

OUTCOMES

INTERMEDIATE B1/B2

Mike Sayer



ON THE COVER

Artists painting a mural on a public pavement in Toronto, Canada. © FOTOGRAFIA INC./Getty Images

THIRD EDITION

STUDENT'S BOOK



OUTCOMES

INTERMEDIATE

Hugh Dellar
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SPEAKING



1

First class

page 6

- Get to know people you've just met
- Share and discuss language-learning tips
- Compare study goals and needs and find a study partner

Developing conversations: Asking follow-up questions



2

Feelings

page 14

- Talk about how you feel and why
- Share stories about particular times in your life
- Talk about negative feelings and how to deal with them

Developing conversations: Response expressions

WRITING 1: Keeping in touch page 22 **REVIEW 1** page 24



3

Time off

page 26

- Roleplay a conversation recommending places to visit
- Talk about public holidays and your plans for the next one
- Research and plan a one-week holiday

Developing conversations: Giving and responding to suggestions



4

Interests

page 34

- Have conversations about free-time activities
- Talk about aspects of music and why you like / don't like them
- Do a survey into people's use of local facilities and how to improve them

Developing conversations: *Are you any good?*

WRITING 2: Writing a report page 42 **REVIEW 2** page 44



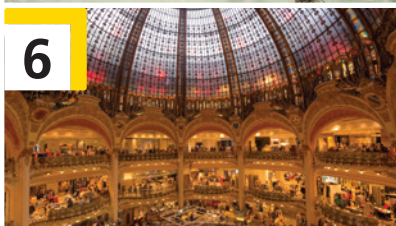
5

Working life

page 46

- Talk about jobs and what they involve
- Make and discuss work-related predictions
- Discuss rules and freedoms at work

Developing conversations: *Doing what?*



6

Buying and selling

page 54

- Roleplay a conversation in a phone shop
- Discuss how the way we shop is changing
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Developing conversations: Avoiding repetition

WRITING 3: Writing a review page 62 **REVIEW 3** page 64



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Eating

page 66

- Create and explain a menu in your language to someone in English
- Talk about personal and cultural habits in diet and eating
- Make plans for a food business and present it to the class

Developing conversations: Describing dishes



8

Education

page 74

- Have conversations about courses you've done / you're doing
- Share information and discuss what's effective in education
- Have a debate about educational issues

Developing conversations: Showing you understand

WRITING 4: Making requests page 82 **REVIEW 4** page 84

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> • Auxiliary verbs • Present simple and present continuous 	<ul style="list-style-type: none"> • All about me • Learning languages 	<ul style="list-style-type: none"> • A blog post about amazing language learners 	<ul style="list-style-type: none"> • Two conversations in which people meet for the first time • Four extracts about language learning
<ul style="list-style-type: none"> • Linking verbs • Telling stories 	<ul style="list-style-type: none"> • Feelings • Adjectives with <i>-ed</i> and <i>-ing</i> 	<ul style="list-style-type: none"> • An article about how one man overcame his biggest fear 	<ul style="list-style-type: none"> • Two conversations about how people are feeling • Four people describe difficult situations
<ul style="list-style-type: none"> • Future plans • Present perfect simple 	<ul style="list-style-type: none"> • Places of interest • Public holidays • Choosing a holiday 	<ul style="list-style-type: none"> • An article about different public holidays in the world 	<ul style="list-style-type: none"> • A conversation between a tourist and a hotel receptionist • A podcast on travel
<ul style="list-style-type: none"> • Habit and frequency • Present perfect continuous and past simple for duration 	<ul style="list-style-type: none"> • Free-time activities • Musical tastes • Competition 	<ul style="list-style-type: none"> • Forum posts about music playlists 	<ul style="list-style-type: none"> • Three conversations about free-time activities • Two people talk about a hidden talent
<ul style="list-style-type: none"> • <i>Must / can't</i> comments and replies • Talking about rules 	<ul style="list-style-type: none"> • Describing jobs • Phrases with <i>be</i> and <i>get</i> • Work rules and laws 	<ul style="list-style-type: none"> • A magazine article about different jobs 	<ul style="list-style-type: none"> • Three conversations about what jobs people do • Three conversations about rules at work
<ul style="list-style-type: none"> • Comparisons • Noun phrases 	<ul style="list-style-type: none"> • Choosing new technology • Clothes and accessories • Buying and selling 	<ul style="list-style-type: none"> • A quiz about clothes shopping habits 	<ul style="list-style-type: none"> • A conversation in a mobile phone shop • Four people describe different souvenirs
<ul style="list-style-type: none"> • Generalizations and <i>tend to</i> • First conditionals 	<ul style="list-style-type: none"> • Talking about food • Diet and the food industry 	<ul style="list-style-type: none"> • An article about the use of colour in food and the food industry 	<ul style="list-style-type: none"> • A conversation between colleagues in a restaurant • A podcast about starting a food business
<ul style="list-style-type: none"> • Future time clauses • Second conditionals 	<ul style="list-style-type: none"> • Describing courses • Forming nouns • Schools and universities 	<ul style="list-style-type: none"> • An article about educational research 	<ul style="list-style-type: none"> • Two colleagues talk about a course • Four extracts about situations and issues at school / university

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Houses

page 86

- Roleplay a conversation about a friend's new home
- Talk about social and economic changes
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Developing conversations: Explaining how big a place is

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Going out

page 94

- Invite people to a cultural event
- Describe nights out
- Research and plan a class outing

Developing conversations: Explaining where places are

WRITING 5: Writing a formal email

page 102 **REVIEW 5** page 104

11



The natural world

page 106

- Share stories about encounters with animals
- Tell each other about different challenges
- Discuss how the profits from natural resources might best be used

