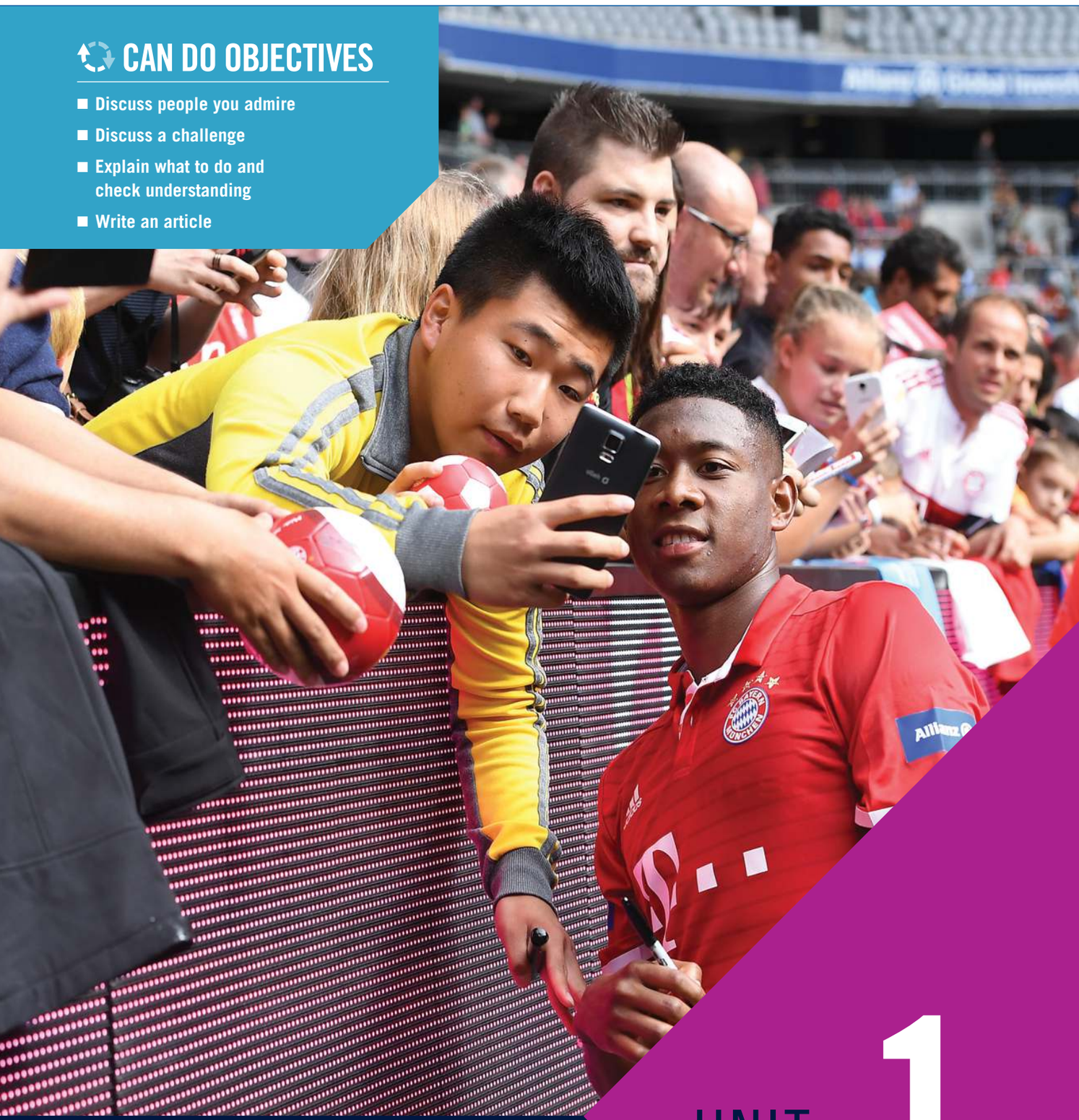
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CAN DO OBJECTIVES

- 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 people taking a selfie are? Where are they?
2 What are the people around them doing?
3 What do you think they 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?
2 If you could take a selfie with a famous person, who would you choose and why?
3 What role do you think famous people play in society? Should they be good role models? Should they inspire other people?

