

One step at a time

1



I love running • Running helped me find new friends • I'll be like that • I'm going to give it my best shot • Off to a flying start • Competition day

1 I love running → EXTRA PRACTICE (EP) 1-2

- a** Look at the photo. What can you guess about the woman and the situation?
What do you think has just happened? Talk with a partner.

■ It looks like she's ... ● Yes, she seems ..., doesn't she? ■ I reckon she ...

- b** Listen to Emily. Were your ideas right? ▶ I/1

- c** Discuss the following questions in small groups.

- 1 Do you like running or any other sports? Why/why not?
- 2 What's your favourite free-time activity? Why?
- 3 How did you get started with this activity?

■ I play ..., but I don't go running.
● I don't either, because ...
▲ I started ... when I ...

2 Running helped me find new friends → EP 3-4

- a** What would you ask Emily from Page 9 if you interviewed her about her running? Talk in pairs. Use the question words to help you.

When? Where? What? Why? How?

- b** Now read an interview with Emily. Can you find answers to your questions? Talk with a partner.



Running helped 10K winner find new friends

Emily, you've recently won the 10K race around The Downs in Bristol.

When and why did you start running?

Well, I moved here just a year ago. I'm originally from a much smaller town. Although I kept meeting new people, they never became friends because I only saw them once or twice. One day I happened to see a poster for a local running group, and so I went along. Initially, I only managed about three minutes. But even though it was a hard slog, I was hooked. And everyone in the group was so welcoming and supportive. Running helped me find new friends!

Can you tell us about your training?

I think it helps to set yourself small goals and take one step at a time. So I bought myself some new trainers and started my training slowly. First of all, I only ran for one minute and then walked for five. I repeated this cycle for as long as I could still breathe, and as I got fitter, I increased the running intervals. Then I started running with the group about twice a week. But it's important to work on general fitness too, so I focused on strength by doing stretches and weights. Later I also did cross-training, like swimming and cycling. After that I increased my distances and started running uphill. It was hard work, but I stayed the course. Finally, after about two months of training, I was able to run ten kilometres. And one day, I thought, I'm going to do a 10K race. So I did. In the end, it turned out better than I had ever imagined! Being the first to cross the finishing line was amazing!

Do you plan to compete in more races?

TIP

When you read a text, underline the words and phrases that are new for you and important for understanding the text. Try to guess the meaning from the context.

- c** Read the interview again and decide whether these sentences are true (✓) or false (✗).

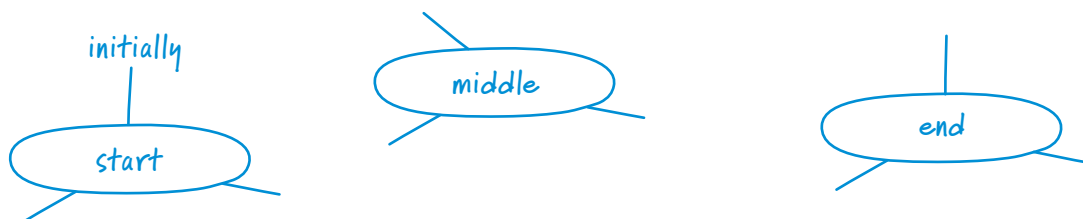
- | | |
|--|---|
| 1 Emily grew up in Bristol. <input type="checkbox"/> | 3 She first combined running with walking. <input type="checkbox"/> |
| 2 She looked for a running group. <input type="checkbox"/> | 4 She won a 1000-metre race. <input type="checkbox"/> |

- d** Add the phrases to the timeline to show the steps in Emily's training.

interval training biking weightlifting new running shoes running twice weekly

join running group ● —————> 10K race

- e** What expressions did Emily use to describe the order in which she did the steps in her training? Find them in the interview and write them on the mind maps. Then, in pairs, add more words you already know.



- f** Play a game in small groups: Using the timeline and mind maps, the first student says what Emily did first. The next student repeats the first student's sentence and adds Emily's next step. Continue around the group until you finish Emily's story.

- First of all, Emily joined a running group.
- First of all, Emily joined a running group. Then she ...

