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UNIT 1 OUTSTANDING PEOPLE

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 cut a conversation short**
- **discuss dependence on technology**
- **write an article about living without a technological device**

UNIT CONTENTS

G GRAMMAR

- Review of tenses: simple present and present continuous, present perfect, simple past, past continuous, past perfect
- Questions: requiring auxiliaries, negative questions, *which* vs *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: *drop out, give up, keep it up, make an effort, manage to, stick with, take a chance, try out, work out*
- Wordpower: *make: make a difference, make friends with, make out, make sense, make the best of, make up for, make up my mind*

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 cut a conversation short
- Writing an article about living without a technological device

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write *movies and TV, music,* and *sports* on the board and ask students, in pairs, to write down as many famous people as they can for the different categories. Allow two minutes and then stop the class and find out which students have written down the most names. Invite students to share their answers with the class, 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. Invite students to share their stories with the class.

a Ask students to look at the picture and answer the questions as a class. They will need to speculate, so help with phrases such as: *I think they are ... It's possible that they are ...* A more advanced group might use: *They could be/might be* etc. After completing the activity, you may give students the information from the Culture Notes below.

VOCABULARY SUPPORT

selfie – a photograph that you take of yourself, usually with a cell phone

CULTURE NOTES

David Alaba

David Olatukunbo Alaba is an Austrian soccer player. He is considered to be a very versatile player and has played numerous positions on the field over the years. He was voted Austrian Footballer of the Year for six consecutive years from 2011 to 2016. At the time of publication, he was playing his twelfth season for the German soccer club Bayern Munich.

b Read the questions with the class and explain any unfamiliar vocabulary, e.g., *role model* (someone for young people to admire and 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. Invite students to share their 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 partners 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 being the famous person. Monitor and encourage where necessary. If appropriate, ask some pairs to repeat the role play for the rest of the class.

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1A SHE IS AN INSPIRING WOMAN

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

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

OPTIONAL LEAD-IN

Books closed. Write this incomplete 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 calling 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, celebrities, 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 a and b of the people in the texts, 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. Invite students to share their ideas with the 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 because they need to find out only what the people have done. Check answers as a class. You may give students the information from the Culture Notes below.

Answers

Jony Ive – did important design work for Apple, including the iPhone, iPad, and Apple Watch
Joan Ganz Cooney – created the popular children's television show *Sesame Street*

CULTURE NOTES

- *Sesame Street* is a very popular children's educational TV show that has been running for over 50 seasons. It is important because it was the first educational show for a very young age group. Most young people all around the world from the 1970s onwards watched *Sesame Street* at some point in their childhoods. The show helps young children learn letters of the alphabet and numbers.
- Apple is a multinational corporation that makes computers and other electronic gadgets such as the iPad, iPhone, and Apple Watch. 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 to read the texts more carefully this time to decide which person (Jony Ive or Joan Ganz Cooney) the questions are about. Read 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 B

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 – to broadcast
iconic – very famous and special
outline (B2) – description, summary
play a role (B2) – to 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 and invite them to share them with the class.

EXTRA ACTIVITY

In pairs, students discuss the following questions:

– *What do you like about the design of the latest smartphones or smartwatches?*
– *Why do you think the show 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. Invite students to share their answers with the class.

Answers

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

b In pairs, students complete the sentences with the correct tenses from 2a. Invite them to share their answers with the class.

Answers

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

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c Students underline examples in the second text individually. Invite students to share their examples with the class. You may wish to point out that texts of this kind usually feature a lot of simple past verbs. If students mention *was (largely) controlled, were brought*, or *was founded,* remind them that these are forms of the passive voice. The verb *could* is the conditional form.

Suggested answers

simple present:	consider, combine, is, admire, she's not
simple past:	grew up, brought, realized, researched, wrote, presented, rejected, thought, didn't have, set up, questioned, was, didn't want, encouraged, knew, meant, became, went, didn't stop, continued, had
present continuous:	it's still going
past continuous:	was working
present perfect:	I've always felt, she's won
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 Mr. Smith, I write this letter to …*~~ (Correct form = *Dear Mr. Smith, I* ***am writing*** *this letter to …*) or ~~*I left the store when the sales assistant suddenly started shouting*~~. (Correct form = *I* ***was leaving*** *the store when the sales assistant suddenly started shouting*.)

