

Aiming for success



Warm Up

- 1 Pair Work** Describe the photos. What do you think the people had to do to achieve their success?
- 2** **2.07** Complete the sentences with the correct form of the words and phrases from the box. Then listen and check your answers.

go under best-seller have had their day give up up to snuff give it a try

1. If the business continues to lose money, it will probably _____ and have to close.
2. His book's been an instant _____. Everybody's talking about it.
3. Just because you failed this exam doesn't mean you should _____. You can always retake it in October.
4. I think these reality TV shows _____. No one watches them anymore.
5. I'm afraid your work really isn't _____. You'll just have to redo it.
6. I'm not sure that pushing the car will help start it, but you can _____.

- 3 Pair Work** Tell another student about the last time you felt you achieved something special.

Reading

- 1 Discuss the questions.
1. Is leadership a natural-born talent or a learned skill?

2. What qualities does a successful leader need?

3. In what situations do people need to work together as a group?

4. Does every group need a leader? Why or why not?
- 2 Read the article quickly and match the questions above with the correct paragraphs. Write the number in the box.
- 3 Read the article again. Mark the statements below true (T), false (F), or don't know (?).
1. Being able to work in a group is one of the most important life skills.

2. Groups of people doing social activities generally don't need leaders.

3. Members of leaderless groups often stop attending.

4. Antonio Carluccio thinks he is a natural-born leader.

5. Good leaders are often slightly afraid of their role.

6. Good leaders should do more work than the other group members.

Are YOU a successful leader?

Our company specializes in training you to be a successful leader for whatever situation you're in.

A Almost nothing we do in this world is done in isolation. At work or at play, you'll find yourself in groups, working with other people: your team at work, a meeting with co-workers, your family, a vacation with friends, a group of students working together, a day out hiking in the mountains, a group of neighbors wanting to make changes. It is now recognized that being able to work successfully with other people is one of the major keys to success, partly because we need to do it so often.

B In almost every situation where you're in a group, you will need a skilled leader. All groups need leaders, and all successful groups have good

leaders. Groups without leaders or with weak leaders almost always break down. Members of a leaderless group often begin to feel dissatisfied and frustrated. Time is wasted and the tasks are not achieved. There are often arguments and tension between people, as there is nobody to keep the goals clear. Some personalities dominate and others disappear. Often group members begin not to come to meetings in order to avoid more disharmony.

C Some people are natural leaders. The celebrity chef Antonio Carluccio says, "True leaders are born and you can spot them in kitchens. They're people who combine toughness, fairness, and humor." Although a lot of people agree that there are some natural-born leaders, most people now recognize that leadership can also be taught. Our professional and experienced staff

can train almost anyone how to be a successful leader. Good leaders don't make people do things in a bossy, controlling way. You can learn how to involve everyone, encouraging the whole group to work toward a common goal.

D Our training courses use activities and techniques to develop a range of qualities that are necessary to be a good leader. Self-confidence is vital to overcoming your own fears about being a leader. Successful leaders also need to be calm and intelligent. They need to be able to work out good strategies and make sound judgments under pressure. Finally, and probably most importantly, good leaders need to be sensitive, sociable, and be able to get along with a wide range of people. Good leadership is essentially the ability to influence others, and good leaders allow all members of the group to contribute.

Grammar | stating preferences: *It's time/I'd rather/I'd better*

- 4 Listen to the work appraisal session and decide which sentence best summarizes the main points.
1. He's doing well in his role of team leader but would like some more training.

2. He's interested in becoming a team leader but would like some training first.
- 5a Complete the examples from the listening in the Active Grammar box. Then listen and check your answers.

