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Success

International English Skills

for Cambridge IGCSE™

COURSEBOOK

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Cambridge Assessment
International Education

Endorsed for full syllabus coverage

› Unit 1

Goals and achievements

LEARNING INTENTIONS

In this unit you will:

- Discuss the topic of goals, achievements and qualities we admire, learning key vocabulary
- Read to build awareness of audience, purpose and features of a range of text types
- Write about someone for a specific purpose, using appropriate tone and register
- Learn skills for describing people and their qualities
- Listen for speakers' ideas and attitudes in an interview and short monologues
- Learn strategies for expressing worries and reassuring others



Watch this!



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BEFORE YOU START

Look at the picture on this page.

- a** Describe what you can see in the photo.
- a** How do you think the woman with the glasses feels, and why?
- b** Why is this day important in the lives of the young people in the photo?
- c** What other 'milestones' in life do we celebrate?

A Our outlook on life

1 Quiz

Our outlook on life is the way that we think about life. Complete this online quiz in pairs to find out about your outlook on life. Make a note of your own and your partner's answers.

1 You are going to watch a film with some friends, and they say it's your turn to pick the film. Do you:

- A** Tell someone else to choose – they might not like your choice.
- B** Choose a film you love, hoping your friends will enjoy it too.
- C** Choose a film you think your friends want to see.

2 All your friends are signing up for a free scuba diving 'taster day'. You've never tried scuba diving before. Do you:

- A** Make an excuse – you might not like it.
- B** Go along – it might be fun.
- C** Go, but only because you don't want to be the odd one out.

3 What do you watch online?

- A** Anything – it's a way of killing time.
- B** I choose things that interest me, but I limit my viewing time as I have other hobbies too.
- C** I mainly watch videos that people have recommended – but I know I ought to be doing something more useful!

4 How do you feel about making new friends?

- A** I already have some good friends and that's enough for me.
- B** I enjoy getting to know all sorts of people.
- C** I think it's important to expand your social circle.

5 A friend texts you 2 minutes before an important family meal: she/he is very upset about a personal issue. Do you:

- A** Ignore the text for now – you'll answer later.
- B** Reply straightaway by text explaining you'll call him/her later.
- C** Tell your family you'll be late, and call your friend.

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6

Do you plan ahead?

A

Not really, I take life as it comes.

B

Making plans gives me a sense of purpose, but I like a few surprises too.

C

Yes, I like to set goals for myself and know that I'm not wasting my time.

7

How do you deal with difficult situations?

A

I avoid the kind of situations that may hurt me.

B

If a situation is upsetting me, I walk away.

C

I try not to let things get me down: I face the difficulty and stay.

8

How do you decide what to wear?

A

I'm not interested in clothes, so I don't give it much thought.

B

I choose the clothes that are most comfortable and practical.

C

I try to be fashionable.

9

You forget to turn up for an important school meeting. How do you feel?

A

Upset that none of your friends reminded you.

B

Disappointed, but next time you'll set a phone reminder.

C

Annoyed with yourself for being so stupid.

10

What motivates you most to do well at school?

A

Future job prospects.

B

Personal satisfaction.

C

Making my family proud.

See the end of Unit 1 for quiz scores.

2 Discussion

Discuss the following with a partner:

- 1 The quiz talks about knowing what you want in life. Do you think it is possible to live your life entirely in the way that you want? What are the secrets to a happy life?
- 2 Do you like to set goals for yourself? Why / why not? Do you write down your goals, or are they in your head?
- 3 Think of an example of a goal that you set for yourself that you achieved. What was it, and how did you feel when you achieved it?

3 New Year resolutions

› **Critical Thinking** In many parts of the world, people set New Year resolutions (personal goals) for themselves at the beginning of each year. Do people do this in your country?

Work in a small group to answer the following questions:

- 1 Look at the list of topics for New Year resolutions. Which do you think are the five most popular? Put them in order 1–5. Give reasons for your chosen order.
 - Spend more time with relatives
 - Get more sleep
 - Change your lifestyle to help the environment
 - Travel more
 - Take up a new hobby or learn a new skill
 - Do more exercise and improve your fitness
 - Get a better job
 - Do some volunteering or charity work
 - Spend less time on social media
 - Spend less money and save more
 - Eat more healthily
 - Work harder
- 2 Can you think of any resolutions **not** on the list that would be popular in your country?
- 3 Research shows that most people fail to keep their New Year's resolutions for very long. Why do you think that is?



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4 Setting goals for the future

Here are some useful sentence starters for talk about hopes, dreams and plans for the future.

My goal is to . . .

My dream is to . . .

I hope to . . .

I'd love to . . .

I'm determined (not) to . . .

I'm (not) going to . . .

- 1 Write one or two sentences expressing your own hopes, dreams and plans about some of the following areas of your life:

- Learning English
- Education in general
- Travel
- Career
- Work–life balance

- 2 Just for fun, think of a 'pipe dream' for yourself – a dream that you think is completely unrealistic or impossible (e.g. *My dream is to live in the first colony on Mars*).

Share your ideas with a partner.

5 Pre-reading tasks

Think about what you do when you come across a word in a reading text that you don't know.

- 1 One helpful strategy is to use context clues. With a partner, decide what *plokzack* (not a real word in English) might mean in the following sentences. What clues helped you?
- a She got a *plokzack* for driving the wrong way down a one-way street.
 - b Older mobiles tend to *plokzack* more quickly than newer ones.
 - c We can assure the public that we have tested our new vaccine *plokzackly* so it's absolutely safe.
- 2 As you read the text in Section A6 (Reading for gist), underline or note down any unfamiliar words and use context clues to predict their meaning. Don't look them up in a dictionary for now.

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6 Reading for gist

Read the text below for the first time to get a general idea, without worrying too much about details. Then answer the questions.

- 1 Where would you expect to find a text like this? What type of text is it? How can you tell?
- 2 Who is it written for? (The 'audience')
- 3 What is its purpose?
- 4 What sort of person might have written it?

HALEENA K

MAKE EVERY DAY COUNT

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Plan your life – or not?

8 January 2022

Some of you have been asking for my tips on how to set goals (yes, it's that time of year!) I find it interesting that, when we were five, our teachers gave us gold stars and smiley face stickers for reaching our targets – and that habit of wanting to 'tick off' our progress on a chart has never really left us! So, let's talk about goal setting.