- g** Think of something you like doing in your free time. Draw a timeline of the steps you need to follow in order to do or to learn to do this activity. Tell a partner about it.

- I like knitting. First you need to buy some wool. Then ...

3 I'll be like that → EP 5

- a** Read the rest of Emily's interview (ignore the numbers in brackets for the moment). How does she feel about the future? Talk with a partner.

Do you plan to compete in more races?

Yes! I'm running a 10K in Brighton next month (1 ____). And next March I'm flying to New York for the NYC Half Marathon (2 ____). That's over 20 kilometres, so I hope I'm not jumping the gun! I'm going to give it my best shot, though (3 ____).

And what about further in the future?

Well, I'm not going to throw in the towel any time soon (4 ____)! You know, I saw an old man out running yesterday, all wrapped up because it was a chilly morning. I suppose I'll be like that when I'm old (5 ____)! Maybe I'll even do a full marathon one day (6 ____). I'll probably need a *tiny* bit more training to get to that point (7 ____)... But as long as I can tie my own shoelaces, I'm still going to go running (8 ____)!

- b** Look again at what Emily says about the future. With a partner, match her sentences (1–8) to the categories (a–c) below. Which verb form do we normally use for each category: *going to*, *will* or the present continuous?

- a** intentions **b** predictions **c** fixed plans

I'm **going to watch** that new film next week.

I'll **be** happier once this is over.

I'm **meeting** Sandy this afternoon.

remember

Info

It's usually most natural to use the short form of *will*: *I'll*, *you'll*, etc. If you use the full form, it can sound very emphatic: *I **will** call you before noon, I promise!*

c Now read Emily's email. How does she feel about her studies? Talk with a partner.

☐ bored ☐ stressed ☐ pleased ☐ surprised

Hi Isabelle,
Well, I guess I'll finish **1** (finish) the half marathon in NYC, but I'm not so sure about my exam marathon ... This master's degree is so much work! I **2** (meet) my study buddy again this evening to revise together.
On a happier note, I **3** (book) my flights sometime next week! Thank you so much for letting me stay with you in New York. Have I ever told you that you're a pretty great sister? 😊
I'm so excited we **4** (do) this together!! I'm sure we **5** (have) an amazing time!
Emily
P.S. I want to earn a bit of extra cash for my trip. Any ideas?

d What are Emily's intentions, predictions and fixed plans? Fill in the gaps above with the verbs in brackets. Use *going to*, *will* or the present continuous.

e Tell a partner about next weekend or your next holiday. What have you planned? What do you intend to do? What else do you think will happen? Make notes on what your partner says, and then tell the rest of the class.

- Next weekend I'm meeting ... First we're going to cycle to ... and then ... Hopefully I'll ...
- Next weekend Jenny is meeting ...

4 I'm going to give it my best shot → EP 6-7

a In the interview on Page 11, Emily says, "I'm going to give it my best shot." What does she mean by this? Discuss with a partner.

- 1** She won't run in the race if she thinks she won't win. ☐
- 2** She'll do the best she can. ☐
- 3** She'll bring a lucky charm with her to the race. ☐

b Emily uses more idioms in the interview on Pages 10 and 11. Find the ones that express these meanings.

- 1** something difficult, requiring a lot of effort: a h a r d s l o g
- 2** manage to keep going until the end: s _ _ _ _ _
- 3** the end of something big and important: the f _ _ _ _ _
- 4** start or assume something too soon: j _ _ _ _ _
- 5** give up: t _ _ _ _ _



- c** Read Isabelle's reply to Emily. Does she describe a problem or suggest a solution? Talk to a partner and then fill in the gaps with the idioms from 4a and 4b, changing the verb forms as necessary.

To Emily
Subject re: New York!!!

Dear Emily,
Oh, poor you with the exams! I know it's a *hard slog* **1**. But I'm so proud of you for _____
_____ **2** and not giving up. And you're nearly at the _____ **3**!
Don't _____ **4** now! Can't wait to see you in NYC! I'll try to pick you up at the
airport, but I don't know how long I'll have to work. I'll _____ **5**, though.
Also, my boss might be able to get us tickets for a Yankees game – how exciting! But I don't want to
_____ **6** and make any promises before I actually have them in my hands!