Active Grammar

Examples

1. *I think I _____ you did the first course.*
2. *I feel that _____ I moved up.*
3. *I _____ not wait for two months.*
4. *I _____ get your name on the list right away.*

Rules

- a. **Form:** *It's time* + subject + _____
Meaning: to talk about when you should have done something already or at least started it
- b. **Form:** subject + *would rather* + object + _____ (+ *than . . .*)
Meaning: to talk about what you'd prefer someone else to do
- c. **Form:** subject + *would rather* + _____ (+ *than . . .*)
Meaning: to talk about what you'd prefer to do
- d. **Form:** subject + *had better* + _____
Meaning: to talk about something when it is advisable to do it (in the present or future)

See Reference page 134

- b Complete the rules in the Active Grammar box by writing *past tense* or *verb*.
- 6 Complete the excerpt from the dialog. Use *it's time*, *I'd rather*, or *I'd better* and the correct form of the verb in parentheses. Then listen and check your answers.
- Anna: Hi, Will. How did your appraisal go?

Will: It went well, thanks. My boss thinks _____ (1. take) more responsibility and maybe even became a team leader.

Anna: Oh, that's good.

Will: Yeah. I was thinking of looking for a new job, but now I think _____ (2. stay) here.

Anna: I'd love it if you were our team leader. _____ (3. have) you in charge than someone we don't know.

Will: Thanks. Listen, I've got a meeting in five minutes. _____ (4. go). See you later.

Speaking

- 7 **Pair Work** Write three sentences about you starting with *It's time . . .* Then compare with a partner.

It's time I changed jobs.

Vocabulary | describing personality

- 8 **Group Work** Work in two groups. Find the meanings and pronunciation of the adjectives in your group below. Then explain them to the other group.

Group A: outgoing open proactive opinionated single-minded

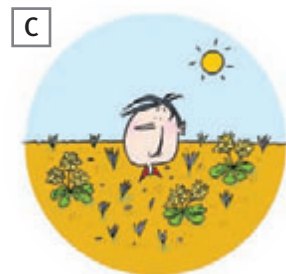
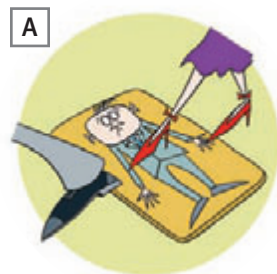
Group B: easygoing selfish witty manipulative headstrong

- 9 **2.11** Listen to people describing different people they know. Which adjective from Exercise 8 describes each person?
- 10 **Pair Work** Tell your partner about three people you know who you can describe using some of the adjectives in Exercise 8.

My sister is a very headstrong person. She really wanted to travel around the world on her own. Everyone tried to persuade her not to because it was dangerous, but she decided to do it anyway and . . .

- 11 Match the expressions in the box with the correct picture. In pairs, say what you think each expression means.

___ be really high maintenance ___ be a party animal ___ be a complete doormat
___ be the center of attention ___ be down-to-earth



- 12 **Group Work** Talk about yourself and the different sides of your personality. First think about how you behave in different situations. Use the situations from the box and your own ideas.

leading a discussion at work or school giving a presentation at work
making a complaint in a store or restaurant performing on stage
talking about yourself in a job interview playing a team sport (Ex: football)
being in a crowd of people at a party organizing a group of children
cooking for a small group of friends

LESSON 2

Report and describe what people say CAN DO

GRAMMAR reported speech

Vocabulary | gradable and nongradable adjectives

- 1 Match each photo with the most appropriate feeling in the box. What do you think is happening or has happened in each case?

___ totally single-minded
___ completely ecstatic
___ absolutely devastated

- 2a Read the examples in the chart below. Then complete the rules with the missing words.

Examples

Gradable (common) adjectives

*He missed a very **important** goal.*

*He is a really **big** success.*

Nongradable (intense) adjectives

*He missed a **completely vital** goal.*

*He is feeling **totally distraught**.*

Rules

Gradable (common) adjectives:

- Use common intensifiers such as or to make these adjectives stronger.

Nongradable (intense) adjectives:

- These adjectives are already strong, so use special intensifiers such as or to make these stronger.

- b Match the adjectives on the left to those with similar meanings on the right.

