UNIT 1

Outstanding people

CAN DO OBJECTIVES

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

GETTING STARTED

a 📸 Look at the picture and answer the questions.
1. Who do you think the man and the woman are? Where are they?
2. What are the people behind them doing?
3. What do you think the man and the woman have just said to each other? What's going to happen next?

b 🎙 Discuss the questions.
1. On what occasions do you normally take photos? When was the last time you took a 'selfie'?
2. If you could take a 'selfie' with a famous person, who would you choose and why?
3. What role do you think celebrities and famous people play in modern society? How important is it that they should:
   – be good role models?
   – inspire other people?
**1A She is an inspiring woman**

**1 READING**

a ☐ What kinds of people do you admire most? Why?

b ☐ Look at photos a and b. What do you think these people have done that make other people admire them?

c Read *Apple’s design genius* and *The woman who reinvented children’s TV* quickly and check your answers.

d Read the texts again and answer the questions. Write Ji (Jony Ive), JC (Joan Ganz Cooney) or B (both).

Who … ?
1 had training in their area of work
2 carried out some research
3 set up their own company
4 was one of the first people in their role
5 initially found the work challenging
6 was interested in other people’s learning
7 believes the things we use should be beautiful
8 has won prizes for their work

e ☐ Who do you think is more inspiring, Jony Ive or Joan Ganz Cooney? Why?

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

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

Born in London, Jony Ive studied industrial design at Newcastle Polytechnic. After graduating, *he helped* set up the London design agency Tangerine. In 1992, while *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 *had produced*, he immediately recognised Ive’s ability and promoted him. Ive’s *first success* in his new role was the design of the original, colourful iMac in 1998, which was quickly followed by the first iPod in 2001. Thanks to Ive’s simple, elegant designs, Apple became one of the most successful companies in the world. Since then, *he has been* responsible for the iPhone, iPad and Apple Watch. Ive’s design involves not only the way these products *look* but also the way they *work*. *He believes* devices have to be both beautiful and practical.

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

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

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

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

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

In 1969, two years after her initial research, Sesame Street went on air, and today it’s still going strong. However, Joan Ganz Cooney didn’t stop there. She continued to take an interest in early childhood education, and in 2007, she set up a centre to help improve children’s digital literacy. I really admire the way she has controlled by men.

Not many people have heard of Nikola Tesla, who was playing a key role in creating the alternating current (AC) supply of electricity we are having in our homes today. Early in his career, Tesla has worked with Thomas Edison. He has emigrated to the USA from Europe in 1884. While Tesla was working, he has had an argument over payment for an invention, so he was deciding 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 helped in developing X-ray radiography and wireless communication. There is no doubt that he has had a large impact on modern technology. Many of the gadgets that we are enjoying today would not have been possible without Nikola Tesla.
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 isn't very well known.
3 She made an amazing discovery.
4 She created a new mathematical theory.

b 1.5 Pronunciation Listen to the pronunciation of the letter e in these words. Which two sounds are the same? What are the other two sounds?

revised determined

c 1.6 Look at the words in the box and decide how the underlined letter e is pronounced. Add the words to the table, then listen and check. Practise saying the words.

slip revise helpful serve desire prefer identity university woman

<table>
<thead>
<tr>
<th>sound 1 /ɪ/</th>
<th>sound 2 /e/</th>
<th>sound 3 /ɜː/</th>
</tr>
</thead>
</table>

d Complete the sentences with the character adjectives in 4a.

1 Once Dan gets an idea in his head nothing will change his mind. He's the most ________ person I know and it's really annoying.
2 I'm not the sort of person who gives up easily – I'm very ________ when I want to achieve something.
3 He's worked hard and has done some very interesting research. He's a highly ________ chemist who's known around the world.
4 Doing a PhD is hard work so you have to be quite ________ if you want to do one.
5 In my last year of high school we had a really ________ biology teacher. Her lessons were so interesting that we all worked very hard for her.

e Now go to Vocabulary Focus on p.154

5 SPEAKING

a Think of an inspiring person, who has influenced you in some way. It can be someone you know or it can be someone famous. Make notes about the person. Use the questions to help you.