Developing conversations: Helping people tell stories

12



People I know

page 114

- Have conversations about people you know and find similarities
- Discuss the role of grandparents
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Developing conversations: *That's like ...*

WRITING 6: Writing a short story

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Journeys

page 126

- Describe a terrible journey
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Developing conversations: *How come?*

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Technology

page 134

- Roleplay conversations about tech problems
- Discuss issues around video gaming
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Developing conversations: Sorting out problems

WRITING 7: Writing an opinion essay

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Injuries and illness

page 146

- Roleplay patient–doctor conversations
- Discuss health warnings and your response to them
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Developing conversations: Short questions with *any*

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News and events

page 154

- Have conversations about different news stories
- Discuss your views on fame, celebrities and culture
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Developing conversations: Introducing and commenting on news

WRITING 8: Writing a news story

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GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> • Present perfect simple and present perfect continuous • Comparing now and the past 	<ul style="list-style-type: none"> • Describing homes • A place to live 	<ul style="list-style-type: none"> • An article about housing in South Korea and the UK 	<ul style="list-style-type: none"> • Two people talk about their friends' new apartment • Four conversations about places to live
<ul style="list-style-type: none"> • Quantifiers • Future in the past 	<ul style="list-style-type: none"> • Cultural events • Idioms • Describing events 	<ul style="list-style-type: none"> • An article about nights out around the world 	<ul style="list-style-type: none"> • Two friends arrange to go out • Three conversations about what people did last night
<ul style="list-style-type: none"> • <i>Managed to, be able to and be forced to</i> • Passives 	<ul style="list-style-type: none"> • Identifying animals • Challenges and achievements • Natural resources 	<ul style="list-style-type: none"> • An article about a mountain climber 	<ul style="list-style-type: none"> • Three conversations about animals • A lecture about natural resources
<ul style="list-style-type: none"> • Talking about memories • Expressing regret using <i>wish</i> 	<ul style="list-style-type: none"> • Talking about character • Friendships 	<ul style="list-style-type: none"> • An article about becoming a grandparent 	<ul style="list-style-type: none"> • Two friends discuss what other people are like • Five people talk about a shared friend
<ul style="list-style-type: none"> • Third conditionals • <i>Should have</i> 	<ul style="list-style-type: none"> • Phrasal verbs • Extreme adjectives 	<ul style="list-style-type: none"> • An article about one refugee's remarkable journey 	<ul style="list-style-type: none"> • Two conversations about bad journeys • Four conversations about travel problems
<ul style="list-style-type: none"> • Articles • Infinitive with <i>to</i> or <i>-ing</i> form 	<ul style="list-style-type: none"> • Computer problems • Apps and gadgets 	<ul style="list-style-type: none"> • An article about jobs in the gaming industry 	<ul style="list-style-type: none"> • Four phone calls reporting IT issues • A podcast about apps
<ul style="list-style-type: none"> • Adverbs • Reported speech 	<ul style="list-style-type: none"> • Symptoms and treatments • Word class and suffixes • Accidents and injuries 	<ul style="list-style-type: none"> • A blog post about parental health warnings 	<ul style="list-style-type: none"> • Two patient-doctor conversations in a hospital • A conversation about an accident
<ul style="list-style-type: none"> • Reporting verbs • Defining relative clauses 	<ul style="list-style-type: none"> • News stories • Important figures 	<ul style="list-style-type: none"> • An article about celebrity news 	<ul style="list-style-type: none"> • Five short conversations about news stories • Three conversations about historic figures

1

First class

IN THIS UNIT, YOU:

- get to know people you've just met
- share and discuss language-learning tips
- compare study goals and needs, and find a study partner

SPEAKING

1 Work in pairs. Look at the photo. Discuss the questions.

- 1 What do you think the class is learning?
- 2 Do you know anyone who can use sign language?
- 3 Why do you think people might decide to take a course like this?
- 4 Would you like to take a course like this? Why? / Why not?

2 Work with a new partner. Discuss the questions.

- 1 Why are you learning English?
- 2 What English classes have you done before? Where?
- 3 Do you know anyone in this class?
- 4 Are you still friends with people from previous classes? Tell your partner about them.



Learning sign language at the Charles W. Howard Santa Claus School, Michigan, US.



Nice to meet you

IN THIS LESSON, YOU:

- get to know people you've just met
- talk about yourself and people you know
- practise listening to conversations in which people meet for the first time
- practise asking follow-up questions



Students learn English at Midwestern Career College, Chicago, US.

VOCABULARY All about me

- 1** Decide which two of these words and phrases could replace the words and phrases in *italics* in sentences 1–6 to talk about the same topic.

architecture	engaged	engineering	a flight attendant
hiking	a laboratory	a nursery	an only child
separated	a translator	a twin	working out

- 1 I'm *the youngest of five kids*.
- 2 I'm *a software engineer*.
- 3 I work in *a university*.
- 4 I did a degree in *law*.
- 5 I'm really into *travelling*.
- 6 I'm *single*.

- 2** **P** **▶** Listen to the words from Exercise 1 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

- 3** Work in groups. How many true things can you say about yourself or people you know using the language from Exercise 1?

LISTENING

- 4** **▶** Listen to two conversations in which people meet for the first time. Answer the questions for each conversation.

- 1 Where do they meet?
- 2 Why are they there?

- 5** **▶** Work in pairs. Answer the questions. Listen again and check your answers.

Conversation 1

- 1 How is Harry feeling? Why?
- 2 Is Olivia a new student?
- 3 When did Harry start studying Spanish?
- 4 What does he think his strengths and weaknesses are?
- 5 According to Olivia, where is Spanish an official language?