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)

– Sesame Street *producers are working on a new episode.*

Ask: *Do they do this every day?* (we don't know)
Are they doing it right now? (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 show they'd watched.

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

d 01.01 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 01.02 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 Grammar Focus 1A 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 – to move to live in another country

impact (B2) – effect

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

3 LISTENING

a 01.03 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 roommates, Amelia and Chloe. Students need to choose the correct sentences in 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. ✓

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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 kind of thing. Personally, 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 in high school, they weren't going to let her join the science class …
C When was this?
A Back in the 1950s.
C Really? Even in the 1950s?
A Yeah. And then at the end of the year, she made it to the 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 kind 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? So you're going to become … what? A 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 college and get 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're 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 for 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 behavior of the stars and other objects in space

b 01.03 Read the sentences with the class and pre-teach *nonfiction* (writing that is about real events and facts, rather than stories that have been invented) and *the press* (newspapers, magazines, and those parts of television, radio, and the Internet 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 True
2 True
3 False – her supervisor won the Nobel Prize.
4 False – she made it to the top of her class.
5 True
6 True
7 True

c Students discuss the questions in pairs or small groups. Monitor and support students with any vocabulary they may need. Note examples of good language use and any common errors to address afterwards as a class. Don't correct language mistakes at this point as this is a fluency activity. Invite students to share their answers with the class.

4 VOCABULARY
Character adjectives

a Ask a student to describe the scientist from the listening task in their own words. Write on the board any character adjectives they use. In pairs, students write down as many different character adjectives as they can think of in two minutes. Invite students to share their adjectives with the 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. *Determined* and *motivated* are also similar, but *determined* is usually about staying with something until it is accomplished, and *motivated* is about having the drive to start something and is often used when someone or something motivates someone. *Inspiring* and *respected* are both used as positive qualities for someone who has accomplished a lot and is someone to look up to.

b 01.04 **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 01.05 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

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

Answers

1 stubborn
2 motivated/determined
3 respected
4 determined/motivated
5 inspiring

e 01.06–01.08 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

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

5 SPEAKING

a Individually, students think about an inspiring person and take notes in preparation for the pairwork activity. Monitor and help with suggestions or prompts where necessary.

b Read the examples and remind students to use character adjectives from the lesson in their conversations. Monitor and note any interesting points or common mistakes/errors to address afterwards. Invite students to talk about their people with the class.

ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A, Pronunciation Introduction and 1A

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1B ARE YOU FINDING IT DIFFICULT?

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

- read and understand interviews about challenges
- use different question forms correctly
- understand a podcast about a challenge
- use a lexical set of verbs and phrases related to trying and succeeding
- discuss personal challenges

OPTIONAL LEAD-IN

Books closed. Write *A CHALLENGE* on the board. Put students into pairs, and ask them to come up with a good definition and an example of the word. Give pairs two minutes to complete the task. Check their ideas as a class. Ask students to think of the challenges they find most difficult. Write their ideas on the board. Then ask students if they can think of any ways to deal with the difficulties. Encourage them to think of different ways to deal with the same challenge.

1 SPEAKING AND LISTENING

a Students look at photos a–c and say what they can see and how they think the people are feeling. Ask them to read "The 30-Day Challenge" and discuss the questions in pairs. Check answers as a class.

b 01.09 Tell students they are going to hear two people talking about the 30-day challenge. Read the points in the task and remind students that they are listening for the main point mentioned. Play the recording. Check answers as a class.

Answer
3

Audioscript

INTERVIEWER So Alison, you went to find out about the 30-day challenge. What is it and how does it work?

ALISON Yes, I went to a one-day seminar about it. The basic idea is that, according to psychologists, 30 days is about the time it takes to really develop a new habit because that's how long it takes for our brains to shift to a new direction. Usually if we try something new, we give up after about a week or two because our brain hasn't adapted. So the idea of the 30-day challenge is, you choose something you want to do, like drink less coffee, for example, and you keep going for exactly 30 days.

I So if you manage to do it for 30 days and you feel good about it, you'll probably stick with it, is that the idea?

A That's right, yes. But the other thing about it is that 30 days isn't a very long time. Thirty days goes by pretty quickly anyway. So if you decide to do something completely new – let's say you decide to get up every morning to watch the sunrise – maybe you wouldn't want to keep it up for your whole life, but it might be fun to do it for just 30 days. So it's also a chance to try something different, and if you're successful it's great, but if it doesn't work out, it doesn't matter too much.