Big hugs from your big sis,
Isabelle
P.S. My old friend Jack has just posted something online about a crazy competition where you can win
a lot of money. Maybe you should take a look ... 😊

- d** With a partner, write the idioms from 4c on cards and talk about the contexts in which you could use them. Then play a game with another pair: Put the cards face down on the table. Take turns drawing a card and making a sentence with the idiom on it.

- e** Imagine a friend has asked you one of the following questions. Write an email using some of the idioms from above. Then exchange emails with a partner. Can you suggest ways to improve your partner's email?

- How is your English course going?
- What project are you working on?
- Can you help me stay motivated on my long project?

5 Off to a flying start → EP 8

- a** What crazy competitions have you seen or heard of? Collect ideas on the board.
- b** Listen to a radio advert for a competition day. Would you like to watch or take part in this event? ▶ 1/2
- c** Which competition do you think Emily should take part in to win money for her trip? Talk in groups.
- d** With a partner, read the phrases from the radio advert and choose the correct words. Listen again to check. ▶ 1/2

- 1** Generous well-☐ knowing ☐ known sponsors ...
2 ... provide important and long-☐ lasting ☐ lasted support ...
3 ... become one of the highest-☐ paying ☐ paid paper plane pilots ...
4 ... this eye-☐ watering ☐ watered contest ...



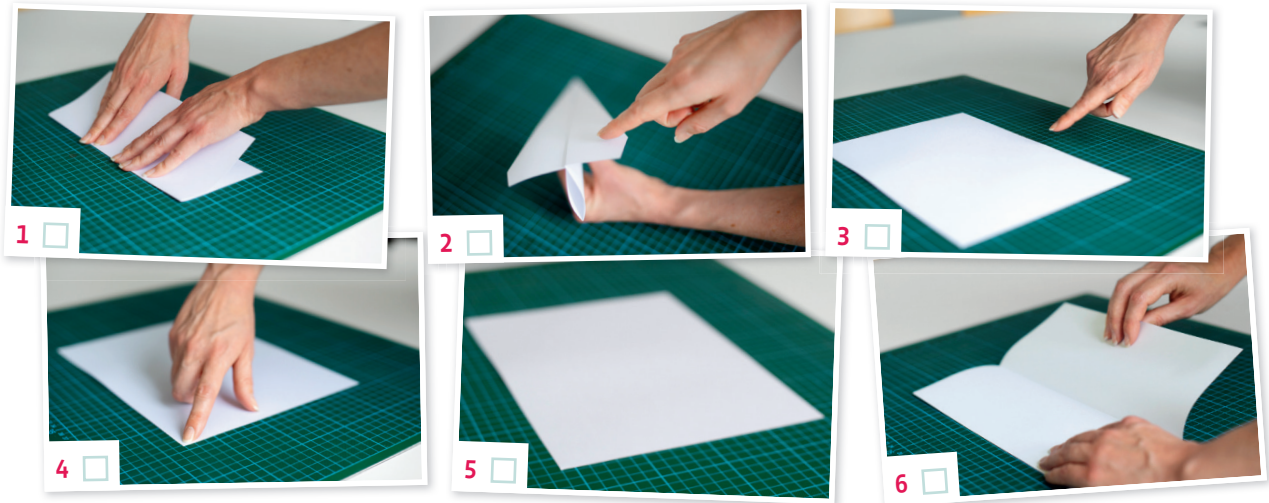
The spiciest peppers around await our **hot-blooded** participants! Can you carve the thinnest slice, the **best-looking** face or the most beautiful flower?

- e** In small groups, look at the words on Page 149. Which of them can be combined to form new adjectives? Use some of your new compound adjectives to write a short description of a crazy competition.
- f** Take turns reading your descriptions to the rest of the class. Whose competition is the funniest? Which competition would you take part in, and why?