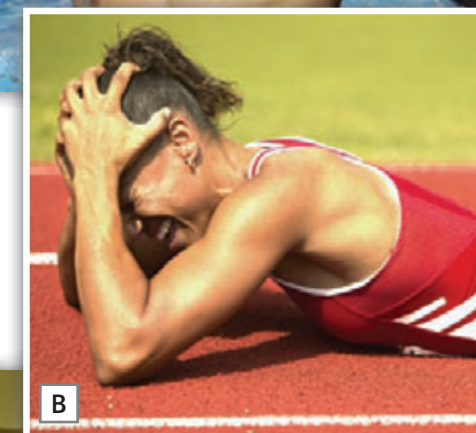
___ 1. happy a. starving
___ 2. upset b. ecstatic
___ 3. hungry c. exhausted
___ 4. tired d. devastated

- c Circle the correct intensifier to complete each sentence.


- She must be very/totally ecstatic about her success.
- A completely/really big sports stadium just opened near here.
- She was absolutely/very filthy after playing soccer all afternoon.
- I love running. I'd be totally/very devastated if I had to give it up.

- 3 **Pair Work** Think of a true story about you that relates to one of the phrases in the box in Exercise 1. Tell your partner what happened.

I couldn't believe it when I won the prize for best actor. I was completely ecstatic!



Grammar | reported speech

- 4a  2.12 Listen and complete the sentences and questions with the missing words.
- _____ to be the best player on the field.
 - _____ the race easily.
 - _____ to practice _____.
 - _____ succeed if you're confident.
 - Why _____ so negative?
 - _____ help _____?

b Compare the reported speech in the Active Grammar box with the direct speech above. Find examples of the changes and write them on the lines.

Active Grammar

Examples

- Andy Cole said (that) he wanted to be the best player onto the field.
 - She said (that) she had won the race easily.
 - He told me (that) he wasn't going to practice that day.
 - I told him (that) he could succeed if he was confident.
 - I asked him why he was feeling so negative.
 - She asked me if I would help her the next day.
- Tense changes
Ex: go → went: want → wanted
 - Modal verb changes
Ex: can → could: _____
 - Subject pronoun changes
Ex: I → he: _____
 - Object pronoun changes
Ex: me → him: _____
 - Time reference changes
Ex: now → then: _____
 - Word order changes
Ex: were they going → they were going: _____

Rules

- That can be used after both say and tell, but it isn't necessary.
- Don't use an object after say.
- An object must be used after tell.
- A question word is used when reporting Wh- questions.
- If is used when reporting Yes/No questions.
- The rule that changes the tense or modal verb back is sometimes ignored. This can happen if the situation is still true, or for dramatic effect when telling a story.

See Reference page 134

- 5 Read the rules in the Active Grammar box and correct these sentences.
- She told that she couldn't come to practice this evening.
 - She said him she had taken up basketball the previous January.
 - I asked her she wanted to come over and watch the game.

6a Check that you understand the meanings of the underlined verbs in the sentences below.

- Nobody needed to remind him to focus on the goal.
- She admitted feeling totally out of control.
- He explained that he wanted to compete in the Olympics.
- I promise to go swimming at least three times a week.
- I suggested talking to a sports psychologist.
- They decided to buy tickets for the football game.
- My coach warned me that the training would be very hard.

b Write the underlined verbs from Exercise 6a in the correct place in the chart.

Verbs	Constructions
say,	verb + (that)
tell,	verb + object + (that)
ask,	verb + object + infinitive
	verb + infinitive
	verb + gerund

- 7 Report these statements, starting with the words in parentheses.
- "I broke the window yesterday when I kicked a ball through it by mistake." (He admitted ...)
 - "Why don't we try the new Italian restaurant when we go out on Friday?" (He suggested ...)
 - "I think I'll stay in tonight because I'm completely exhausted." (She decided ...)
 - "I'm going to buy my girlfriend some flowers." (He told ...)
 - "Are you going to get movie tickets in advance, or are you going to just show up?" (She asked ...)
 - "You really shouldn't be late for your interview this afternoon." (She warned ...)
 - "Please all bring your homework to me by 9:00 on Monday morning." (The teacher reminded ...)
 - "I'll pay you back all the money I owe you by tomorrow." (He promised ...)