I I see, so it's not just about giving up bad habits. The idea is really that you try out something new.

A Yes, definitely. There were people at the seminar, for example, who'd written a poem every day for 30 days, and someone else tried to cook a different meal every day. So it's a chance to do something you've always wanted to do or maybe something new that you'd never thought of doing.

I It sounds like a lot of fun, if you have time for it.

A Yes, well you can either do something that doesn't really get in the way of your life, like writing a poem – you can do that on your lunch break, it's easy. Or you can take time out and try something you've always wanted to do, like paint a picture or climb a mountain or something. Obviously, to do something like that you need to make an effort and, of course, you have to give yourself a time limit of 30 days.

I So it sounds like you think it's a good idea.

A I think it's a great idea, yes. I came away convinced!

I So are you planning to try the 30-day challenge yourself?

A Yes, in fact I already am. I decided to put my car keys in a drawer, and I'm going to ride my bike everywhere for 30 days, even if it rains.

I And how's it going so far?

A Really well. I'm finding it much easier than I expected.

I And when did you start?

A Um … this morning.

I Well, stick with it, Alison, and good luck. Now, Alison's only just started, but next up on the Life and Style podcast, we're going to talk to a few more people who've been doing the 30-day challenge. They're all about half-way through, and no one has dropped out so far …

c 01.09 Ask students how Alison found out about the challenge (at a seminar). Students complete the notes for the 30-day challenge and compare with a partner. Play the recording for students to check answers.

Answers
1 habit
2 very long
3 new/different
4 life
5 wanted to
6 effort

EXTRA ACTIVITY

Write the following sentence starters from the conversation between Alison and the interviewer on the board:

The basic idea is …

The other thing about it is …

It's also a chance to …

So, it's not just about …

It sounds like …

I'm finding it …

Ask students to try to complete the sentences with words from the interview. They can do this in pairs, small groups, or as a class. Play the recording again to check, pausing after each answer is given.

d Ask for an example of one of the challenges mentioned in the recording. Put students into pairs to use words from both boxes to describe the other challenges mentioned. Check answers as a class.

Answers
drink less coffee, get up every morning and watch the sunrise, write a poem, cook a different meal every day, paint a picture, climb a mountain

e Give students a few minutes to write down their ideas about the question.

f Students compare their ideas with a partner. Invite pairs to share their ideas with the class.

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2 VOCABULARY Trying and succeeding

a 01.10 Ask students if they remember any phrases used in the recording to talk about doing something new and succeeding or failing. If necessary, prompt with *give, keep, stick,* and *make.* Read the phrases in the box with the class and find out if students remembered correctly. Individually, students complete the sentences. They then check with their partner. Monitor and help as necessary. Play the recording for students to listen and check.

Answers
1 give up
2 manage to, stick with
3 keep it up
4 work out
5 take a chance
6 try out
7 make an effort
8 drop out

FAST FINISHERS
Ask fast finishers to write another incomplete sentence of their own using the words or phrases. Let them ask the class their questions after checking the answers to 2a.

b Individually, students match the words and meanings. Check answers as a class.

Answers
1 manage to, work out
2 give up, drop out
3 keep it up, stick with
4 make an effort
5 try out, take a chance

c Individually, students complete the sentences using the words and phrases from 2a and their own ideas. Students compare answers in pairs. Check answers as a class.

Suggested answers
1 managed to do it. / stuck with it.
2 keep it up! / stick with it!
3 take a chance at learning a new language. / try out a new sport.

d Put students into small groups to talk about the points. Read the ideas as a class, and give or elicit an example for the first one, e.g., *When I started learning to drive, I found it really difficult and I was pretty scared. But I didn't give up! I kept going and passed my driving test after six months. I'm really glad I stuck with it now.* Students share their stories with their groups. Monitor and support students with any vocabulary they may need. If students make mistakes using the new vocabulary, encourage self-correction by echo-correcting or rephrasing. Invite groups to share their examples with the class.

3 READING

a As a class, read the challenges the three people decided to do and discuss the question. Ask students if they think they would find the challenges easy or difficult and if they've ever tried challenges like these.

b Students read the interviews to check their answers. Check answers as a class.