A cousin of mine set his heart on studying law at a top university – to the surprise of his family as he had never been a high flyer at school. But he worked like crazy, got accepted at the university – and allowed himself one night of celebration before setting himself a new target: a first-class degree. There followed three years of head-down study (with zero social life), then he did a Masters degree and more years of work... He had barely received his certificate before disappeared to volunteer in a stray animal shelter in Malaysia, where he's lived very happily ever since. It took him seven years to admit to himself that he loathed law: he just had to keep pursuing that next goal.

OK, so don't set the wrong goals in the first place – but sometimes it's hard to be sure of what we really want until we get it. There's nothing wrong with having aspirations and taking a few chances, but

the secret is not to make the end goal itself the only thing that matters. Make sure you enjoy the process of getting there, and reward yourself for the small milestones you reach along the way. So if it turns out the destination itself isn't what you thought you wanted, you haven't made the journey for nothing.

Another mistake we often make is to focus solely on that one small point on the horizon – our distant goal – without allowing ourselves to see things that unexpectedly enter our peripheral vision. (A bit like a wildlife photographer unsuccessfully scanning the sky all day for eagles and ignoring the rare butterfly that lands on her camera case.) Sometimes happiness comes from unexpected directions: keep your eyes and your mind open to opportunities.

Remember, too, that you may not have the total control over your goals that you think you do. All sorts of obstacles can hold you back (family issues, illness, money), or your schedule may be unrealistic. (If you've never run before, you're not going to complete a marathon next week!) The key here is flexibility – and not to beat yourself up. Be honest with yourself – and move the goalposts. Move them as often as you like!

7 Comprehension check

True or false? Underline the words in the blog that give you the answer.

- 1 We set goals and tick them off because we learnt to do this at an early age.
- 2 The writer thinks his cousin was wrong to have a goal.
- 3 The writer thinks you should break down big goals into smaller sections.
- 4 The writer thinks it's important to stick with your goals and not change them.



8 Style features

- 1 Different types of texts have different features, depending on their audience and purpose. With a partner, find examples of each of the following in the blog text:
 - a Direct address to the audience
 - b Writer making connections with the reader (*we/us*)
 - c Writer sharing information about him/herself
 - d Some informal, conversational language.

9 How helpful is your dictionary?

Predicting the meaning of words in context is a very useful skill – but a dictionary can provide lots of extra information. In pairs, use your dictionaries to answer the following questions about words from the blog text. You can use either an online or print dictionary. (If possible, work with a partner who is using a different dictionary.)



- 1 For each question, note down:
 - whether or not the dictionary gives you the information (and how)
 - the answer to the question (if possible).
 - a *loathe* (line 20) – How do you pronounce it?
 - b *stray* (line 18) – Does it belong to more than one grammatical class (e.g. verb, noun, adjective)?
 - c *aspiration* (line 25) – Are there example sentences showing how this word is used? Choose one example to write down.
 - d *vision* (line 36) – Is it countable, uncountable, or both?
 - e *goalpost* (line 49) – Are there any idiomatic expressions using this word? Choose one example to write down.
 - f *beat yourself up* (line 48) – Is this expression formal or informal?

10 Figurative meanings

The blog says the writer's cousin was not a 'high flyer' at school – and she refers to 'moving the goalposts'. The literal meaning of *fly* is to move through the air and *goalposts* are (literally) the vertical parts of a goal in a sport such as football. But the figurative meaning of *high flyer* is someone who is much more successful than other people, and *moving the goalposts* (figuratively) means changing the rules for something. (It is often used as a criticism.) There are lots of figurative uses of words in English: look out for them.

Practice

In each of the following sentences, underline the figurative language. Then discuss its meaning with your partner. Finally, make up sentences of your own to illustrate the meanings. Don't forget to use a dictionary when you need to.

- 1 When she was offered the chance to work in New York, she jumped at the opportunity.
- 2 Losing her grandmother's ring broke her heart.
- 3 We're fighting the authorities who want to close our village school.
- 4 His face broke into a smile when he heard the good news.
- 5 I'm tired of battling with staff who refuse to accept different working conditions.
- 6 When I shop online, I always keep my eye out for a bargain.
- 7 The hospital helpline was flooded with calls from worried people.

B Facing challenges

1 Discussion

› **Critical Thinking** Sometimes we set ourselves goals that really challenge us and we have to overcome obstacles (things that get in our way). With a partner, discuss whether you have ever faced the following kinds of challenges. How did you feel? How hard do you think it is to meet challenges like these? Do you believe it is possible to achieve anything if you 'put your mind to it'?

- Overcoming a fear (e.g. spiders, the dark, heights, deep water)
- Giving up a habit (e.g. getting up late, spending too long staring at screens, procrastinating)
- A hard physical challenge (e.g. swimming/walking/running a long distance).

2 Expressing fears and reassuring someone

In pairs, read the following dialogue.

A: I've got to recite a poem in front of the whole school.

B: How do you feel about it?

A: To tell you the truth, I'm a bit worried about it.

B: Don't worry. You'll be fine. Everyone thinks you're great!

- 1 When people want to express fears, they use expressions like these. Select the one(s) that sound most fearful.

- ☐ I feel sick every time I think about it.
- ☐ To tell you the truth, I'm a bit scared about it.
- ☐ I'm not really sure I can cope.
- ☐ To be honest, I'm not sure I'll be able to do it.
- ☐ The thought of it bothers me a bit.
- ☐ I'm terrified!

- 2 Here are some expressions you can use to reassure someone. Which do you prefer?

- There's nothing to worry about. You'll do a wonderful job.
- You'll be fine. Nothing can go wrong.
- Things will be OK. We're all supporting you.
- Try not to worry. It might not be as hard as you think.



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Abstract Aerial Art

Practice

Practise expressing fears and reassuring someone in pairs. One of you should explain what he/she has to do. The other should give reassurance. Then swap over. Base your dialogues on these situations:

- Fear of taking an exam
- Fear of competing in a race or a match
- Fear of giving a talk in front of the school
- Fear of going to the dentist.

3 Pre-listening task

You are going to listen to five people talking about their experiences of challenges. First, match these words with the correct definitions.

- | | |
|-----------------|---|
| a (finger) nail | 1 small insect that sucks blood |
| b charity event | 2 thin hard covering on the end of a finger |
| c shave | 3 remove hair with a razor |
| d trail | 4 person you don't know |
| e mosquito | 5 activity to raise money for those who need it |
| f stranger | 6 walking path through the countryside |

From looking at these words, try to guess what challenges the speakers might talk about.