Conversation 2

- 6 How did Noah feel about the talk he attended?
- 7 Where is Noah from? Where is he living now?
- 8 When did Noah move to his current home?
- 9 Has Giuliana visited the city Noah is living in?
- 10 What does Noah do for a living?

6 Who was the last new person you met? Tell a partner as much as you can about them.

GRAMMAR

Auxiliary verbs

There are three auxiliary verbs: *be*, *do* and *have*. They're used with different forms of a main verb to make questions, negatives and other structures.

How's it going? (present continuous)

Did you enjoy it? (past simple)

I don't know. (present simple)

I haven't tried that. (present perfect simple)

I've learned quite a lot of vocabulary. (present perfect simple)

I'm employed on a temporary contract. (present simple passive)

7 Work in pairs. Read the questions from the conversations in Exercise 5 and answer questions 1–4.

- a **Do** you know it?
 - b **Did** you enjoy it?
 - c **Have** you studied here before?
 - d Where **are** you based?
 - e What **are** you doing there? **Are** you working?
 - f How long **have** you **been** learning Spanish?
- 1 Which auxiliary goes with the infinitive form of the verb?
 - 2 Which auxiliary goes with the *-ing* form of the verb?
 - 3 Which two auxiliaries go with a past participle (often an *-ed* form) of the verb?
 - 4 Which two auxiliaries can be used together?

8 Complete the questions with the correct form of *be*, *do* or *have*.

- 1 Where _____ you live?
- 2 Who _____ you live with?
- 3 How long have you _____ living there?
- 4 Where _____ you born?
- 5 How long _____ it usually take you to get to work / school?
- 6 What _____ you do last weekend? Anything interesting?
- 7 Why _____ you studying at this school?
- 8 _____ you ever been to an English-speaking country?
- 9 _____ anyone else in your family speak English?
- 10 _____ anyone you know ever lived abroad? Where?

9 Work in pairs. Ask and answer the questions in Exercise 8.

G See Grammar reference 1A.

DEVELOPING CONVERSATIONS

Asking follow-up questions

After someone answers a question we've asked, we often ask a follow-up question. This helps us find out more details and keeps the conversation going.

A: So **have you studied here before?**

B: Yeah, last term.

A: Oh really? OK. **And did you enjoy it?**

B: Yeah, it was amazing.

10 Match the questions (1–6) with the follow-up question pairs (a–f).

- 1 What are you studying?
 - 2 Have you studied here before?
 - 3 What do you do when you're not studying?
 - 4 Have you got any brothers or sisters?
 - 5 What did you do at the weekend?
 - 6 What do you do?
- a Which class were you in? / Where did you learn your English?
 - b What year are you in? / What does that involve?
 - c Older or younger? / Where do they live?
 - d Where do you work? / Do you enjoy it?
 - e How often do you do that? / Did you get anything nice?
 - f How long have you been doing that? / What kind of music are you into?

11 Write one more follow-up question you might ask after someone answers questions 1–6 in Exercise 10.

CONVERSATION PRACTICE

12 Choose six questions from this lesson that you think are good to ask people when you first meet them. Then think of two more questions you could ask.

13 M Imagine you're at a party for language students from different countries.

- Using your questions, start conversations with other students and get to know them. You can answer in ways that are true for you or choose a person from File 3 on page 195 and pretend to be them.
- Try to find two things you have in common and two things that are different.

*What did you do last weekend? Anything interesting?
Yes, actually. I saw a horror film at the cinema with my brother and sister-in-law.*

Me too! Well, I went to the cinema, but I watched a drama.

Learning languages

IN THIS LESSON, YOU:

- share and discuss language-learning tips
- talk about your language-learning experiences
- read a blog post about amazing language learners
- write a comment in response to a blog post

VOCABULARY Learning languages

- 1 Work in pairs. How many of these languages do you recognize?



- 2 Complete the sentences with these words.

accent	accuracy	express	fluently
get by	mastering	picked it up	struggled

- I'm a bit embarrassed to speak sometimes because I know I have a strong _____.
 - I grew up bilingual, so I speak Ukrainian and English _____.
 - I really _____ with French when I was at school, and in the end, I just gave up.
 - I hate it when I can't _____ myself properly.
 - I never took any classes. I just _____ from talking to people.
 - I'm not interested in _____ the language. I just want to be able to read it for my job.
 - I know the basics – enough to _____ when I'm travelling there.
 - _____ is very important to me. It's not enough to just make myself understood.
- 3 Work in pairs. Discuss the questions.
- Why might people struggle with a language?
 - Apart from talking to people, how else can you pick language up?
 - What else do you think you can master – apart from a language?
 - What kinds of things can you say / do if you can get by in a language?
- 4 Work in groups. Discuss the questions.
- What languages have you studied? How well do you speak each one?
 - What languages do you know at least a few words in? What can you say?
 - How did you learn? Do you use these languages now?

READING

- 5 Read the blog post about language learning on page 11. Find out:

- which three world records are mentioned.
- what happened to one of the record holders.
- what a hyperpolyglot is.
- what hyperpolyglots and athletes might have in common.

- 6 Complete the blog post with these sentences. There are two sentences you don't need.

- This would explain their excellent memories and ability to process speech sounds.
- Knowing such people exist gives me hope and pushes me to learn more myself.
- Obviously, none of it was true.
- Accept mistakes and uncertainty.
- Anyone that could do this was a hero to me – someone I wanted to be like.
- Practice makes perfect.
- However, the damage was done and his name was taken out of the record books.

- 7 Work in pairs. Read the comments at the end of the blog post. Which ones do you agree with and which do you disagree with? Explain why.

