positive experience for them.
  - 5 Technology has made us forget our priorities.
  - 6 We don't need technology.
- b Read the article again and tick (✓) the best ending for the sentences.
- 1 The purpose of the first paragraph is ...
    - a ☒ to explain the writer's motivation.
    - b ☐ to compare different types of communication.
    - c ☐ to introduce a theory about communication.
  - 2 The main rule of the experiment was that they ...
    - a ☐ had to communicate as little as possible.
    - b ☐ couldn't say anything to each other.
    - c ☐ needed to explain things very simply.
  - 3 The point about breakfast is that ...
    - a ☐ making meals involves technology.
    - b ☐ it was an amusing situation.
    - c ☐ everything was so simple.
  - 4 The rest of the day showed that the experiment ...
    - a ☐ needed to continue for longer.
    - b ☐ only worked until a friend got involved.
    - c ☐ was not as easy as they thought.
  - 5 She texted her husband to discuss ...
    - a ☐ plans for a party.
    - b ☐ the effectiveness of the experiment.
    - c ☐ her friend's communication problems.
  - 6 The conclusion is that ...
    - a ☐ the experiment was mostly a failure.
    - b ☐ technology has changed relationships between people.
    - c ☐ speaking is still an effective kind of communication.

2 WRITING SKILLS

Organising an article

- a Read the tips (1–8) for writing an article. Is the advice good or bad? Tick (✓) the correct box.

When you're writing an article ...	Good	Bad
1 plan the structure of your article before you start writing it.	✓	
2 write the article in your own language first, then translate it.		
3 write short paragraphs with one or two sentences.		
4 include questions to engage the reader.		
5 use a dictionary to find interesting words and phrases.		
6 use linking words and expressions to join ideas.		
7 evaluate ideas – write what you think about them.		
8 check your writing when you have finished.		

Face-to-face texting

A lot of people think that technology brings people closer together, but I'm not so sure. People spend so much time texting and looking at computer screens that they hardly ever speak to one another. This made me think and I decided to do a little experiment.

One day my husband and I decided not to speak to each other at all. We could email, text, etc. but we couldn't actually communicate in words. So, at breakfast he sent me a text to ask if I wanted any more toast and I replied that I didn't but I wouldn't mind another cup of tea.

We both thought it was funny at first, but things got more complicated as the day went on. For example, a friend phoned me about a special party she was organising. I had to text my husband for about 20 minutes to discuss everything.

The whole thing made me appreciate that nothing can replace face-to-face communication – talking to each other. Communication may be easier because of technology, but people aren't machines. We sometimes forget that simple things are often the most important in life.

3 WRITING

- a Imagine that for one week you had to walk or cycle to get around, rather than use a car or public transport. Write an article about your experience. Use the notes to help you, and your own ideas.

Introduction: how you usually get around, your feelings about walking / cycling vs. cars / public transport

Your experience: good things (exercise, see interesting things, cheaper)

Your experience: difficulties (takes longer, bad weather, dangerous?)

Evaluation: walking / cycling better in some situations, should use cars / public transport less



# UNIT 1

## Reading and listening extension

### 1 READING

**a** Read the article and tick (✓) the statement that matches Nick's attitude to his own body.

- 1 ☐ It's more difficult living without arms and legs now than when he was younger.
- 2 ☐ His physical condition means he is generally worried about trying new things.
- 3 ☐ He gets on with his life, even though he has no arms or legs.

**Have you ever thought what it might be like to live just a single day without being able to use your hands or legs? This is everyday life for Nick Vujicic, who was born without any limbs. However, Nick doesn't let his condition stop him – he regularly takes part in sports, he has travelled all over the world and is also happily married with a young child. And unlike many able-bodied people, he can even swim and surf.**

**b** Read the article again and tick (✓) the correct answers.

- 1 Nick's parents knew he would be born without arms and legs.  
a ☐ true      b ☒ false      c ☐ doesn't say
- 2 Nick was sometimes unhappy when he was at school.  
a ☐ true      b ☐ false      c ☐ doesn't say
- 3 Nick could swim when he was just 18 months old.  
a ☐ true      b ☐ false      c ☐ doesn't say
- 4 Nick uses a mouse to operate a computer.  
a ☐ true      b ☐ false      c ☐ doesn't say
- 5 Nick uses the toe on his foot to do a sport.  
a ☐ true      b ☐ false      c ☐ doesn't say
- 6 The stadiums where Nick speaks are full.  
a ☐ true      b ☐ false      c ☐ doesn't say

**c** Write a paragraph about an outstanding person you know or have heard about, who has helped others. Remember to include:

- what the person does and why you are impressed by this
- any difficulties the person has had in their life
- how the person has helped other people.



Before Nick Vujicic was born, his parents had no idea that he would go on to have any medical problems – none of the medical checks had ever shown a problem. However, when he was born, it was clear that his life would be different from that of other babies. Growing up would not be easy. His parents decided to send him to a normal school, where he would use a wheelchair, and where there were carers available to assist him. The experience was difficult, but Nick feels it was the best decision his parents could have made, because it would give him a sense of independence. Unsurprisingly, when he was at school, he sometimes felt depressed and lonely, and was sometimes bullied. But he always had the support of his loyal friends and family, and these people made him determined to overcome many problems. He even went on to study at university, where he was awarded a degree in Financial Planning and Real Estate. What surprises many people is just how optimistic Nick can be, and how many different things he has managed to do. Much of this is down to his parents. His father put him in the water for the first time when he was 18 months, so that Nick would be self-confident enough to swim when he was older. He has one small foot which he can use to help him move around in the water. He is able to operate a computer by using the toe on this foot to type, something he learned to do when he was just six years old. And when he plays golf – yes, he even plays golf – he is able to hold the golf club under his chin.