• What is this person's background?
• What important things has this person done in their life?
• Why are they inspiring?
• How have they changed or influenced your life?

b  Tell other students about your person. Ask questions.

My cousin Vera is an athlete. She trains really hard every day – she's really determined. How does she stay motivated?
1B Are you finding it difficult?

1 SPEAKING and LISTENING

a Look at photos a–c and read The 30-day challenge. Then discuss the questions.
1 What are the people in the photos doing? Have you ever taken up similar activities? If so, how successful were you?
2 Why do you think doing something for 30 days gives you a better chance of succeeding?

b Listen to a podcast about the 30-day challenge. Tick the main point that Alison makes.
1 The 30-day challenge is a good way to give up bad habits.
2 It’s difficult for the brain to adapt to new habits.
3 If you try something new for 30 days, you’re more likely to keep to it afterwards.

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

Seminar notes
- It takes the brain 30 days to adapt to a new ______.
- 30 days isn’t a ______ time, so it’s fun to do something new.
- Also a chance to try something ______ – not just giving up bad habits.
- Two ways to do it:
  1. do something that doesn’t get in the way of your ______.
  2. take time out to do something you’ve always ______. You need to make an ______!

Have you ever started a new hobby, but given up after only a couple of weeks? Or started a course and stopped after the first few lessons? Most of us have tried to learn something new, but very few of us ever really get any good at it – it’s just too difficult to continue doing something new. But now there’s some good news: did you know that if you can keep up your new hobby for just 30 days, you have a much better chance of succeeding? And you may learn something new about yourself too.

d What examples of 30-day challenges did you hear? Use words from both boxes for each challenge.
Cycle everywhere, even if it rains.

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

f Compare your ideas.
UNIT 1

2 VOCABULARY

Trying and succeeding

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

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

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

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

1. succeed
2. stop trying
3. not stop trying
4. try hard
5. try to see if it works

3 READING

a Look at challenges 1–3. Who do you think will find it easy and who will find it difficult?

b Read the interviews and check your ideas.

30-DAY CHALLENGE

Challenge 1: Farah decided not to eat meat.

What made you decide to become vegetarian, Farah?

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

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.

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

Challenge 2: Mona decided to draw something every day.

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

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

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

So do you feel it has been worthwhile?

Oh yes, definitely. I’m still not very good at drawing, but it’s been lots of fun and it’s very relaxing.
UNIT 1

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.

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

d Now go to Grammar Focus on p.134

e Work in pairs. You are going to role-play two of the interviews in 3b and continue with your own questions.

1 Choose one of the interviews.
   Student A: Interview Student B. Add your own questions.
   Student B: Answer Student A’s questions using your own ideas.

2 Choose a second interview. This time Student B interviews Student A.

5 SPEAKING

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

   Are you planning to … ?
   Do you think it will be … ?
   How are you going to… ?

b Interview your partner about their three challenges.
   Do you think he/she will be successful?
1C Everyday English
Don’t touch the sandwiches!

1 LISTENING

a Discuss 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 do a part-time job to earn some money
   as a student, what job would you choose and why?

b Look at the photo of Tessa and Becky from Part 1.
Who do you think they are?
1 tourists visiting a famous building
2 college students doing a course
3 journalists who have just done an interview

c Watch or listen to Part 1 and check your ideas.

d Watch or listen again. Answer the questions.
1 Are Becky and Tessa friends? How do you know?
2 Why does Becky have to go?

e Watch or listen to Part 2. Are these sentences true or false?
1 Becky and Tom are married.
2 Becky is free this evening.
3 Becky is in a hurry.