- 8 Write your own comment in response to the blog post. Then share your comments in groups. Which do you agree with? Which do you like best?

SPEAKING

- 9 Work in pairs. Look at the advice on language learning in the last paragraph of the blog post. What do you think is the best tip? Why? Which pieces of advice do you already follow?

- 10 With your partner, write three more pieces of language-learning advice that you think other students might find useful.

- 11 **M** Work in groups. Share your tips. Ask each other to give reasons why these tips are useful, and suggest ways of rephrasing or improving each other's tips. Then decide on the two best pieces of advice.

What the best can teach the rest

Like many of you, I'm sure, I loved *The Guinness Book of Records* when I was a kid. Every Christmas, my parents used to give me the latest edition and I remember how much I enjoyed finding out about things like the tallest dog in the world (1.12 metres, in case you're wondering) and the most tennis balls held in one hand (27, believe it or not).

However, growing up bilingual (I spoke Arabic at home and Dutch in the world outside), one record impressed me more than any other: it was for most languages spoken by one person, and it was held by a man called Ziad Youssef Fazah, who claimed he could speak fifty-nine languages. As I was struggling to learn my third, fourth and fifth languages – English, German and French – at school, the idea that someone might master twelve times more than this seemed incredible! ¹ _____

I recently found out, though, that not everything was as it seemed. In 1997, the year I finished high school, Ziad Fazah appeared on a TV show in Chile and was asked questions in Arabic, Greek, Hindi, Farsi, Chinese, Russian and Finnish – and only managed to answer the first question. He later said that the test had been a surprise, that he hadn't had time to prepare and so got nervous – and on top of that, he was tired after a long flight. ² _____

By now, though, Ziad had got me interested and I found myself wanting to learn more about these abilities. I mean, being able to speak, say, ten languages fairly fluently and get by in several more is incredible, right? ³ _____

People who are fluent in six or more languages are known as hyperpolyglots – and there are only a tiny number in the world. While some make a lot of money from their talents, and others like Richard Simcott and Timothy Doner have become quite well-known, many other hyperpolyglots are quiet, shy people who study for fun and don't always use their languages to communicate.

Researchers believe that hyperpolyglots – like many top athletes – may have genetic advantages. ⁴ _____ However, making the most of whatever natural gifts you're born with requires years of hard work, and while most hyperpolyglots say it's important to find your own approach, there are certain pieces of advice that can help any language learner.


For instance, understand that the road is long and getting good takes time. Forget the idea of achieving 100% accuracy or having a native-like accent. It's not going to happen. Most people are happy if they can express themselves when talking about a range of subjects. ⁵ _____ And, finally, read and listen to the language as much as you can.

What do you think? I'd love to see your thoughts on hyperpolyglots and language learning in the comments.




Hyperglot Richard Simcott speaks over 12 languages.


COMMENTS

 **BobbyG:** I know it's wrong of me to say this, but I kind of hate hyperpolyglots! I mean, I'm struggling to learn one new language.


♡ LIKE ↘ REPLY

 **unconvinced:** I get that you can make good money if you speak lots of different languages, but I think you need to be rich to become a hyperpolyglot in the first place! Who has that much time to study?


♡ LIKE ↘ REPLY

 **daveD:** I think you have to start learning languages when you're really young. If you don't, you'll never become fluent.

♡ LIKE ↘ REPLY

 **Emoling47:** When people say they're bad at languages, they usually just mean that they don't want to spend the time required to learn.

♡ LIKE ↘ REPLY

 **r_sewell:** You have to learn vocabulary in context. I never learn single words. I always learn words in groups.

♡ LIKE ↘ REPLY

Study buddies

IN THIS LESSON, YOU:

- compare study goals and needs and find a study partner
- discuss the role of traditional culture in education
- practise listening to people talk about language learning
- make plans and reject suggestions

LISTENING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What do you know about the Maori people and their culture?
- 2 What did you learn at school about traditional culture in your country?
- 3 Which parts of traditional culture are most / least interesting for you? Why?
- 4 Do you think schools should teach a country's traditional languages? Why? / Why not?

2 ▶ Listen to four short extracts. Answer the questions.

- 1 Which speaker doesn't talk about studying a language?
- 2 Which languages are the other speakers studying?

3 FS ▶ Linking words like *and* and *but* are often unstressed in fast speech. Listen to eight phrases. Which contain *and* and which contain *but*?

4 ▶ Listen again and write the phrases you hear.

5 ▶ Listen to the four extracts again. Choose the correct option (a–c) to answer the questions (1–4).

- 1 Why is the man in Extract 1 taking language classes?
 - a He's married to someone who speaks the language.
 - b He has a job in advertising that requires it.
 - c He wants to connect better with a colleague.

- 2 Why don't the speakers in Extract 2 arrange a time to meet?

- a She doesn't want to practise the language.
- b She's busy on the days he suggests.
- c She's working on Friday and Saturday.

- 3 Why are people surprised that the man in Extract 3 speaks German?

- a Because no-one in his family comes from Germany.
- b Because he's Brazilian.
- c Because he's never been to Germany.

- 4 Which sentence summarizes the woman in Extract 4's feelings?

- a Translating improves her French accent.
- b It's useful to translate from one language to another.
- c Translating texts helps you remember them better.

6 Work in pairs. Discuss the questions.

- 1 Do you know any families which speak more than one language? Why?
- 2 Where and when do you use English outside the classroom?
- 3 Have you ever practised English with your classmates outside of class?
- 4 Have you ever translated for people outside of class? If yes, when?



Maori boys perform a haka, Rotorua, New Zealand.