Answers
Sofia: She finds it to be really easy.
Carla: She found some things difficult, but it was mostly a lot of fun.
Steve: He thinks it's difficult, but he may try a different language every month.

c In pairs, students complete the interviews with the missing questions. With a more advanced group, you could elicit ideas for the questions before they look at them in the task. Elicit students' ideas, but don't check answers at this point.

d 01.11 Play the recording for students to listen and check.

Answers
1 b 2 c 3 e 4 a 5 d

Audioscript

INTERVIEWER What made you decide to become a vegetarian, Sofia?
SOFIA Well, for a long time now, I've been trying to eat less meat, partly for health reasons. I think vegetables are better for you.
I Didn't you ever think of being a vegetarian before?
S 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.
I And how do you feel? Are you finding it difficult?
S 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 to keep going longer.
I Carla, why did you decide to draw something every day?
CARLA 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 actually do.
I What have you drawn pictures of so far?
C All kinds of things. At the beginning, I drew objects around me at home. Then I went out on my lunch break and started drawing things outdoors, like yesterday I drew a duck in the park – that was really difficult!
I So do you feel like it's been worthwhile?
C Oh yes, definitely. I'm still not very good at drawing, but it's been a lot of fun, and it's very relaxing.
I Steve, what language did you decide to learn?
STEVE Well, I thought I'd choose a language that isn't too different from English, so I decided to try Italian.
I Isn't it difficult to keep it up?
S Yes, it is. I've had to be very strict with myself. I'm using a book with online support, so I usually try to cover one lesson a night.
I And who do you practice with? Or are you just working alone?
S Well, there's an Italian restaurant nearby and I'm friends with the owner, so I go there and I talk to him. That's another reason I chose Italian.
I And do you think you'll keep going after the 30 days?
S Maybe, or I might try a different language every month. I'm thinking of trying Japanese next.

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4 GRAMMAR Questions

a Write some general sentences about yourself on the board. Ask students what the question for each of these statements would be. Write the first word of the question on the board. Invite students to the board to complete the questions. Some examples of general statements and opening question words are below.

I haven't had a cup of coffee today. (Have …)

I ate a chocolate bar for breakfast. (What …)

My friend in New York emailed me this morning. (Who …)

I went to a new exhibition with my sister. (Who …)

Read the rules about questions with the class. In pairs, students find examples for each rule in 3b and 3c. Check answers as a class.

Answers

1 How do you feel? Are you finding it difficult? What have you drawn pictures of so far? Do you feel like it's been worthwhile? Who do you practice with? Are you just working alone?
2 What made you decide to become a vegetarian, Sofia?
3 Who do you practice with? What have you drawn pictures of so far?
4 Do you feel like it's been worthwhile? Do you think you'll keep going after the 30 days?

b Read the examples as a class and discuss the questions.

Answers

1 a 2 b

c Read the questions and check answers as a class.

Answers

1 d 2 c

d 01.12–01.13 Students read the information in Grammar Focus 1B 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 right question forms. Tell students to go back to SB p. 13.

Answers (Grammar Focus 1B SB p. 135)

a 1 are we
2 did you think
3 Which
4 didn't you
5 What
6 Who from?
7 happened

b 2 What kind / type / sort of music is she interested in?
3 How many people watched the game?
4 Why haven't they started yet?
5 Which foot hurts?
6 Who did she hear the news from?

c 2 I wonder why they didn't come back.
3 Where do you think they are / they're going?
4 Can you tell me if / whether you have ever met him?
5 Do you know who wrote this story?
6 I wonder if / whether this pen works.
7 Can you tell me (what) your sister's name (is)?
8 When do you think it will be ready?

CAREFUL!

Students often have problems with word order in indirect questions, especially when a *wh-* question word is used. They often try to use the auxiliary verb as they would in a direct question, e.g., ~~*Could you tell me what do you want?*~~ (Correct form = *Could you tell me* ***what you want****?*). Remind students that in indirect questions, the second part of the question uses statement word order.

A similar problem is with subject questions. Students often try to include an auxiliary, e.g., ~~*Who did write the book?*~~ (Correct form = *Who* ***wrote*** *the book?*)

e Put students into pairs. Read the instructions with the class. Students do the role play. Monitor to check the use of questions. Note any common errors to look at during feedback. Encourage self-correction of any slips. Invite students to share examples from the conversations and review any common problems with question forms.