A big part of Nick's life now is giving motivational talks. He travels around the world and has shared his inspiring story with millions of people, speaking to audiences in packed stadiums. Nick's message is that you should never give up, and that people should love themselves even when they fail.



## 2 LISTENING

- a 1.6 Listen to Michael and Sarah talking about Frane Selak, who some people have called the unluckiest man in the world. Put the events in the order they happened.

- |   |   |
|---|---|
| <input type="checkbox"/> a plane crash              | <input type="checkbox"/> a car accident               |
| <input type="checkbox"/> a bus crash                | <input type="checkbox"/> being hit by a bus           |
| <input type="checkbox"/> winning the lottery        | <input type="checkbox"/> a car falling off a mountain |
| <input checked="" type="checkbox"/> 1 a train crash |   |

- b Listen again and tick (✓) the correct answers.

- What happened to Selak when he was in the train crash?
  - ☐ He was very seriously injured.
  - ☒ He had an injury.
  - ☐ He wasn't injured.
- What is true about the plane crash that Selak survived?
  - ☐ Several other people also survived the crash.
  - ☐ He escaped through a door after it crashed.
  - ☐ He was helped by a problem with the plane.
- What was the cause of the bus crash?
  - ☐ the weather
  - ☐ the speed of the bus
  - ☐ a technical problem with the bus
- What is true about the first incident with a car that Selak had?
  - ☐ He was not driving the car when it developed a problem.
  - ☐ The car exploded just after he got out.
  - ☐ Flames came into the car from the engine while he was driving it.
- Why did his car go off the side of the mountain in the later accident?
  - ☐ He was hit by a lorry.
  - ☐ He hit a tree and lost control.
  - ☐ He had to change direction to avoid a lorry.
- Which of the following sentences is true about when Selak won the lottery?
  - ☐ He often played the lottery at that time.
  - ☐ He occasionally played the lottery at that time.
  - ☐ He had never played the lottery before.
- What is Sarah's opinion of Selak's story?
  - ☐ She is sure it's true.
  - ☐ She is not sure if it's true.
  - ☐ She is sure it's untrue.
- What does Michael say about Selak?
  - ☐ He thinks that Selak is probably telling the truth.
  - ☐ He thinks that Selak is wrong to invent stories.
  - ☐ He thinks it's strange that Selak gave away his lottery winnings.

- c Write about a time when you were very lucky or unlucky. Use these questions to help you:

- What was the situation? What were you doing?
- Why were you lucky or unlucky?
- How did you feel?
- Was anybody else with you? How did he or she feel?
- Do you think this happens to a lot of people?

# Review and extension

## 1 GRAMMAR

Tick (✓) the correct sentences. Correct the wrong sentences.

- ☐ I write this letter to complain about the service.  
*I am writing this letter to complain about the service.*
- ☐ Take any train, all of them go there.
- ☐ I think I decided what to do.
- ☐ Have you ever heard from her again afterwards?
- ☐ I was having a shower when the water turned cold.
- ☐ I don't know Tom. How is he?
- ☐ Why you didn't tell me?
- ☐ What is the currency in Thailand?

## 2 VOCABULARY

Tick (✓) the correct sentences. Correct the wrong sentences.

- ☐ There are determined subjects everyone should study.  
*There are certain subjects everyone should study.*
- ☐ Don't mention it to Laura. She's quite sensible about it.
- ☐ The Mayor is very respective in this town.
- ☐ The President gave a passionated speech about crime.
- ☐ I'd love to have a go at diving.
- ☐ I've got a plan and I'm going to keep to it.

## 3 WORDPOWER *make*

Match sentences 1–6 with responses a–f.

- |   |  |
|---|--|
| 1 <input checked="" type="checkbox"/> a | Shall we go by car or walk?                      |
| 2 <input type="checkbox"/>              | Why is it taking him such a long time to decide? |
| 3 <input type="checkbox"/>              | I'm really afraid of your dog.                   |
| 4 <input type="checkbox"/>              | Can't you just follow the instructions?          |
| 5 <input type="checkbox"/>              | How can I stay in a place like this?             |
| 6 <input type="checkbox"/>              | What are the flowers for?                        |
| a                                       | It makes no difference to me.                    |
| b                                       | He can never make up his mind.                   |
| c                                       | He's only trying to make friends with you.       |
| d                                       | Just make the best of it.                        |
| e                                       | They don't make any sense.                       |
| f                                       | To make up for being late.                       |



## REVIEW YOUR PROGRESS

Look again at Review your progress on p.18 of the Student's Book. How well can you do these things now?

3 = very well    2 = well    1 = not so well

### I CAN ...

- |   |                          |
|---|--------------------------|
| talk about different forms of communication | <input type="checkbox"/> |
| describe experiences in the present         | <input type="checkbox"/> |
| give and respond to opinions                | <input type="checkbox"/> |
| write a guide.                              | <input type="checkbox"/> |