GRAMMAR

Present simple and present continuous

We can use the present simple and the present continuous to talk about both the present and the future.

Present simple

- a I **speak** German at home.
- b The flight **doesn't leave** till eleven.
- c Where **does she work**?

Present continuous

- d I'm **working** all day tomorrow.
- e I'm **not making** much progress.
- f **Are you coming** to class on Friday?

7 Work in pairs. Look at the examples in the Grammar box. Answer the questions.

- Which two examples are about habits / regular, repeated activities?
- Which example is about a future timetable?
- Which example is about a temporary, unfinished activity?
- Which two examples are about things in the future that are already decided and planned / arranged with other people?
- What is the connection between the verbs in the box?

agree	believe	belong	disagree	forget
like	need	own	seem	want

8 Complete the conversations with the present simple or present continuous form of the words in brackets.

- A: How _____? Are you still enjoying it? (your course, go)
B: Yeah, I am, but _____ it a lot harder than before. (I, find)
- A: Are you busy this weekend? _____ something? (you, want, do)
B: Yeah, maybe. _____ Saturday mornings, but I'm free in the afternoon. (I, work)
- A: What's your sister doing these days? _____? (she, still study)
B: Yeah. She graduated last year, but now _____ a Master's. (she, do)
- A: _____ a coat? _____ outside? (I, need / it, still rain)
B: Yeah, _____ worse, actually. (it, get)
- A: _____ any plans for tonight? (you, have)
B: Yeah. _____ an old friend of mine for dinner, actually. (I, meet)
- A: Some of us _____ after class tomorrow. _____ come with us? (go out / you, want)
B: I'd love to, but I can't, I'm afraid. _____ late tomorrow. _____ until ten. (I, work / I, not finish)

9 Write reasons to explain why you can't or don't want to do the things (1–5). Use the present simple or present continuous.

- A: Could you help me move this table to the back of the classroom?
B: Sorry, but I can't. _____.
- A: We're meeting after class today to practise. Would you like to join us?
B: I'd love to, but I can't, I'm afraid. _____.
- A: Can I borrow your dictionary for a few minutes?
B: No, sorry. _____.
- A: Can you turn the TV off? I can't study with all that noise.
B: No! _____.
- A: Would you like to go out with me on Friday?
B: Oh, it's nice of you to ask, but I can't. Sorry. _____.

10 Work in pairs. Take turns to read out the questions in Exercise 9. Say your responses and then continue each conversation for as long as you can.

G See Grammar reference 1C.

SPEAKING TASK

11 You're going to ask other students questions to find the best study partner for you. Read these questions (1–6) and think about how you'd answer them. Then add two more questions of your own (7–8).

- Why are you learning English?
- What are your strengths and weaknesses in English?
- How much time do you spend studying outside of class?
- Do you use English when:
 - playing games?
 - listening to music?
 - watching TV?
 - using social media?
- Do you ever use translation to help you study?
- What are you doing over the next few days to practise your English?
- _____?
- _____?

12 Choose a study partner to work with. Think about:

- what you have in common.
- how you can help each other in areas where you'd like to improve.

13 Work with the study partner you chose in Exercise 12. Suggest ways of helping each other with your studies.

MY OUTCOMES

Work in pairs. Discuss the questions.

- What was fun to learn in the unit?
- What can you do better now and why?
- What did you find challenging in this unit?
- What can you do at home to revise what you have learned?

2

Feelings

IN THIS UNIT, YOU:

- talk about how you feel and why
- share stories about particular times in your life
- talk about negative feelings and how to deal with them

SPEAKING

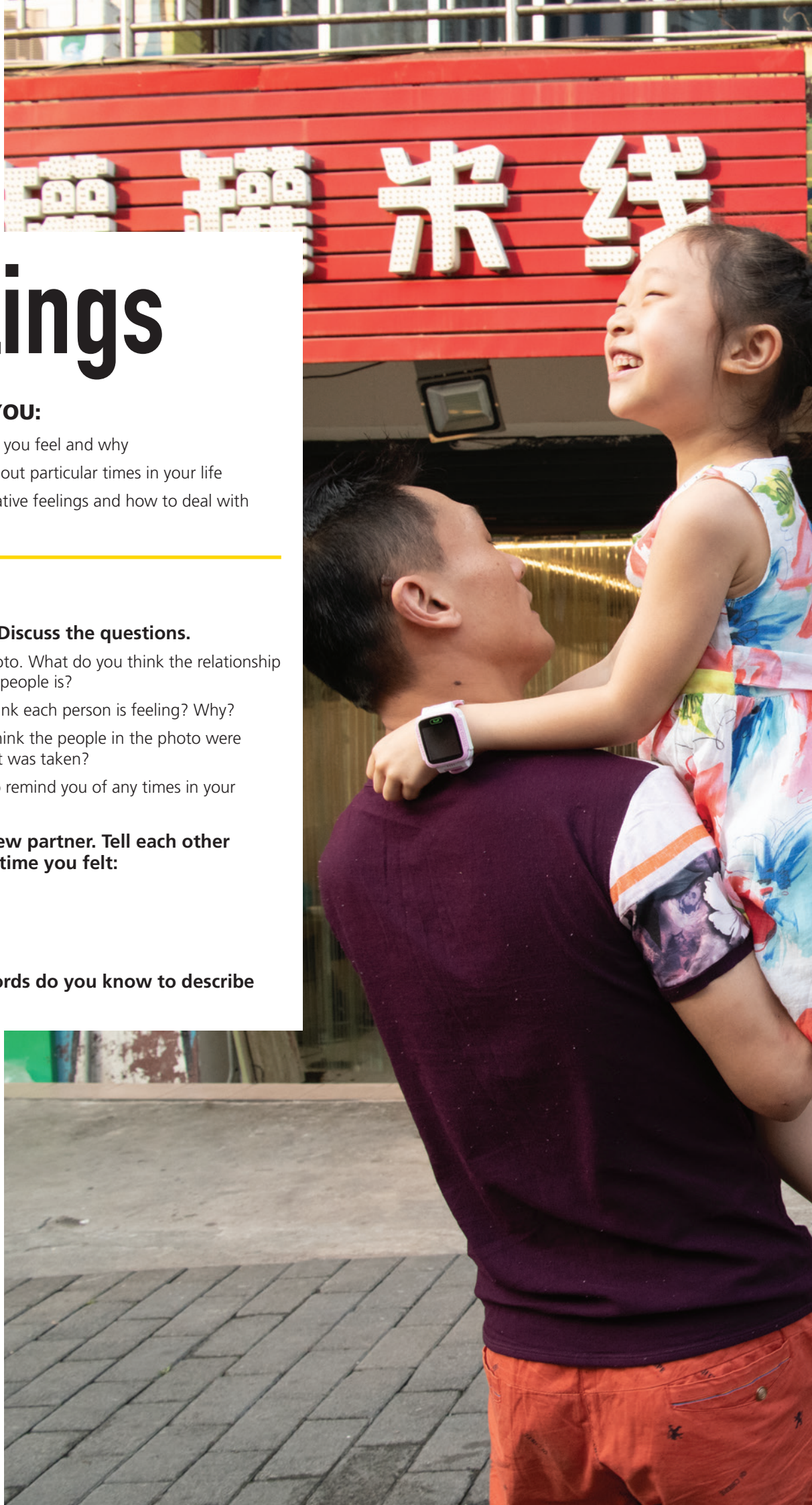
1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What do you think the relationship between these people is?
- 2 How do you think each person is feeling? Why?
- 3 What do you think the people in the photo were doing the day it was taken?
- 4 Does the photo remind you of any times in your own life?