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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 to 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), *JGC* (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 [1]**you're reading** this article, around 750 iPhones and 300 iPads will be sold internationally. These iconic devices generate millions of dollars a day for Apple, and the man behind their iconic look is known as a "design genius." *Time* magazine once 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 recognized this man's talent. His name is Jony Ive.

Born in London, Jony Ive studied industrial design in college. After graduating, [2]**he helped** set up the London design agency Tangerine. In 1992, while [3]**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 [4]**had produced**, he immediately recognized Ive's ability and promoted him. Ive's first success in his new role was the design of the original, colorful 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. From then, until his retirement in 2019, he was responsible for the iPhone, iPad, and Apple Watch. Ive's designs involved not only the way these products look but also the way they work. [5]**He believes** devices have to be both beautiful and practical.



Jony Ive's key contribution to Apple is recognized, and [6]**he has received** numerous awards for his designs. There is no doubt that Steve Jobs was a larger-than-life idea man and businessperson 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 learned from Jony Ive? That the best designs are often the simplest.

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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 show that brought us Big Bird, Elmo, Cookie Monster, and more. These characters were brought to TV thanks to a woman I consider a genius: Joan Ganz Cooney.

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

Ganz Cooney presented her ideas to the TV network she was working for at the time. However, the network rejected her proposal, saying that they thought she didn't have the right experience to produce a TV show for children. As a result, she set up Children's Television Workshop with a colleague, and two years later they had managed to raise $8 million 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 show. 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 the United States.

In 1969, two years after her initial research, *Sesame Street* went on the 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, the Joan Ganz Cooney Center was founded to help improve children's digital literacy. I really admire the way she continued helping young children. She's not a household name like Big Bird, but she's won many awards for her work and had a huge impact on the education of millions of children around the world.

Sesame Street Facts

- more than 150 million viewers worldwide
- shown in more than 150 different countries
- now has a production budget of around $17 million a year



2 GRAMMAR Review of tenses

a Match the verbs 1–6 in **bold** in "Apple's Design Genius" with the tenses below.

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

b Complete the sentences with the tenses in 2a.

We use the:

1 _____ to refer to an event that takes place at a specific time in the past.
2 _____ to refer to a temporary event in progress in the present.
3 _____ to refer to a state or action that began in the past and has continued until now.
4 _____ to refer to something that's generally true.
5 _____ to refer to an action that was in progress in the past when something else happened.
6 _____ to refer to a past action that occurred before another past action.

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

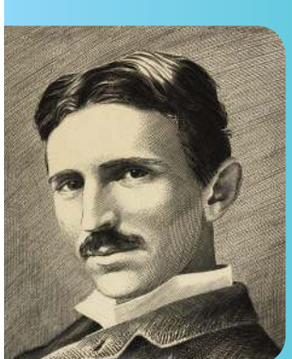
d Now go to Grammar Focus 1A on p. 134.

e Read the text about Nikola Tesla and underline the correct words.

f 01.02 Listen and check your answers.

NIKOLA TESLA

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



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3 LISTENING

a 01.03 Listen to two roommates, Amelia and Chloe, talking about a female scientist, Jocelyn Bell-Burnell. Check (✓) 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 01.03 Listen again. Are the sentences true or false?

1 Amelia's reading a nonfiction book about planets and stars.
2 Jocelyn Bell-Burnell discovered a kind of star.
3 Bell-Burnell won a Nobel Prize for her discovery.
4 Bell-Burnell did badly when studying science in high school.
5 Life wasn't easy for her when she made her discovery.
6 The press didn't treat 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 01.04 **Pronunciation** Listen to the pronunciation of the letter *e* in these words. Which two sounds are the same? What are the other two sounds?

r**e**sp**e**cted d**e**t**e**rmined

c 01.05 Look at the words in the box and decide how the underlined letter *e* is pronounced. Add the words to the chart, then listen and check. Practice 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 _____ to achieve new goals.
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 really _____ if you want to complete 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 someone famous. Take 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.