4 Listening: how people react to challenges



1 Listen to the five speakers. Which speaker:

- | | |
|---|--------------------------|
| a regrets that they couldn't complete their challenge | ☐ |
| b felt sad when their challenge was over | ☐ |
| c thinks the challenge has made them more confident | ☐ |
| d learnt something about themselves that they don't like | ☐ |
| e was surprised by other people's reactions after they completed their challenge. | ☐ |

5 Pre-reading discussion

> **Critical Thinking** You are going to read about Monica, a woman who faced a personal difficulty: she didn't learn to read until she was an adult. Discuss the following questions with a partner:

- 1 What everyday problems do you think not being able to read would present?
- 2 Why might someone who was unable to read not try to get help to learn?
- 3 What effect do you think not being able to read might have on them?

6 Vocabulary check

Make sure you know the meaning of these words; they are important for understanding the text. Use a dictionary if necessary.

stomach ache	bully (verb)	illiterate
fool (verb)	volunteer (noun)	

When you come to the phrasal verb *let on* (Paragraph 3), use context clues to predict what it means.



7 Reading: Textual organisation

1 Read the text carefully and match each paragraph (1–7) with one of these headings. If there are words you don't know, try to predict their meaning using context clues.

- a Effects on Sally's education
- b Hiding the problem
- c Unhappy school days
- d Qualifying as a parent-educator
- e Sally's birth
- f Monica's work today
- g Learning to read



Monica Chand's childhood memories are of terrible stomach aches each morning before school, of missing lessons through illness and falling so far behind that she understood little but did not dare to ask for help, and of silent misery as children bullied her. She says, 'When I had Sally, 17 years ago, I was determined it would not be the same for her.' She is sitting in her tidy flat, drinking tea. Sally, her teenage daughter, joins us.

Monica is describing how it feels to be unable to read and write in a world where just about everything we do, and how we are judged, depends on our literacy skills. Few people, she says, realise what it means to be unable to read a road sign, safety instructions or the contents of a food packet, or how it feels when every form you have to fill in is an impossible task. Few understand what people do to disguise their inability to read and write. Monica explains, 'I would have the names of places I wanted to go to written down, and then I'd show this and ask someone to help, explaining that I'd left my glasses at home or some such story. You get good at fooling other people, but you can't fool yourself.'

Her husband, Ravi, who died earlier this year, was unaware of her secret. She says, 'I'd just ask him to do the things I couldn't cope with and he accepted that. But it really came home to me when Sally was born. I felt very insecure as a mother, and as she grew up everyone around me was saying, "You must read to her." I felt so stupid because I couldn't.' Even then she did not tell Ravi, although she smiles now and says, 'I think he must have known in his heart of hearts, but he was such a sweet man he never let on. I made sure he did the reading with Sally – I'd say I had to cook dinner and that it was a good way for them to be close.'

Things changed when Sally went to primary school, and Monica became a volunteer in the school, helping children. One morning the headteacher said they wanted to offer her a paid job as a helper. 'I just froze. I knew that would involve reading and writing – the things I'd avoided so far. But the headteacher had recognised my problem. She did reading with me every day so that I could take the job. As I learnt, she put me in with older children, and I realised I could read and write. It was like a miracle.'

Then Monica joined a parents' group, and the new headteacher asked them to write a book for parents teaching their children. Monica says, 'My first reaction was, "Ooh, I can't do that," but then I realised I could contribute – to help other parents like me.' By now, she was doing a training course to become a parent-educator. 'The day I got my certificate – the first in my life – Sally and I went out for a really nice meal to celebrate.'

These struggles are in the past. Monica works in several schools and has just returned from a conference in Cyprus where she gave a presentation on involving parents in reading. She also has a highly successful blog, which gets thousands of hits from users who post comments about her inspirational ideas.

Monica talks about her daughter, Sally. 'Perhaps I pushed her harder than other parents because I knew what failing feels like, and I suppose I was living my life through her. But we were both bursting with pride the day she did really well in her IGCSEs. I was in tears in front of everyone at school.' Sally is no less proud. She is sitting on the arm of the sofa near her mother, listening, and her smile is warm. She says, 'I think it was brave of Mum. She's also shown me how important it is to take opportunities when they come.'

8 Comprehension check

Read the text again carefully and answer the questions.

- 1 How do you think Monica felt at school?
 - A Embarrassed and lonely.
 - B Angry and upset.
 - C Scared and in pain.
- 2 According to Monica, most people don't really understand:
 - A How many people are illiterate.
 - B What life is like if you are illiterate.
 - C How to help people who are illiterate.
- 3 Why did Monica say she had left her glasses at home?
 - A To make strangers feel sorry for her.
 - B To avoid admitting that she couldn't read.
 - C As a way of starting a conversation with a stranger.
- 4 How did Monica's illiteracy affect her when Sally was young?
 - A She was terrified her husband would think she was stupid.
 - B She felt annoyed that people were judging her.
 - C She felt guilty that she couldn't read to Sally.
- 5 The headteacher of the primary school offered Monica a paid job:
 - A Because she didn't realise Monica couldn't read and write.
 - B Even though Monica couldn't read and write.
 - C Because Monica couldn't read and write.
- 6 Read the statements about Sally. Which one can we not know from reading the text?
 - A Her mother put pressure on her to achieve at school.
 - B Sally is confident about meeting challenges.
 - C As a child, Sally guessed that her mother couldn't read.

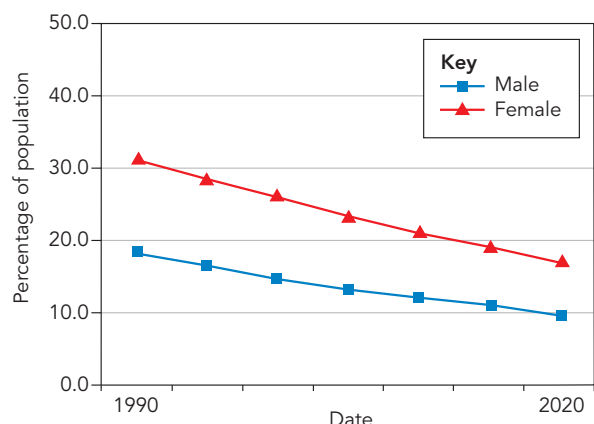
9 Text style and features



The text in Section B7 is fairly typical of the kind of interview article that we often find in magazines or in the 'Lifestyle' section of newspapers (whether in print or online). The purpose of such articles is to entertain and inspire the reader, while often also providing some interesting or useful information about an issue.