2 CONVERSATION SKILLS
Breaking off a conversation

a Look at these ways to break off a conversation
   and say goodbye.
1 I really must go now.
2 I must run.
3 I’ve got no time to talk now.
4 I’ll see you tomorrow.

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

b Look at some more ways to break off a conversation.
Which words has the speaker not included?
1 Must be off now.
2 Talk to you later.
3 Can’t talk just now.
4 Nice talking to you.

3 PRONUNCIATION
Rapid speech

a 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 must 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 holiday?
B Got to go. / Sorry. / Can’t talk now. / It was great.
A OK, well, have a nice evening.
B Bye. / See you tomorrow. / Yeah, thanks. / Must be off now.

Tessa
Becky

C Work in pairs. Have short conversations.
   Student A: Tell Student B about what you did last weekend.
   Continue until he/she stops you.
   Student B: You’re in a hurry. Use expressions in 2b and 3b
to break off the conversation.
   Then swap roles.
**Listening**

a. Watch or listen to Part 3. What happens to Becky? Choose the correct answer.
1. Becky meets Sam and learns how to make coffee.
2. Becky learns how to handle food and meets a café customer.

b. Watch or listen again. Answer the questions.
1. Sam explains two things to Becky. What are they?
2. What does Phil do in the café?
3. Why do they call him ‘JK’?
4. Who is Emma?

c. Discuss the questions with other students. Give reasons for your answers.
1. Do you think the others like Phil coming to the café?
2. Do you think Becky will be good at her new job?

d. Watch or listen to Part 4. Which of these topics do Tom and Becky mention?

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

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

**Useful Language**

Explaining and checking understanding

a. Look at the expressions Sam uses to explain what to do. Put the words in italics in the correct order.
1. most / thing / is, / the / important don’t touch the food.
2. to / always / remember use these tongs.
3. is, / remember / thing / to / another the tables are all numbered.

b. Listen and check your answers.

c. Why does Sam use these expressions?
1. because he needs time to think
2. because he’s not sure
3. to emphasise important points

d. Look at these ways to check that someone has understood an explanation. Complete the questions with the endings in the box.

the idea?  got that?  clear?  I mean?
1. Is that …
2. Do you understand what …
3. Have you …
4. Do you get …

**Speaking**

a. Choose a process you are familiar with or something you know how to do. It could be:
- something connected with a sport or a hobby
- how to use a machine or an electronic device
- how to make or cook something.

b. You are going to explain the process to your partner. Prepare what you will say. Think how to emphasise the important points and check that your partner understands. Use expressions from 5a and 5d.

c. Work in pairs. Take turns to explain the process to your partner and ask each other questions to check understanding.

**Unit Progress Test**

You can now do the Unit Progress Test.
**1D Skills for Writing**

**I really missed my phone all day**

**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  Listen to Gitta and Derek talking about technology. Are they describing positive or negative experiences? Do they talk about the same device?

c  Listen again. What’s the speaker’s relationship with the other person in the story? What made the experience positive or negative? Why?

d  Discuss the questions.
1. Do you agree with Gitta’s reaction to her boss? Why / Why not?
2. Do you know people like Derek? Do you think they should try to change? Why / Why not?

e  Work on your own. Think about the questions below and make notes.
- When has technology created a problem for you?
- When has technology helped you solve a problem of some kind?

f  Discuss your experiences in 1f.

**2 READING**

a  Read *Tech free!* Are any of the things in the survey mentioned?

b  Read the text again. Are the sentences true or false?
1. Before the experiment, Sam was a bit worried by the idea.
2. Sam was annoyed that he had to chat to someone in the bank.
3. The bank teller was clearly surprised that Sam wanted to withdraw money.
4. Sam was able to work better when he wrote by hand.
5. As the day progressed, Sam thought less about using his phone.
6. Sam learnt something about the way we depend on technology.