How does she stay motivated?

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

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1B ARE YOU FINDING IT DIFFICULT?

Learn to discuss a challenge

- G Questions
- V Trying and succeeding

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 Do you think doing something for 30 days gives you a better chance of succeeding? Why / Why not?

b 01.09 Listen to a podcast about the 30-day challenge. Check (✓) the main point that Alison makes.

1 The 30-day challenge is the only way to give up bad habits.
2 It's too difficult for the brain to adapt to new habits.
3 If you try something new for 30 days, you're more likely to stick with it afterward.

c 01.09 Alison took some notes at the seminar. Complete her notes with one or two words in each blank. Listen again and check.

The 30-Day Challenge

Have you ever started a new hobby but given up after only a couple of weeks? Or started a class 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.

Bike everywhere, even in the rain.

~~bike~~	drink	climb	get up	cook	paint	write

sunrise	poem	coffee	meal	picture
mountain	~~rain~~			

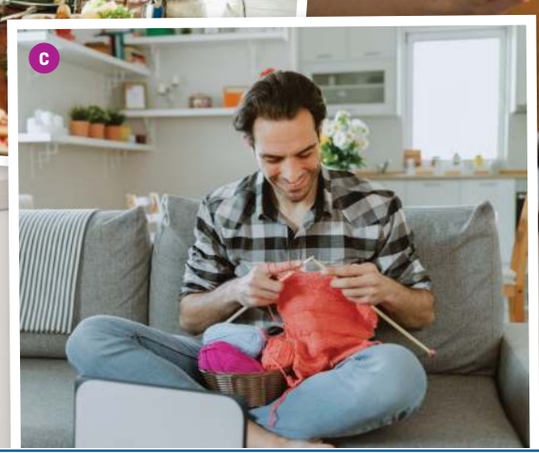
e What do you think of the ideas Alison talks about? Take notes.

f Compare your ideas.

Seminar Notes

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







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2 VOCABULARY
Trying and succeeding

a 01.10 Complete the sentences with the phrases in the box. Listen and check your answers.

give up take a chance keep it up stick with
make an effort manage to drop out
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 that you _____ on something new.
6 You can be motivated and _____ something you've always wanted to do.
7 You must _____ to complete your goal.
8 Don't _____ of the challenge! Keep going and you will succeed.

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 have woken up at 5:30 every morning for three weeks now. You only have one week to go, so …
3 Thirty-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
- took a chance at something unusual
- managed to do something that worked out successfully
- tried to do something that 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: Sofia decided not to eat meat.

What made you decide to become a vegetarian, 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.

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 to keep going longer.

Challenge 2: Carla decided to draw something every day.

Carla, 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 actually do.

3 _____

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!

So do you feel like it's been worthwhile?

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

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c Complete the interviews with the missing questions.

a And who do you practice with? Or are you just working alone?
b Didn't you ever think of being a vegetarian before?
c And how do you feel? Are you finding it difficult?
d And do you think you'll keep going after the 30 days?
e What have you drawn pictures of so far?

d 01.11 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 it up?

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.

4 _____

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.

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 color do you want? d What color do you want?

Which example … ?
1 asks about an open choice (there may be a lot of colors to choose from)
2 asks about a limited range (e.g., black, red, or green)

d Now go to Grammar Focus 1B 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 his/her three challenges. Do you think he/she will be successful?

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1C EVERYDAY ENGLISH
Don't touch the food

Learn to explain what to do and check understanding

- G Cutting a conversation short
- V Rapid speech

1 LISTENING

a Answer the questions.

1 In your country, how do students manage financially? Do they … ?
- rely on their parents
- get a part-time job
- use student loans

2 What do you think is the best way? Why?
3 If you had to get a part-time job to earn some money as a student, what job would you choose and why?

b Look at the photo of Emma and Susana below. Who do you think they are?

1 tourists visiting a famous building
2 college students leaving a class
3 journalists who have just given an interview

c 01.14 Listen to Part 1 and check your ideas.

d 01.14 Listen again. Answer the questions.