Speaking

- 8 **Pair Work** Tell your partner about one of the following. Use reported speech.
- three things that you've seen or heard in the news in the last week
 - three things that three different people have said to you in the last 24 hours

9a Look at the photos. Discuss what you think is happening in each one.

b Think about someone who has helped you to succeed in something. Make notes using the questions below to help you.

- What were you trying to do? And when?
- Who helped you?
- What did he or she suggest that really helped?
- What did you learn from this person?
- How did you feel when you succeeded?

10 **Group Work** Tell other students about the person who helped you succeed.





Reading

1 **Group Work** Look at the photo and discuss the questions.

- How old is the child in the photo? Is he old enough to be in school? Why?
- At what age did you start going to school? Did you study or learn anything at home before that?
- Do you remember your childhood as a stressful time?

2 Read the article. Compare your answers in Exercise 1 to Maddie's life.



Getting into Preschool—Hardly Easy!

1 Madison Evans was listening to Mozart and Beethoven while still in the womb to enhance her intelligence and creativity. She was hardly born when her parents hooked her up with the Baby Einstein DVD program. The colors, music, and shapes all stimulated her brain. At ten months she started an early reading program. It is no surprise then that at the ripe old age of 2, hardly out of diapers, she is going through a rigorous school application process comparable to high school seniors trying to get into college. Madison, known to most as Maddie, lives in New York City, and she is trying to get into preschool.

Maddie's parents are preparing applications to ten schools. Today she is at her sixth interview, and she knows the drill. Unlike the little boy before them, she didn't have a tantrum when the director asked him to come into the classroom with her. And unlike three interviews ago she didn't cling to her mom, making an immediate negative impression. Today she bravely took the woman's hand and marched into the classroom for her interview. Now Maddie's parents anxiously wait behind closed doors, hoping their little girl makes a good impression. They've been working so hard on this

application process. They can hardly wait to reap the rewards. She has to get in somewhere, right?

Why is it so hard to get into a preschool in large US cities like New York, Boston, or Washington DC? More families are choosing to live in large cities rather than move to the suburbs. The result is more children, fewer spots in schools, and parents willing to spend a lot of money to secure one of those spots. There is also pressure for kids to attend the best high schools to get into the best colleges, and getting into the best high schools in turn means getting into the best elementary schools, and so on—all the way down to preschool.

But in reality, there is hardly any guarantee. After a long year which was hard both on her and her parents, Maddie got into two very good preschools. But who's to say that Maddie really has a greater chance of getting into Harvard in 16 years? She may very well crack under the fierce competition of her private school. She might drop out of high school and not even make it to college. But don't let Maddie's parents hear this. They would be totally devastated—and understandably so.

After all, they are just trying to give their child what they think is best.

3 Find these words and phrases in the article. Write a short definition for each one.

- | | |
|------------------------------|-----------------------------------|
| 1. in the womb (line 2) | 5. have a tantrum (line 16) |
| 2. ripe old age (line 8) | 6. cling (line 18) |
| 3. rigorous (line 9) | 7. reap the rewards (lines 24–25) |
| 4. knows the drill (line 15) | 8. in turn (line 34) |

4 **Group Work** What are the advantages and disadvantages of pushing children to study and learn at such a young age? Discuss.

Grammar | adjectives and adverbs: *hard* and *hardly*

5 Look at the examples in the Active Grammar box. Decide if the words in bold are adjectives or adverbs. Explain the meaning of each one in other words (not using *hardly*).

Active Grammar

Examples

- Studying every weekend for my exams was **hard** work.*
- The children are encouraged to work **hard** for their exams.*
- At the age of 2, she is **hardly** out of diapers.*
- I'm very tired this morning. I **hardly** slept last night.*
- I have **hardly** any money. I must go to the bank.*
- She **hardly** ever comes to visit us. Just once or twice a year.*

Hardly means almost not or very little. It is often used with *any* (thing/one/where, etc.) and *ever*. It is not used with negative words (~~I hardly never eat chocolate~~).