- 1 Which of the following are features of the style and content of this particular article? Underline examples in the text.
 - a Much of it is written in the present tense (She/he says . . . , She/he explains . . .).
 - b The setting of the interview is part of the article: we know where the interview takes place.
 - c It has a 'question + answer' format.
 - d It includes anecdotes about the interviewee's life (written in the third person).
 - e It includes direct quotes from the interviewee.
 - f It includes quotes from other members of the interviewee's family or friends.
 - g The interviewee is someone famous.
 - h The interview has a particular 'angle': it focuses on a particular aspect of the interviewee's life.
 - i It includes factual information for the reader about a particular issue and 'helpline'/website links in case they want to know more.

INTERNATIONAL OVERVIEW



Global illiteracy rates 1990–2020 (data from McGill University, USA)

➤ **Critical Thinking** The graph shows world illiteracy rates from 1990 to 2020.

- 1 According to this graph, approximately what percentage of male and female adults could not read and write in 2020? Why do you think more women than men are illiterate?
- 2 Do you think illiteracy is higher in younger or older adults? Why?
- 3 In what ways do you think literacy is important for a country's progress?
- 4 Do you think literacy rates in your own country are higher or lower than the average?

accurate	appropriate	desperate
separate	delicate	fortunate
considerate	definite	

11 Approaches to spelling

1 Select the strategies you use to help you spell.

- ☐ I remember how the word looks on the page (visual recall).
- ☐ I use spelling rules and patterns (like *qu-* or *-ight*).
- ☐ I break words into syllables (e.g. qua/li/fi/ca/tion).
- ☐ I get spelling clues from words in the same word family (e.g. know–knowledge; pleased–pleasure–unpleasant).
- ☐ I make up silly ways of remembering the word (e.g. *separate*: there's a rat in separate; *because*: big elephants can always understand small elephants).

2 As a class, discuss which strategies are most popular. Does anyone use any other strategies?

You can improve your spelling by using a combination of these approaches.



10 Pronunciation and spelling

'Monica Chand was illiterate for many years.'

In English, for some words ending in *-ate* the spelling and pronunciation are obvious: words like *date* or *translate*. Other words like *illiterate* and *chocolate* have the weak *schwa* sound shown by the symbol ə (as in the word *the*).

Listen and practise the pronunciation of the adjectives in the box. Watch out for the spelling in the last word. The ending of *definite* sounds like the other adjectives, but note the *-ite* spelling. *Definitely* is one of the most commonly misspelt words in the English language.



12 Why do we misspell words?

Some words are tricky to spell. But it can be easier to remember the spelling if we identify *why* they are tricky. Do this exercise with a partner.

- 1 Look at these words that students often spell wrong. Make sure you understand the meaning of each one, using a dictionary if necessary. Can you pronounce it properly? Say it aloud to your partner to check.

cupboard responsible beautiful
accommodation autumn receipt
exhausted definitely wrist batteries

- 2 Decide what makes each word extra hard to spell. For example: Is there a silent letter that we don't pronounce? Does the spelling change from singular to plural, or when we form a comparative adjective?
- 3 Think of some other words that you or your partner find hard to spell. Try to identify why these words are tricky.

13 Look, say, cover, write, check

This is a very useful method for learning spellings, which we will use throughout this course. It can be used with other strategies, such as the ones in Section B11.

Look: Look at the word and identify anything that might be tricky (see Section B12).

Say: Break the word into syllables and say each syllable to yourself (in your head or aloud). You can say each syllable as it looks, even if you know this is not the correct pronunciation, as this will help to 'fix' the letters in your head and make sure you don't miss out any silent letters (e.g. Wed-nes-day). Now take a 'mental photograph' of the whole word.

Cover: Cover the word so you can't see it.

Write: Write it from memory.

Check: Check carefully whether you got it right. If not, repeat all the stages.

Try out this method for the list of words in the exercise in Section B12.

C Personal qualities

1 Vocabulary: describing people's qualities

Look at the adjectives and phrases in the box, which describe people's qualities and personalities. Some of them are used in a positive sense (to describe a quality we admire), while others are more negative.

- 1 With a partner, check that you understand their meaning. Use a dictionary if you're not sure.
- 2 Split the words into three categories with the headings: Positive, Negative, Neutral / It depends.

shy outgoing absent-minded
confident over-confident sensitive
quiet ambitious considerate
obstinate narrow-minded open-minded
trustworthy reliable
has a good sense of humour
keeps himself to himself / herself to herself
untidy generous argumentative
laid back judgemental cheerful
grumpy imaginative calm
friendly highly strung practical



2 Vocabulary practice

For each of the following scenarios, choose words from the previous exercise. Then compare your choices with a partner. How far do you agree?

- A** You are sharing a flat with two friends but you need another person. Choose the three words that best describe your ideal flatmate.
- B** Now choose three words to describe the worst possible flatmate!
- C** You are about to go on a working holiday for three months in a foreign country. Describe three qualities of the person you would like to go with.
- D** Describe three qualities of the person you would like to start a small business with.

3 Negative prefixes

- 1** Make the character traits below into their opposites by adding one of these prefixes:

dis- im- in- ir- un-

responsible	secure	efficient
loyal	trustworthy	considerate
mature	reliable	honest

- 2** Now put the negative words into sentences to show their meanings.

4 What are they like?

We sometimes try to guess people's personalities or feelings from their appearance and their expression.

She looks quite cheerful.

He looks rather shy.

It's also possible to form compound adjectives with *-looking*:

A cheerful-looking woman answered the door.

The new pilot was rather shy-looking.

Look at this photo of Alexander, a successful entrepreneur. Make some guesses about his personality using *He looks* or *-looking*.



5 Demonstrating personal qualities through actions

Alexander was 17 when he started his own business selling mobile phones. He became a multi-millionaire at the age of 21. He has now decided to share his business skills to help others start their own small business. He particularly encourages applications from people who want to start a business in an area of high unemployment.

Read these comments about Alexander made by people who have worked with him. Then answer the question that follows.

When he's deciding whether to invest in a business idea, he gets negative comments, such as 'It's not worth it, Alex; that project is a waste of money. The applicant is too uneducated to do well.' But he doesn't think like that. He believes everyone deserves a chance to succeed.

He has invested in small businesses with no guarantee of success, but he says that it was worth it because now, all over the world, people are running a business they are proud of.

He thinks there are still huge economic problems and lots of poverty. But he reminds us that if we make the world a fairer place, everyone will benefit.

When he hears about an exciting project, he's filled with enthusiasm. He relies on colleagues saying, 'Wait a minute Alex, you've got to do this or do that to avoid disaster!'

He thinks that encouraging people to believe in their future is vital. Even if others think he is too optimistic, he just has to do what he thinks is right.