5 SPEAKING

a Elicit students' ideas for some different challenges they might do in the next three months. Give an example of your own, e.g., *I want to run a half-marathon in two months*. Give students a few minutes to write down three challenges each. Elicit which questions students can use when asking their partners about their challenges. Read the examples in the speech bubbles to give additional ideas of how to ask the questions.

b In pairs, students interview each other about their challenges. Monitor and note any interesting points and common mistakes/errors to address afterwards. Invite students to share their challenges with the class and ask how successful the students think their partners will be. Encourage them to give reasons.

ADDITIONAL MATERIAL

Workbook 1B

Photocopiable activities: Grammar 1B, Vocabulary 1B

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1C EVERYDAY ENGLISH

Don't touch the food

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

- understand informal conversations about personal circumstances and part-time work
- use appropriate phrases to cut a conversation short
- use rapid speech, omitting different sounds
- use appropriate phrases to explain processes and check understanding
- explain a process they are familiar with

OPTIONAL LEAD-IN

Books closed. Ask students to individually think of part-time jobs that are popular among college students. Put students into pairs. Students take turns miming actions from the job for their partners to guess the jobs. Ask students to name the jobs their partners mimed. Write on the board a list of the jobs students mention. Ask them if they have ever done any of these jobs and if so, what their experiences were like.

1 LISTENING

a Ask the class why life can be difficult financially for students today. Put students into pairs to discuss questions 1, 2, and 3. Monitor and help as necessary. Invite pairs to share their answers with the class.

b Ask students to look at the photo and say what they can see. Students then choose an option that they think best describes the people in the photo. Don't confirm the answer at this point.

c 01.14 Play Part 1 of the audio recording for students to check the answer.

Answer
2

Audioscript (Part 1)

SUSANA Hey, Emma. That was a really interesting class. There's so much to learn, though. I'm going to try and get all my homework done tonight.
EMMA Oh, not me. I'm going out tonight. I'll do mine later. You study too much, Susana! Do you want to grab a bite?
S Sorry, I can't. I have to go now. It's my first day at my new job!
E Oh, that's right, at your friend's café. Well, good luck! Oh, by the way, when is that assignment due?
S Friday. I've got to run, I'll be late. See you tomorrow.
E Bye!

d 01.14 Play the audio recording again for students to answer the questions as a class.

Answers
1 Yes, they are friends. They know information about each other.
2 She's starting her first day at a new job at her friend's café.

VOCABULARY SUPPORT

assignment (B1) – a piece of work given to someone, as part of their studies or job

e 01.15 Tell students to read sentences 1–3. Play the audio recording for students to listen and check which sentences are true.

Answers
1 False – They are working on a presentation together.
2 False – She has other homework she has to work on.
3 True – She's on her way to work.

Audioscript (Part 2)

SUSANA Hi, Tomás. I'm just on my way to the café to work.
TOMÁS Oh OK …
S I'm sorry I can't talk now. I'm running late.
T That's OK. Do you want to come over tonight? I wanted to work on our presentation. It's due next week.
S I'd like to, but I have other homework to do tonight.
T OK. Never mind. Well, good luck with your first day at work.
S Thanks. I'm sure it'll be fine.
T Don't spill coffee on anyone!
S I'll try not to. Oh, have to run. Here comes my bus. No time to talk now. See you tomorrow. Bye.

2 CONVERSATION SKILLS
Cutting a conversation short

a 01.16 Ask students why people might need to finish a conversation quickly. (For example, they're in a hurry, they notice the time, they don't want to talk to the person, or they see someone else they need to talk to, etc.) Then ask students how they normally finish a conversation quickly. Invite them to share their answers with the class. Play the recording for students to say which word(s) the speaker doesn't use.

Answers
1 I (and "have to" becomes "hæf tə") 3 I have
2 I (and "have to" becomes "hæf tə") 4 I'll

LANGUAGE NOTE

To be polite and not offend anyone, most people put *I'm sorry*, or *Sorry*, in front of the first three expressions.

b Read the additional phrases we can use to cut a conversation short and elicit the missing words.

Answers
1 I've 2 I'll 3 I 4 It was

3 PRONUNCIATION Rapid speech

a 01.17 Tell students that when we speak quickly, we often connect words. This means not every sound is pronounced. Play the recording for students to identify the missing sounds. Check answers as a class.