See Reference page 134

6 Complete the sentences with *hardly* and the correct form of a verb from the box.

know say believe walk change have

- I'm very busy these days. I _____ any time to go to the gym.
- Are you OK? You _____ a word during dinner.
- Doesn't Tom look amazing? He's _____ at all since we were in college.
- I don't understand why that woman from the office was so friendly. I _____ her.
- Her leg is hurting her a lot. She says she can _____ at the moment.
- I was shocked when she told me he had left. I could _____ it.

Speaking

7 **Pair Work** Complete the sentences so they are true for you. Then compare your answers in pairs.

- The last time I studied hard . . . _____
- At school/work, I hardly ever . . . _____
- Recently, I've hardly been to any . . . _____

- 8
- Read the questions below and make notes of your answers.
1. What are the three most important things that help children to do well at school?

2. Which three subjects should children spend the most time studying at school?

3. What are the most important qualities of a good teacher?

4. What are the three most important things that help people to do well at work?

5. Which three job skills should people be trained in?

6. What are the most important qualities of a good manager?
- 9a
- Group Work
- Ask other students the questions in Exercise 8 and note their responses. Use the How To box to help you answer.

How To:

Give your opinion

Give your opinion

I believe small class sizes are crucial . . .
As far as I'm concerned, math is the most important subject . . .

Justify your opinion

. . . because the teacher can spend more time with each child.
. . . for several reasons; first, you need math for a lot of things in everyday life . . .
If a teacher is approachable, then children will feel free to ask questions.

- b
- Report the main findings to the class.

Writing

- 10
- Read the report and the Useful Phrases on page 145. Do the exercises.
- 11
- Group Work
- Discuss with other students which words or phrases in the report might be useful in other similar reports.
- 12
- Write a 120–140 word report on one of the topics in Exercise 8. Divide the report into separate paragraphs.



Review

- 1
- Correct the mistakes in the sentences.
1. I'd better went to the stores before they close.

2. Had you rather I didn't say anything to your boss?

3. I'd rather not working this weekend, if at all possible.

4. Would you better take a raincoat in case it rains?

5. What's that smell? I think it's time you get the cake out of the oven.

6. I'd rather took just carry-on luggage on the plane than a large suitcase.
- 2
- Write sentences in the past using the cues.
- Ex: Zoë/say/can't remember/where/leave/keys

Zoë said she couldn't remember where she had left the keys.
1. Tony/ask/I like/play/tennis/this weekend

2. They/tell/best time/visit Egypt/be/in January or February

3. Helen/say/not know/what time/firework display/start

4. He/ask/me when/I want/go/see/the play

5. My boss/tell/I have to/make/presentation/at sales conference/in March

6. The newspaper/say/one/our athletes/win/a big race
- 3
- Circle the correct choices to complete the sentences.
1. She promised to do/doing all her homework before she went out to see her friend.

2. Can you explain me/to me exactly how this gadget works?

3. They decided to sell/selling their house and move to the country.

4. My doctor suggested taking/to take a week off work.

5. Will you remind me to go/going to the post office this afternoon?

6. He admitted being/be wrong about the train schedule.

7. They warned us/to us that the weather conditions would make walking into the mountains very dangerous.
- 4
- Complete the sentences with *hard* or *hardly*.
1. I'm going to work _____ on my math homework from now until the end of the year.

2. We _____ have any time to see friends at the moment. Life is just too busy!

3. I could _____ believe it when she said they were going to get married!

4. If you look _____, you can just see Michael on the other side of the parking lot.

5. _____ anyone came to opening night of the restaurant. It was very disappointing.

6. It will be a long, _____ climb to the top of the mountain.

Communication | give and seek personal views and opinions



5 Discuss the questions.

1. What can you see in the picture above?
2. How often do you listen to the radio?
3. What different kinds of radio programs do you know?

6a ▶ 2.13 Listen to the excerpt from a radio call-in show. What is the reason for each person's call?

b Listen again and decide what advice you would give each caller and why.

7 Do you ever listen to this kind of radio program? Why or why not? Who do you usually go to for advice about problems? Discuss.

8a **Group Work** Decide on some interesting problems for a radio call-in show.

b **Pair Work** Roleplay calling a radio program and asking for advice. Then change the situation and change roles.