- 1 Can we draw the following conclusions about Alex? Answer yes or no.

Alex has:

- a the courage to take risks
- b benefited from positive advice
- c bad memories he cannot forget
- d accepted stress as part of his life
- e support from people around him
- f trouble trusting others
- g self-belief
- h a positive outlook
- i determination
- j difficulty adjusting to change.

6 Criticising negative qualities

When we are describing someone's less good qualities, we sometimes use 'tentative' language to avoid being too direct (unless we know the person extremely well or dislike them). Compare these examples:

She's immature. / She's a bit immature at times.

He's unreliable. / He's not always very reliable.

He's inconsiderate. / He can be rather inconsiderate.

- 1 Imagine you are a colleague of Alex's who admires him but doesn't always agree with what he does. You're discussing him with another colleague. Try to think of any slight criticisms that you might make of him, using the information in the comments in Section C5. Compare your ideas with a partner.
- 2 Think about your own language and culture. Would you make criticisms in the same tentative way, or would you be more direct? Discuss as a class.

7 Discussion



> **Critical Thinking** Discuss the following with a partner:

- 1 Alex might be successful, but is he happy? What are your views?
- 2 Is there anything about Alex's approach to life you would choose for yourself? Try to explain why.
- 3 Do you think Alex is a good example to younger people? Could he be a role model (a person who inspires others to copy them)? Why / Why not?

8 Improving a description

Read the following short description of a person. Does it give you a good mental picture of the person? With a partner, discuss what you think of it and how you could improve it.

I've known my friend Shannon for six years. We met when we were both at primary school. We were ten. She had really long red hair. Her hair was wavy. It was tied back with a green ribbon. That's the first thing I noticed about her.

Shannon is loyal, quiet, considerate, tidy, imaginative and cheerful. She used to be shy but now she's more confident. She's forgetful, too. There are some things I really admire about her.

She loves spiders. She wants to be an architect when she's older.

I've known Hassan since we met at a summer drama school as seven year olds, many years ago. I remember he was wearing red trousers and a bright-yellow woolly hat, which he never wanted to take off. This was typical of his loud and outgoing personality, and he's still like that now!

Something people admire about Hassan is his ability to cheer people up when things go wrong. Last week he took a group of younger children for a football-themed birthday picnic in the countryside – but we forgot the footballs! So instead, Hassan entertained the kids with funny stories and organised a game of hide-and-seek, which they loved. He's a good listener, too, so when I was upset because my dad was in hospital, he encouraged me to talk about how I was feeling. He's very generous in giving up his time for other people, although he can be a bit unreliable with time-keeping in his own life. He's always turning up late for meetings, cinema trips, even exams, which gets him into trouble sometimes – but then he'll walk in with a lovely smile and everyone will forgive him!

9 Comparing style

Compare the style in the following description with that in the previous exercise. Do you get a better picture of the person? Consider what improvements (if any) have been made and discuss your thoughts with a partner.



10 Writing your own description

Choose someone that you know to describe. Here are some tips for your description:

- Don't try to describe everything about the person. Choose just a few key characteristics and give specific examples.
- If you describe physical features or clothes, try to link them with character traits.
- Use some adjectives (e.g. from Sections C1 and C3) but don't overdo it.
- Avoid too many short, simple sentences – link them together.
- Consider including one negative personality feature – politely!

11 Spelling homophones

In the exercise in Section B11 we considered some common reasons why students misspell words. Another cause of errors is when a word sounds the same as another word but has a different spelling – in other words, it's a homophone.

- 1 Find and correct the spelling error in each of the following sentences.
 - a You need piece and quiet for your work.
 - b I read the hole book in one evening.
 - c We're not aloud to stay out late.
 - d They built the school on the sight of an old factory.
 - e They forgot to take there shoes off when they entered my house.
 - f If you don't hurry, your going to be late again.
 - g He hasn't decided weather to take the exam this year.
 - h You need to bare in mind that summer evenings can be quite chilly.
 - i The car crashed because its breaks failed.
 - j Their aunt lived in a five-story apartment block.
- 2 Can you think of any more examples? Discuss them as a class. The two photos give you a clue to another pair of homophones.



D People we look up to

1 Vocabulary: Multi-word verbs for relationships and attitudes to people

Read these sentences containing multi-word verbs. Match the meaning of the multi-word verb with one of the definitions below.

- | | |
|--|---|
| a Ivan really <i>looks up to</i> his stepmother: she's a good influence on him. | 1 disappoint someone by not doing something |
| b Unfortunately, some employers <i>look down on</i> applicants who haven't studied at university, even if they are highly skilled. | 2 admire and respect someone |
| c He's a sociable and open-minded person who <i>gets on with</i> everyone. | 3 have an argument and stop being friendly with someone |
| d Li Mei <i>takes after</i> her mother: they are both so argumentative! | 4 think that you are better than someone |
| e She didn't want to <i>let her friends down</i> , so she came to the wedding with a broken leg. | 5 be similar (in looks or behaviour) to someone in your family, especially a parent |
| f My sister has <i>fallen out with</i> my mum again. They're not talking to each other. | 6 have a friendly relationship with someone |



2 Discussion

Write down the names of three people who you look up to. Why do you think these people should be admired? Compare ideas as a class. Did you choose living people, or did anyone name a historical figure?

3 Pre-listening tasks

- 1 Study the information in the glossary below; it refers to the dialogue you are about to hear. Use a world map to find the geographical areas.

GLOSSARY

Dubai: one of the seven emirates (states) of the United Arab Emirates (UAE)

Saudi Arabia: a country in Western Asia

Zhejiang: a province in eastern China, next to the East China Sea

Nobel prize: one of six international prizes awarded each year (for chemistry, physics, medicine, literature, peace and economics)