1 Are Emma and Susana friends? How do you know?
2 Why does Susana have to go?

e 01.15 Listen to Part 2. Are these sentences true or false?

1 Susana and Tomás are roommates.
2 Susana is free this evening.
3 Susana is in a hurry.



2 CONVERSATION SKILLS
Cutting a conversation short

a Look at these ways to cut a conversation short and say goodbye.

1 I really have to go now.
2 I have to run.
3 I have no time to talk now.
4 I'll see you tomorrow.

01.16 Listen to the speaker. Which words does she not use in 1–4?

b Look at some more ways to cut a conversation short. Which words are not included?

1 Got to run now.
2 Talk to you later.
3 Can't talk now.
4 Nice talking to you.



3 PRONUNCIATION Rapid speech

a 01.17 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
2 got to run
3 got to go
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 vacation?
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 go now.

c Work in pairs. Have short conversations.

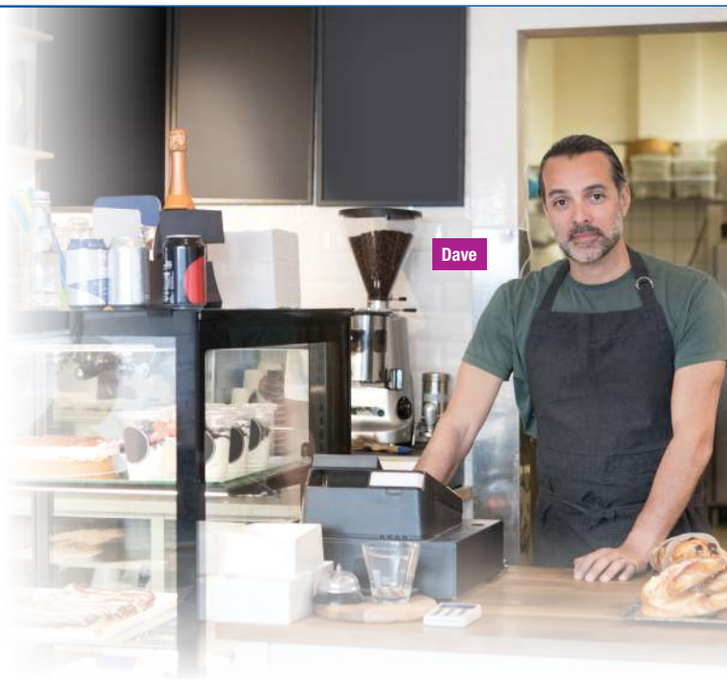
Student A: Tell Student B about what you did last weekend. Continue until he/she stops you.
Student B: You're in a hurry. Use expressions in 2b and 3b to cut the conversation short.

Then switch roles.

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4 LISTENING

a 01.18 Listen to Part 3. What happens to Susana? Choose the correct answer.

1 She does her homework in the café.
2 She learns how to do her job.

b 01.18 Listen again. Answer the questions.

1 Dave explains things to Susana. What are they?
2 What does Dave do in the café?

c Discuss the question with other students. Give reasons for your answers.

Do you think Susana will be good at her new job?

d 01.19 Listen to Part 4. Which of these topics do Susana and Tomás mention?

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

e 01.19 Listen again. What do Tomás and Susana say about each topic?

5 USEFUL LANGUAGE
Explaining and checking understanding

a Look at the expressions Dave 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 01.20 Listen and check your answers.

c Why does Dave use these expressions?

1 because he needs time to think
2 because he's not sure
3 to emphasize 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?	get that?	clear?	I mean?

1 Is that …
2 Do you know what …
3 Did you …
4 Do you get …

e 01.21 **Pronunciation** Listen to each question in 5d said 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 Practice asking the questions in 5d in a friendly and polite way.

g Here are some other things Dave could explain to Susana. Imagine what he could say using language in 5a and 5d. What could Susana 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 Practice the conversation in 5g. Switch 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 emphasize the important points and check that your partner understands. Use expressions from 5a and 5d.

c Work in pairs. Take turns explaining 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.