**3 WRITING SKILLS**

Organising an article

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

b  How does Sam get the reader’s attention at the beginning of the article?
1. Have you ever wondered what it would be like to give up technology? I’m a TV journalist and I spend a lot of my working life in front of a computer or a TV. I decided to conduct my own private experiment: I would spend a day trying to manage without technological devices. What a scary thought!

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

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

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

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

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

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

f. Which piece of advice is not correct for writing an article? Why?
1. Begin the article with a question to get the reader’s attention.
2. Use direct questions to connect with the reader of your article.
3. Think about how you can summarise the main part of the article.
4. Use linking words to guide the reader.
5. Be as objective as possible.
6. Use comment adverbs to show your opinions.
7. Summarise your experience or ideas and evaluate them.

4. Writing

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

b. Discuss your notes.

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

d. Swap articles with another student. Does the article follow the advice in 3f? Is the article interesting to read? Why? What could make it more interesting?
UNIT 1

Review and extension

1 GRAMMAR

a Write verbs in the gaps in the correct tense.
My wife Anna and I first ____(meet) at a party while I ____(live) in London in the 1970s. When I ____(arrive) most people ____(already/leave). I ____(start) talking. We both ____(notice) Anna immediately. She ____(wear) a blue dress and she ____(chat) with a group of people on the balcony. I ____(go) up to her and we ____(start) talking. We both ____(feel) as if we ____(know) each other all our lives. Now we ____(be) both in our 70s. We ____(know) each other for 44 years.

b Read an interview with a famous actor about his life. Correct the mistakes in the questions.
1 Where you grow up?
In San Diego, in California. I left when I was 18.
2 Did not you like living in San Diego?
Yes, but there were more opportunities in San Francisco.
3 How long did you stay there?
About eight years. Then I moved to New York.
4 What did make you decide to move?
I got an offer to act at the Apollo Theater in New York.
5 Do you think was it a good decision?
Oh yes. It was a chance to work with some great people.
6 With who did you work?
Oh, lots of good actors – Terence Newby, for example.

2 VOCABULARY

a Add an adjective to complete each gap.
1 The students are all keen to learn English. They're very m______.
2 All Sophie's family and friends have warned her about marrying Fred but she's going to anyway. She's so s______
3 Everyone agrees the new president is a good leader. She's highly r______
4 My brother used to be very shy, but he's become much more s______ since he left home.
5 I've always loved acting more than anything else. I'm p______ about it.
6 Five thousand people came to hear him talk. He's a very i______ speaker.
7 Try not to criticise his work. He can be very s______ about it.
8 Just because they're rich they think they're better than everyone else. I hate a______ people like that.

b Choose the correct answers.
1 I ____(had / took) a go at running a café, but it didn't work / make it / make out / on / out! I didn't manage / make / do / make out / on / out!
2 He's really doing / making an effort to lose weight. He's on a diet and he's / kept / held / keep to it for six weeks now. But I don't know if he'll / stay / keep to it for much longer.
3 There's only one way to find out if you can do something / succeed / successfully, and that's to try it / go / out / on / out!

3 WORDPOWER make

a Match the remarks with the pictures.
1 'I can't make up my mind.'
2 'It really makes a difference to the room.'
3 'I can't make out what you're saying.'
4 'We’ll have to make the best of it.'
5 'That doesn’t make sense.'
6 'It wants to make friends with us.'
7 'That doesn’t make sense.'

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

c Add a word or phrase from exercise a after make in these sentences.
1 What kind of person are you? Discuss these questions.
2 if you upset a friend, how would you make up for it? Would you buy a present, buy flowers, apologise … ?
3 When you buy clothes, do you make up your mind quickly or do you need a long time to decide?
4 You have to spend the night at an airport. Would you stay there for a hotel?
5 You see a dog in the street. Would you try to make friends with it or would you keep out of its way?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

1.24

I CAN …

[ ] discuss people I admire
[ ] discuss a challenge
[ ] explain what to do and check understanding
[ ] write an article