2 Work with a new partner. Tell each other about the last time you felt:

- 1 very happy.
- 2 very tired.
- 3 quite annoyed.

3 What other words do you know to describe feelings?





Family members walk along Huangjueping Street in Chongqing, China.

Are you OK?

IN THIS LESSON, YOU:

- talk about how you feel and why
- practise listening to two conversations about how people are feeling
- comment on how you think people are feeling
- respond to good and bad news

VOCABULARY Feelings

1 Match the words in bold in the sentences to these basic meanings: happy, tired, annoyed, bad, sad, angry, worried.

- 1 We left at six in the morning and didn't get back until midnight. I was **exhausted**.
- 2 You must be **delighted** with the results. They're great.
- 3 He says he's not **bothered** by what his boss said, but I can see it's upset him.
- 4 I'm finding work very difficult at the moment. I feel stressed and **tense** all the time.
- 5 His granddad's ill at the moment, so he's upset about that. He was **in tears** when I saw him.
- 6 I'm so sorry. I feel really **guilty** about leaving you with all the work to do.
- 7 Ask her now. She looks like she's **in a good mood**. She might say yes.
- 8 It was good to see her enjoying herself because I know she's been a bit **down** recently.
- 9 I was **pleasantly surprised** by the film. I really didn't expect it to be so good.
- 10 I'm **fed up** with this weather. It's so hot you can't do anything. I just want it to stop.

2 **P** ▶ Listen to the words from Exercise 1 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

3 Work in pairs. Answer the questions.

- 1 Can you find five prepositions connected to the adjectives in bold in Exercise 1?
- 2 Which words from Exercise 1 can you use to describe the people in the photos?
- 3 Why might you feel exhausted?

- 4 How do you know if someone is delighted with something?
- 5 When might you feel tense?
- 6 What things might you feel guilty about?
- 7 What things might put you in a good mood?
- 8 What's the opposite of being pleasantly surprised?
- 9 Can you think of three things you might be fed up with? Explain why.

LISTENING

4 ▶ Listen to two conversations between friends. How do these people feel? Why?

- 1 Karim
- 2 Belinda
- 3 Alisha

5 ▶ Listen again. Are the statements true (T) or false (F)? How do you know?

- 1 Clara hasn't seen Karim for a while.
- 2 Ryan feels bad because he hasn't contacted Karim recently.
- 3 Karim is quite a quiet person.
- 4 Alisha is in the middle of her exams.
- 5 Belinda accepts Alisha's offer to help.
- 6 Alisha orders cake for Belinda, but not for herself.

6 Work in pairs. Discuss the questions.

- 1 What would you do or say if a friend was upset? Would it depend on the reason?
- 2 How do you cheer yourself up if you're a bit down?
- 3 Are you good at sorting out problems?
- 4 Who do you talk to if you have a problem?



GRAMMAR

Linking verbs

Look, seem, feel, sound, taste and smell are all linking verbs. They are used to introduce a description of the subject of a sentence or a clause. Linking verbs can be followed by different patterns.

That chocolate cake **looks** nice.

He **seemed** down.

She **looks like** she's in a good mood.

He **sounded as if** he might cry.

That **sounds like** a nightmare.

It **smells like** a hospital in here.

7 Work in pairs. Look at the examples in the Grammar box. Answer the questions.

- 1 What is the pattern when an adjective comes after a linking verb?
- 2 What two patterns are possible when a clause comes after a linking verb?
- 3 What is the pattern when a noun comes after a linking verb?