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1D SKILLS FOR WRITING
I really missed my phone all day

Learn to write an article

G Organizing 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 research 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 you would add to the list?

IT Anxiety!

Recent research in the U.S. has revealed the things that make people the most anxious about information technology (IT). Here are the top five:

1 **There is less face-to-face social contact.**
2 **IT companies know too much about us.**
3 **Artificial intelligence could mean job losses.**
4 **Too much time is wasted online.**
5 **Information online is often unreliable.**



c 01.22 Listen to Gina and Derek talking about technology. What aspect of technology do they talk about? Are they describing positive or negative experiences?

d 01.22 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 Gina'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 take 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!" Did Sam have a really difficult day or some nice surprises?

b Read the text again. Are the sentences true or false?

1 Before the experiment, Sam was a little worried by the idea.
2 Sam was annoyed that he had to talk to someone in the bank.
3 The bank teller was surprised that Sam wanted to withdraw money.
4 Sam was able to work better when he wrote by hand.
5 As the day progressed, Sam thought less about using his phone.
6 The book he read made him fall asleep.
7 Sam learned something about the way we depend on technology.

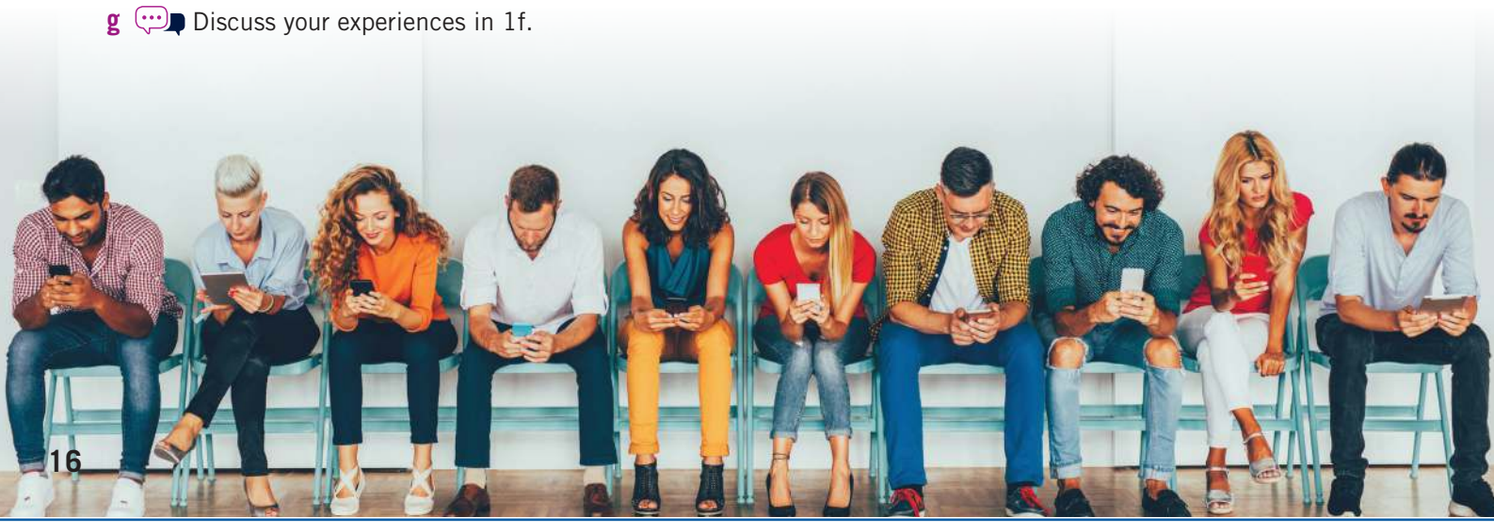
c How would you feel if you had to live without using technology for one day? Discuss what you would enjoy and not enjoy.

3 WRITING SKILLS
Organizing an article

a How does Sam organize his article? Choose the correct summary.

1 He explains his attitude toward technology, describes his day, requests readers to do the same thing.
2 He explains his level of dependency on technology, describes his day, finishes with an evaluation of the experience.
3 He 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?



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