Answers
1 mus(t) go
2 go(t) to run
3 go(t) to go
4 can'(t) talk
The consonant sound /t/ is left out.

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b Students work individually to put B's replies in the short conversation in the correct order. Check answers as a class.

Answers

B It was great. Sorry. Can't talk now. Got to go. *(These could be reordered.)*
B Yeah, thanks. Must go now. See you tomorrow. Bye. *(These could be reordered.)*

LOA TIP DRILLING

Give students some practice saying the exchanges in 3b by making them repeat B's phrases rapidly, leaving out the /t/. You read A's part and the class replies as B. Ask them to go a little faster each time you repeat the conversation. Then divide the class into pairs. Assign A and B roles. Tell them to practice the exchanges. Then they switch roles. You may wish to change the conversation by giving them new prompts to use:

How was your class/the party/the concert?

Have a nice afternoon/morning/day.

See you next week/this weekend/this evening.

c Students have short conversations in pairs. Read the task with the class and then ask students to do the role plays. Students then switch roles and repeat the conversations. Monitor and check that students are linking words.

FAST FINISHERS

Ask fast finishers to do an additional role play where someone is calling them trying to sell something and they need to finish the conversation with an excuse. (For example, *Caller: I'm calling to tell you about our new offer ... / Student: I'm sorry – got to go because ...*)

4 LISTENING

a 01.18 Ask students what they think might be difficult about working in a café and what you might need to learn on your first day. Play Part 3 of the audio recording for them to find out if any of their ideas are mentioned and to answer the questions. Check the answer as a class.

Answer

2

Audioscript (Part 3)

DAVE OK, so what was I showing you? The food. The sandwiches are over here. The most important thing is, don't touch the food. Always remember to use these tongs to pick up food. And what else? Oh, the espresso machine. Uh, the coffee goes in here, the cup down there, and you press this button. Is that clear?
SUSANA OK, I think I'll remember that.
D Another thing to remember is the tables – they're all numbered. It starts with number one over there and goes to 15. OK, did you get that?
S Yes, sure. I mean I can count to 15!
D Hah – I still get them mixed up myself and I own the café — I should know the tables! OK. Think you've got everything?
S Yeah, I think I got the hang of it.
D Great. You'll do well. I'm really glad you're working here.

b 01.18 Read the questions with the class and play the audio recording again for students to answer the questions. Play the recording again to check their answers.

Answers

1 How to use the coffee machine, how to handle the food, and how the tables are numbered.
2 He owns the café.

c Students discuss the question in small groups and give reasons for their answers. Invite them to share their answers with the class.

d 01.19 Tell students they are going to listen to Part 4. Read the words/phrases in the box. Play the audio recording for students to choose the right topics. Invite students to share their answers with the class.

Answers

coffee
Susana's new job
the reason Tomás is there
a presentation

Audioscript (Part 4)

TOMÁS Large cappuccino please, with an extra shot.
SUSANA With an extra ... oh, Tomás! I wasn't expecting to see you.
T I was just passing by. How's it going?
S There's a lot to learn, but I think I'll be OK. Dave, is it OK if I take my break now?
DAVE Sure.
S I'll make a coffee for both of us.
T Are you sure that's OK?
S Yeah, it's fine. You came at a quiet time. So, what did you want to talk to me about? So, what did you want to talk to me about?
T Er, our assignment?
S The presentation?
T Yes, *our* presentation!
S Of course. We need to start working on it.

e 01.19 Play the audio recording again for students to hear what Tomás and Susana say about each topic. Check answers as a class. A more advanced group may be able to do this without listening again.

Answers

coffee: Tomás orders a cappuccino and Susana says she can make coffee for both of them.
Susana's new job: Tomás asks how it's going; Susana says there's a lot to learn, but she'll be okay.
the reason Tomás is there: He was passing by and wants to talk about their assignment.
a presentation: They need to work on it.

5 USEFUL LANGUAGE
Explaining and checking understanding

a Read the exercise with the class. Individually, students put the words in order to give explanations.

b 01.20 Play the recording for students to check their answers.

Answers

1 The most important thing is,
2 Always remember to ("*Remember to always*" is also correct, but it's not what is said on the audio.)
3 Another thing to remember is,

c Students choose one of the reasons.

Answer

3 to emphasize important points

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