8 Complete these sentences with the correct form of the verbs in brackets. You may also need to add other words.

- 1 Are you OK? You _____ a bit tense. (look)
- 2 Are you alright? You _____ you've had a bit of a shock. (look)
- 3 Is Bruna OK? She _____ disappointed when I spoke to her. (sound)
- 4 Is Bukayo alright? He _____ a bit down yesterday. (seem)
- 5 Are you OK? You _____ you've got a cold. (sound)
- 6 Is your friend OK there? He _____ a bit confused. (look)
- 7 Have you seen Ana recently? She _____ so well, so relaxed when I last saw her! (look)
- 8 Hi. You _____ you're in a good mood today. (look)

9 Match the items in Exercise 8 (1–8) with the responses (a–h).

- a Yeah, I am. I've just been offered a new job and I'm delighted about it.
- b Yeah, I know. She's so much better after that holiday.
- c Yeah, I feel terrible. I think I may have the flu.
- d I am. I'm really stressed about work and I'm exhausted.
- e Oh, yeah. You're right. I'll just go and see what's going on.
- f Yeah. Well, on my way here I was almost hit by a car.
- g He's just split up with his partner and he's quite upset about it.
- h Yeah. I think she expected to get a better mark as she'd studied so much.

10 Write your own responses to the items in Exercise 8. Then work in pairs. Take turns to read out the items and give your responses.

G See Grammar reference 2A.

DEVELOPING CONVERSATIONS

Response expressions

We use lots of short expressions to respond to news and we often then ask questions as well.

A: Apparently, she's quite ill and he's very worried about her.

B: **Oh no!** That sounds like a nightmare. What's wrong with her? Is it very serious?

A: I think I'm going to need to find a new place to live.

B: **What a pain!** What's the problem with your current place?

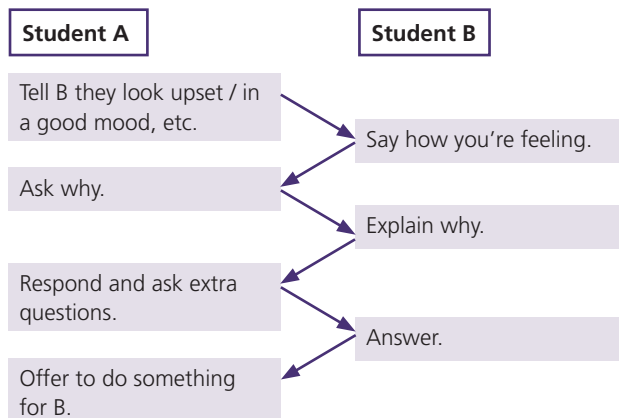
11 Complete the conversations with these words.

Congratulations	Oh no	pain
relief	what a shame	Wow

- 1 A: I'm going to Canada to study English.
B: _____ ! That's great! How long are you going for?
- 2 A: I'm afraid I can't meet you tonight.
B: Oh, _____ ! Are you sure?
- 3 A: Hey, I've got some big news – I'm pregnant!
B: Really? _____ ! When's the baby due?
- 4 A: My brother's not very well.
B: _____. I'm really sorry. I hope it's not serious.
- 5 A: I lost my wallet somewhere last night.
B: Oh no! That's a _____ ! Did it have much in it?
- 6 A: I've found my wallet!
B: Phew, that's a _____ ! Where was it?

CONVERSATION PRACTICE

12 Think of a piece of good or bad news. Then work in pairs and have conversations similar to the ones you heard in Exercise 4. Take turns to be Student A and Student B. Use this guide to help you.



Don't take it personally

IN THIS LESSON, YOU:

- share stories about particular times in your life
- discuss rejection and fear of rejection, and how to deal with them
- read an article about how one man overcame his biggest fear
- work out the function of different parts of an article

READING

1 You're going to read an article about how one man overcame his fear of rejection. First, work in groups and discuss the questions.

- 1 In what kind of situations might you be rejected? How would you feel in each situation?
- 2 What problems could a fear of rejection cause? How could you overcome this fear?

2 Read the article on page 19. Find out:

- 1 what rejection therapy is.
- 2 why Jia Jiang decided he needed it.
- 3 what the title of the article means.

3 M Work in pairs. Don't use a dictionary. Discuss what you think the words and phrases in bold mean, or decide how to translate them into your first language.

4 Which paragraph (A–H) mentions these things?

- 1 where the fear of rejection often comes from
- 2 what Jia Jiang learned from being rejected
- 3 two opportunities that Jia Jiang missed
- 4 how Jia Jiang became successful
- 5 the damage that fear of rejection can do
- 6 some general lessons we can all learn from
- 7 the main goal of rejection therapy
- 8 an example of Jia Jiang using someone else's idea

5 Work in groups. Discuss the questions.

- 1 Are you good at asking for help? Are you good at offering to help others? Give examples.
- 2 What might the benefits of saying yes to requests be?
- 3 What could you say to persuade a stranger to:

lend you money?
let you plant a flower
in their garden?

give you a 'burger refill'?
let you read the weather
forecast on TV?

GRAMMAR

Telling stories

We use three main forms to tell stories: past simple, past continuous and past perfect simple. To make the past simple, we usually add **-ed** to the verb, but some past forms are irregular.

*The young man **didn't explain**, but simply **thanked** him and **walked** away.*

To make the past continuous, we use **was / were + -ing** form of the verb.

*The security guard **was just sitting** at his desk.*

To make the past perfect simple, we use **had + past participle**.

*After he'd **had** a couple of rejections, though, something amazing happened.*

6 Look at the examples in the Grammar box and answer the questions.

- 1 Which form is often used at the beginning of stories to describe a situation?
- 2 Which form shows the order of events?
- 3 Which form shows an action that happened before something else in the past?
- 4 Which form shows an action was still in progress when another action happened?