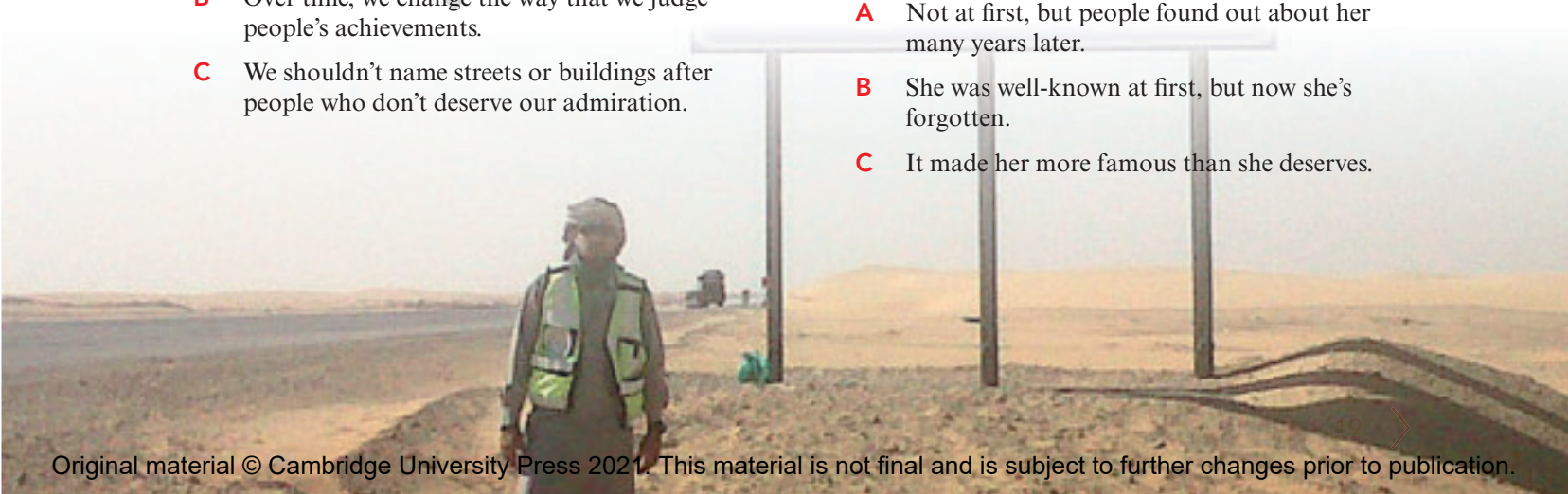
- 2 What do we mean by people with special needs?
- 3 What do we mean if we say someone is named after their mother or father?



4 Listening: Podcast

You are going to listen to a podcast recorded for a student radio station. Choose the best answer for each question.

- 1 According to Yasmin:
 - A We can't admire someone if we don't agree with their beliefs.
 - B Over time, we change the way that we judge people's achievements.
 - C We shouldn't name streets or buildings after people who don't deserve our admiration.
- 2 Yasmin understands how hard the walk across the seven United Arab Emirates is because:
 - A She has done it herself.
 - B She has personal experience of similar activities.
 - C She has a good imagination.
- 3 Yasmin says that Jalal Bin Thaneya wanted to complete his challenges in order to:
 - A Improve the lives of people with special needs.
 - B Support people with special needs, including someone in his family.
 - C Make people realise that disability affects them personally.
- 4 According to Yasmin, what did Tu Youyou do that showed courage?
 - A She decided to look for a cure for malaria.
 - B She worked away from her family.
 - C She tested the new medicine on herself.
- 5 According to Yasmin, did Tu Youyou's anti-malaria medicine make her famous?
 - A Not at first, but people found out about her many years later.
 - B She was well-known at first, but now she's forgotten.
 - C It made her more famous than she deserves.



5 Discussion

> **Critical Thinking** Discuss the questions in pairs.

- 1 Do you agree with what Yasmin says about admiring people? To what extent is it possible to admire someone's work (for example, their art or their sports skills) if we dislike the way they lead their life?
- 2 Why do we put up statues of people? Would it be better not to?
- 3 Tu Youyou only became well-known when she was in her seventies. Do you know of any other people who became famous only when they were very old, or after their death?
- 4 If you made an important medical discovery or invented something important, would you want to be famous for it? What might be the advantages of not being well-known?



6 Writing from notes

- 1 Some people deserve to be more famous than they are. Have you heard of Joseph Lister? Write down any facts you know about him. To give you an idea, look at the photo but imagine we're in the 1840s. How would this scene be different then? If you were a patient having a surgical operation in those days, what would have been your chances of survival?
- 2 Now try to write the following description of Joseph Lister in full. You may need to change the form of some words and add others.

GLOSSARY

bacteria: organisms that cause disease

septic: badly infected

decay: go bad, rot

precautions: actions taken to avoid danger

I want / describe Joseph Lister. He be / surgeon who / be born / England / 1827. In those days / many patients die / after operations because their wounds / become / badly infect. Lister wonder if / **bacteria** / air / which make / meat **decay** / also make / wounds **septic**.

Lister decide / clean / everything which touch / patient's wounds / carbolic acid. Carbolic acid / destroy / all germs. As a result / these **precautions** / patients recover quickly / operations. The rate / infection / fall dramatically.

Lister develop / safe, antiseptic operations / which be / major medical advance. He receive / many awards / his work / and today / known as 'the father of modern surgery'. I admire him because / he be dedicated / unselfish. He take / great personal risks / make this discovery. Surgery / use to be / highly dangerous. People be / terrify / surgeon's knife. Lister change / all that. Modern surgery be / life-saver.

7 Looking for a 'local hero'

Imagine that you are browsing on the forum of your local town's community website, where they post information about local issues. You read the following notice.

Think about who you might nominate, and why. If you prefer, you can make someone up. With a partner, discuss what you might say about them.

WANTED

Nominations for the award of 'Local hero of the year'

Do you know someone who volunteers regularly to make a difference in our town? Or perhaps they have worked especially hard helping the public, always with a smile, and have never been thanked? Or maybe they did that one extra special brave or kind thing that deserves recognition?

Tell us about them, and they may win a prize at our 'Local hero of the year' ceremony! Let us know:

- who they are and what they are like
- what they do (or have done) that deserves an award.

Please send your nomination to the forum administrator.



8 Drafting your nomination

Write your nomination, recommending somebody to be 'Local hero of the year'. As you write, consider who will be reading it (the forum administrator and probably a group of other adults). Do you know them well? Think about the *register* (formal or informal?) and the *tone* (amusing, or respectful?).

Use the following structure:

Introduction: Briefly say why you are writing.

Useful phrases:

I am writing to nominate [the person] for . . .

I hope that you will consider [the person] . . .

Middle section: Explain who the person is and describe what they do / have done.

Ending: Briefly summarise why the person deserves the award.

9 Giving feedback

Swap your finished draft with a partner. Read your partner's draft and answer the following questions:

- How convincing is the nomination? Would you give this person the award? (If not, what other information is needed to support the nomination?)
- Is the tone of the writing suitable, or is it too informal or too formal?
- Can you spot any spelling mistakes or other errors?

Exchange feedback with your partner, and make any necessary improvements to your own draft.



10 Language study: Using apostrophes

In English, we use an apostrophe (') for two main purposes. Study these examples, and decide why the apostrophe is used in each case.