7 Choose the correct options to complete the story.

I ¹*sat / was sitting* on the bus the other day on my way to work when a woman with two small kids ²*got / was getting* on. They ³*had looked / looked* exhausted. She ⁴*told / was telling* the driver where she wanted to go, but in Spanish. Then the driver tried to tell her where to get off, but she didn't understand. By now, her kids ⁵*cried / were crying* and she seemed very stressed. The driver then ⁶*asked / had asked* if anyone on the bus spoke Spanish. I ⁷*was standing / stood* up because I ⁸*had lived / was living* in Mexico when I was younger and I'm quite fluent. The driver explained where she needed to get off and I then ⁹*had translated / translated* what he ¹⁰*had said / said*. She ¹¹*was getting / got* off at the right stop – and I felt great because I ¹²*had helped / was helping* someone in need.

8 Work in pairs. Add extra details to the story in Exercise 7. Use at least one more example of the past perfect simple and the past continuous.

9 Complete the sentences with your own ideas.

- 1 When I saw her, I suddenly realized ...
- 2 I didn't recognize him at first because ...
- 3 He wasn't looking where he was going and ...
- 4 This guy approached me in the street and ...
- 5 I had wanted to ... but in the end, I actually ...
- 6 I found out later that ...

G See Grammar reference 2B.

SPEAKING

10 You're going to tell a story. Choose one of these ideas. Spend a few minutes thinking about what happened and how to tell your story.

- a time you asked someone for a favour
- a time you helped someone in need
- a time a stranger helped you
- a time you were rejected

11 Work in groups. Share your stories. Which was the funniest and which was the most interesting?

How to win even when you lose

A The security guard was just sitting at his desk when a young man approached him and asked if he could borrow \$100. 'No,' he immediately replied, before asking why. The young man didn't explain, but simply thanked him and walked away. The following day, Jia Jiang, the thirty-year-old who had made the request, ordered a burger in a fast-food chain and then tried to get a 'refill' – another burger for free. Again, he was sent away empty-handed.

B By now, you might be wondering who Jia Jiang is and what on earth he was doing. In fact, these were the first two days of Jiang's 100-day rejection therapy challenge, a **concept** first created by Canadian entrepreneur Jason Comely. In short, rejection therapy challenges people to go up to strangers and ask for unusual favours. Comely claimed that after a month of hearing 'No!' every day, you develop a **thicker skin** and become **tougher**.

C Many of us experience the fear of being rejected at one time or another in our lives. We worry about not **fitting in**; we're scared of being on our own; we decide not to apply for that promotion at work after **convincing** ourselves that we wouldn't get it anyway. This fear of rejection means we might struggle to speak our minds or end up staying in unhealthy relationships longer than we should.

D Overcoming these fears can be hard as they often have their **roots** in childhood. This was certainly true for Jiang, whose earliest experience of being rejected came while he was at school. The negative feelings this caused stayed with him for many years, affecting his confidence and career.

E To deal with this, he decided to do something scary – actively look for rejection. Feeling that the 30 days suggested by Comely weren't enough, he set himself a 100-day challenge. Using ideas he **came up with** himself as well as suggestions from his online followers, he made a list of simple but strange requests to make: Could he, for example, plant a flower in a stranger's garden or read the weather forecast on TV?



Jia Jiang giving his TED Talk.

F The first few rejections were hard for Jiang. After he'd had a couple, though, something amazing happened: people actually started agreeing to do what he asked of them, and as time went by, he got better and better at persuading people too. He realized that many people were far nicer than he'd expected – and that every potential rejection was also a potential opportunity. For instance, he learned that if he asked *why* people were rejecting him, he could often turn a 'no' into a 'yes'. By giving them the chance to share what made them uncomfortable about his requests, he could then try to earn their confidence.

G Before long, Jiang's video diaries of his daily **encounters** started going viral and he was offered a TED talk and a book deal. He now has a new career helping others to overcome their fears of rejection.

H Perhaps what Jia Jiang's story most clearly shows us is that if you don't ask, you don't get. However, it also reminds us that we're all connected. We can all benefit from asking for help more often – and in fact by doing this, we also give others the opportunity to say yes.

You live and learn

IN THIS LESSON, YOU:

- talk about negative feelings and how to deal with them
- discuss quotes about negative feelings
- practise listening to four people describe difficult situations
- describe feelings and what causes them

LISTENING

- 1 Work in pairs. Read the quotes and answer the questions.

Anger is like fire. It burns it all clean.

—Maya Angelou

Relax. No-one else knows what they're doing either.

—Ricky Gervais

Every man is guilty of all the good he did not do.

—Voltaire

Depression, suffering and anger are all part of being human.


—Janet Fitch


I think, therefore I am ... confused.


—Benjamin Hoff

- 1 What do you think the quotes mean? How might you translate them into your first language?
- 2 How far do you agree / disagree with each quote? Why?
- 3 Can you think of an example from real life that connects to each quote?
- 4 Which is your favourite quote? Why?

- 2 Work in groups. Look at the people in the photos. What kind of difficult situations might each person get into?

- 3  Listen to four people talking about difficult situations. Match each speaker (1–4) with one of the photos. There are two photos you don't need.

- 4  In fast speech, past simple and past perfect forms often sound very similar. Listen to eight phrases. Do you hear the past simple or the past perfect? Listen again and check your ideas with a partner.

- 5  Listen again. Match the speakers (1–4) with the sentences (a–f). There are two items you don't need.

- a They got into an argument.
- b They were badly prepared.
- c They deal with pressure well.
- d They calm people down.
- e They changed their approach.
- f They made someone laugh.