- a Someone's put a lot of effort into this.
- b I found someone's phone under the sofa.

Practice

- 1 In this set of sentences, the apostrophe is used to show where one or more letters are omitted. We use these 'contracted forms' in speech and less formal writing. With a partner, write out the full (non-contracted) version of the words in italics.

Unit 1: Goals and achievements

- a** *You're going* to watch a film with friends.
- b** He disappeared to Malaysia, where *he's lived* happily ever since.
- c** *Don't set* the wrong goals in the first place.
- d** *You'll be* fine.
- e** When Ravi was alive, *I'd ask* him to do the things I couldn't cope with.
- f** I explained that *I'd left* my glasses at home.
- g** *He's always turning up* late for meetings.
- 2** The following examples include an apostrophe used to show possession. Study how the apostrophe is used and write out some rules.
- These are my husband's keys.
 - My brothers' names are Phil, Matt and Billy.
 - I spoke to the children's favourite teacher.
 - You should listen to other people's opinions.

- 3** Even native speakers of English make mistakes with apostrophes. Try to spot what is wrong with the following signs.



GRAMMAR SPOTLIGHT

Present simple and continuous

One of the uses of the present simple is to describe facts that are usually or always true:

*I **avoid** the kind of situations that may hurt me.*

*I mainly **watch** videos that people have recommended.*

The present continuous is used to talk about things that are happening at this moment:

***Monica is describing how** it feels to be unable to read and write.*

*She **is sitting** in her flat in south London.*

Some verbs do not usually take the continuous form:

***I don't understand.** Can you explain that again?*

Verbs like this include: *believe, belong, contain, know, like, love, mean, own, prefer, seem, suppose, understand, want, wish.*

Practice

- 1 Look at the quiz questions in Section A1 and underline five examples of the present simple.
- 2 Look at the last paragraph of the text in Section B7 and underline one example of the present continuous.
- 3 Complete these sentences using the correct present tense of the verb in brackets.
 - a That's strange – Josh _____ with his friend Ken. He never normally _____ with anyone. (*argue*)
 - b You _____ very quiet this morning. Are you OK? (*seem*)
 - c Tanya is very generous. Helping other people _____ her happy. (*make*)

Complete the practice activities in your Workbook.

EXAM-STYLE QUESTIONS

READING AND WRITING

Reading and writing, Exercise 1

Read the article about a phobia (an extreme fear or anxiety), and then answer the questions.

Can you cure a phobia?

Phobia sufferers experience extreme fear of something that's unlikely to harm them. Taking your children to feed the ducks is a normal and pleasurable activity for most parents. But for Kelly Phillips, a young mother of two, it posed a terrifying challenge. Kelly has had a phobia about birds since childhood. Even seeing one on the roof or flying high above her would throw her into a blind panic. The disorder, called ornithophobia, had ruined her life, and meant that she struggled even to do the shopping in case she encountered a bird on the way there.

But what lies behind such fears? People with phobias have a pure, illogical terror of an object or situation, often convincing themselves that something disastrous is about to happen. So people afraid of spiders (arachnophobes) may fear they will be poisoned by a bite, while those with claustrophobia (fear of closed spaces) will avoid using a lift, imagining it will break and they will be left to die. Their fear then provokes physical symptoms such as rapid breathing, sweating, and a fast-beating heart. Such reactions are part of the 'fight or flight' response, which can be useful for life and death situations, such as if there is a lion nearby. But it's no use telling people they are not thinking sensibly; they already know that.

It wasn't clear what had started Kelly's ornithophobia. It might have been a reaction to a bird flying at her as a child, as witnessed by her elder sister, since very upsetting incidents in childhood can generate such fears. (Some claustrophobics recall being trapped in a crowded place for a long period, for instance.) Over-anxious parents giving off signals that certain things are dangerous can also be responsible; this is

most probably the case for Kelly, with teasing from classmates adding to her fears. Whatever the cause, sufferers may be left too scared even to go for a walk on their own.

Kelly agreed to take part in a step-by-step treatment programme, with other ornithophobics, beginning with a trip to a park to feed the birds. Even coming into contact with bird food left quite a few participants in tears and threatening to walk off, but one or two in the group managed to help the others through it. The next step was visiting a zoo, where each had to handle a small bird that was used to humans.

The sufferers were taught to deal with their anxiety symptoms by focussing on breathing and relaxation, and distracting themselves from their negative thoughts by focusing on something in the here and now; it could be the wallpaper, or even their own feet.

Finally, the group had to handle larger, mice-hunting birds. The purpose here was for them to realise for themselves that, despite their appearance, these rather terrifying-looking creatures are harmless. It was an important exercise as phobics tend to generalise, believing all birds – or all spiders, for example – are a threat. Kelly chose a small bird that hopped onto her head, from where she had to pull it onto her hand.

So did these experiences help? Well, we revisited those who took part in the programme and all reported having overcome their fears. As for Kelly, she is a changed woman. Despite some minor panic attacks, she has learnt to deal with her anxiety. She even sent us a happy family shot of her with her family feeding the ducks in the park.

CONTINUED

- 1 When did Kelly's phobia begin?
_____ [1]
 - 2 What is the name for the body's reaction to an emergency such as a dangerous animal?
_____ [1]
 - 3 According to the article, who is most likely to have caused Kelly's phobia?
_____ [1]
 - 4 Why did the treatment programme advise the ornithophobics to stare at their feet?
_____ [1]
 - 5 What important fact is the group intended to learn about the group of birds at the end of the programme?
_____ [1]
 - 6 What everyday activities not involving birds are stressful for people who suffer from ornithophobia or other phobias?
Give **three** examples.

_____ [1]
- [Total: 8]

Reading and writing, Exercise 5

You recently had to do something that made you feel scared.

Write an email to tell a friend about it.

In your email you should:

- describe what you had to do and how you felt about it
- explain how you overcame your fear
- say what you have learnt from this experience.

Write about 120 to 160 words.

[15]

[Total: 15]

Reading and writing, Exercise 5

Last week, your school invited a well-known person to give a talk to your class.

Write an email telling your friend about it.

In your email you should:

- say who the speaker was and why they came
- explain what you admire about them
- describe what they talked about

Write about 120 to 160 words.

[15]

[Total: 15]

CONTINUED

Reading and writing, Exercise 6

Your school is planning to make a video to help younger students who will be starting at your school next year feel welcome and less nervous. Your headteacher wants your class's opinions about this, and you have been asked to write a report.

In your report, say why a video is a good idea, and suggest what should be included.

Here are some comments from students in your class:

A video provides information quickly and easily.

The new students could watch it again later if they forget something.

It would be good to show sports and clubs, not just lessons.

Interviews with some friendly students might make the new students feel more relaxed.

Now write a report for the headteacher.

The comments above may give you some ideas, and you should also use some ideas of your own.

Write about 120 to 160 words.

[15]

[Total: 15]



LISTENING

Listening, Exercise 5

You will hear Victor, a radio presenter, asking Carlos Gomez, a teenage blogger, some questions about his hobby as part of a radio feature on developing potential in young people. For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

Now look at questions 1–8.

1 The main reason Carlos started his blog was because

A teenage blogs are very interesting to read.

B he thought he had the skills to write a blog.

C other blogs mainly reflected the interests of teenage boys.

☐
☐
☐

[1]

2 When choosing to write about inventors, Carlos concentrates on

A teenage boy inventors.

B famous inventors.

C little-known inventors.

☐
☐
☐

[1]

CONTINUED

- 3 Carlos's book review section is popular with
- A people of all ages. ☐
- B booksellers. ☐
- C shopkeepers. ☐ [1]
- 4 One of the boys reading his blog changed from
- A watching action movies to reading. ☐
- B posting comments on social media to reading. ☐
- C playing computer games to reading. ☐ [1]
- 5 What does Carlos think about the artwork in the series of *Wonderworld* books?
- A He admires it. ☐
- B He finds it weird. ☐
- C He considers it not very good. ☐ [1]
- 6 We know the *Wonderworld* series is very popular at his school because
- A students have bought the original artwork. ☐
- B many students are waiting for a copy. ☐
- C students want to buy sets of the *Wonderworld* series. ☐ [1]
- 7 Carlos updates his blog on a regular basis because
- A he does not want to disappoint his regular readers. ☐
- B he frequently has free time in the evening and at lunchtime. ☐
- C he always has fresh news to share with users. ☐ [1]
- 8 His advice for those who want to write a blog is to
- A have an attractive visual presentation. ☐
- B make it enjoyable for readers. ☐
- C have good grammar and spelling. ☐ [1]
- [Total: 8]

SPEAKING

In speaking exams, there is often a warm-up phase when you are asked questions to help you feel more relaxed before the assessed parts of the exam begin. The warm-up is not assessed and you don't get any marks for it. Your teacher will be able to give you examples of these warm-up questions.

Part 1 Interview

Your personality and your friends

- Can you tell me about your personality?
- In what ways are your friends like you or different from you?
- What kind of person do you think you would not get on well with, and why?

CONTINUED

Part 2 Short talk

Getting to know people

You are starting a new school or university next term, and the school/university has recommended two ways to get to know all the other students before term starts:

- an online chat group
- an informal meeting at the school/university with drinks and snacks.

Discuss the advantages and disadvantages of each option. Say which you would prefer, and why.

Part 3 Discussion

- Can you tell things about people from their clothes and physical appearance? What do you think?
- Are people who have no brothers or sisters less sociable than people who do have brothers and sisters? What do you think?
- Is there an aspect of your personality that you would like to lose or develop?
- People's personalities can change when they are online. Do you agree?

SELF-ASSESSMENT CHECKLIST

Reflect on what you have learnt in this unit. For the six key areas listed, decide whether you feel confident or need more practice. If you feel you need more practice, you will find some ideas to help you in Advice for Success. Come back to your self-assessment scores later in your course and see if your confidence has improved.

I can ...	Need more practice	Fairly confident
discuss issues related to goals, achievements and qualities we admire, using appropriate vocabulary		
understand the audience, purpose and features of different text types		
write about someone for a specific purpose, using appropriate tone and register		
describe people and their qualities		
understand a speaker's ideas and attitudes as I listen		
express fears or worries, and reassure others		

ADVICE FOR SUCCESS

This section is to help you help yourself. Choose the suggestions you like and adapt them if you want to. Make notes about what you do and how it helped you.

Extending your skills

- Use a search engine to find and read articles about people who interest you (from modern celebrities to long-dead inventors, artists, etc.). Look out for language describing their qualities and achievements.
- Watch online videos, TV programmes or talks (e.g. TED talks) about people and their lives. How does the presenter feel about the people, and how do they convey that?
- Read a blog giving advice on a 'lifestyle issue', such as goal setting, similar to the one in this unit (use a search engine). Look at the style and language features.
- Get into the habit of using a good dictionary and making use of all the information it provides (see Section A8) – including looking at different ways of using the word you are looking up.
- Always do a first draft of your written work and be prepared to redraft it. Show your written work to a friend / teacher / English-speaking adult, asking for their advice – not just about language errors but also about your ideas and writing style. If you are trying to describe someone, have you created a good picture? If you are writing to someone you don't know, have you explained your purpose clearly but politely? Redraft your writing, taking note of the feedback and also proofreading your work for spelling errors, etc.

- Become more familiar with a range of text types, styles and registers of English (from formal to informal) by reading in English from a variety of sources; e.g. magazines, novels, blogs, instructions, advertisements, etc. Practise asking yourself who they are aimed at and what their purpose is, and notice how this affects their style and features.

Showcasing your skills

- Look out for opportunities to write English in the 'real world' (e.g. contacting a website to ask questions about a product or commenting on a suitable online blog or forum).
- Read writing tasks very carefully and check what you are asked to do. For example, describing a person is unlikely to be the *only* focus of the task, but the language may be useful for part of it.
- Check that you know *who* you are writing to and think about whether you should be writing formally (e.g. to an adult you don't know well) or informally (e.g. to a friend).
- Check that you know *why* you are writing, and make sure you take account of that in your content.
- Try to use a range of vocabulary in your writing task, not just simple words.
- Check your spelling. Even when spelling is not assessed, a misspelling might change the meaning of a word.
- In listening tasks, the questions test your ability to use *inference* (which means 'reading between the lines'). You need to listen for clues: the answers may not be given to you directly.

Scores for the quiz in Section A1

Mostly As

Ask yourself whether you would get more from life if you took a bit more responsibility for yourself and your own happiness. You like to play things safe: maybe try taking a few risks? Be less passive, and think about what you really want.

Mostly Bs

Generally, you seem to be a happy, chilled and well-balanced kind of person; you take notice of other people's opinions, but you don't let them tie you down. You live your own life and you know what you want – and you cope well when things don't go your way.

Mostly Cs

You tend to put a lot of pressure on yourself because you are very conscious of what other people think of you. Be a bit kinder to yourself and a bit more relaxed – maybe you're trying too hard to be perfect.