6 Competition day → EP 9-12

- a** Emily has decided to enter Competition 2, “Off to a flying start”. First she has to make a paper plane! Help her by matching the words to the pictures.

a corner **b** edge **c** to fold **d** sheet of paper **e** to unfold **f** wing



- b** Put the steps for making a paper plane in the correct order. Then compare with a partner and fill in the gaps with the words below. (Some of the words can be used more than once if you like.)

then next first of all after that finally

- a** ☐ _____ unfold the paper.
- b** ☒ _____ fold a sheet of paper in half lengthways.
- c** ☐ _____ fold the whole paper in half again along the central fold.
- d** ☐ _____ fold down the wings.
- e** ☒ _____ fold the corners of the left-hand side down to the central fold.
- f** ☐ _____ fold the diagonal edges into the central fold.
- c** Make a paper plane! Work with a new partner. One of you reads out the instructions in the correct order while the other one makes a plane. Then switch roles.
- d** It's competition day, and Emily is ready to enter the contest. Have your own competition. Whose plane can fly the furthest?

TIP

You can find lots of fun “How to ...” videos and instructions in English online.

Go for it!

Crazy hobby club

- a** The class is going to work together to found a new club. First, interview two people about their hobbies and interests. Then compare notes. What did you learn about the students you interviewed? How many people share the following interests?

music	sport	art	video games	drama
dance	crafts	nature	literature	

- b** Make small groups with students who have similar interests. Now invent a crazy hobby that is innovative and exciting within your area of interest. What are the steps in learning to do it? Make a timeline.

- *What about tiny origami?*
- *That sounds interesting! I think the first step in learning to do it is ...*

- c** Present your new hobby to the class. Then have a vote: Whose idea is the most creative? The people in that group become the marketing managers of the new club.

- d** As a class, hold a meeting to decide the following things about your club.

- What is it going to be called?
- Will you have a club logo?
- What different hobbies will be offered?
- When will people meet for the different activities?
- What equipment do you need?

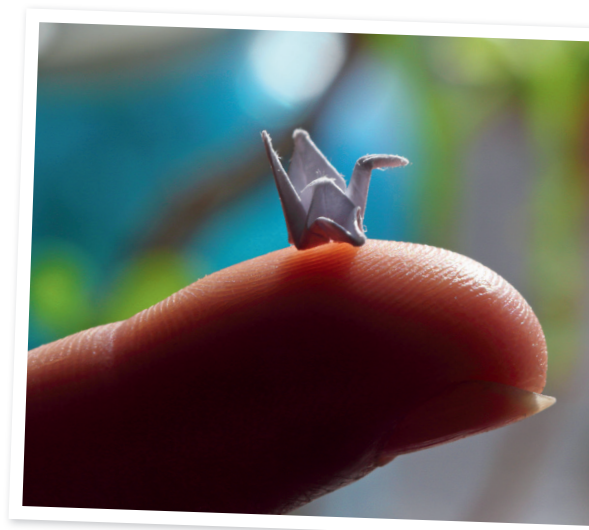
- e** As a class, make a poster to encourage people to join your new club and try out the activities. The marketing managers are in charge of organising who writes/ designs the different parts of the poster. Include the information from Step d.

Come along on Tuesdays and give tiny origami your best shot!
It might be a hard slog, but you can learn to paint while cycling!

- f** Display the poster in the classroom and discuss the hobby ideas as a class. Which activities are you going to try?

- *I'm going to try banana fishing next week. Maybe one day I'll also ...*

- g** If possible, either leave the poster in the classroom for the entire course or take a photo to remind you of your ideas. Report back if you try any of the new activities.



Extra practice

One step at a time

after Classroom Activities (CA) 1

- 1a** Which of these expressions show that the speaker is sure of something and which are used for speculating?

- | | sure | speculating |
|--|--------------------------|--------------------------|
| 1 She seems to be a bit confused. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I imagine she's tired after that long race! | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He's probably on his way to the party. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I'm positive that we can still catch the bus. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I reckon that equipment was quite expensive! | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 She's enjoying herself, without a doubt . | <input type="checkbox"/> | <input type="checkbox"/> |

Info

I reckon is a British expression which is not used by Americans. The American equivalent is **I guess** – and more and more people in the UK are saying this too!

- 1b** Speculate about the pictures. Write sentences in your notebook.



1 They probably belong to a club. I imagine they get together every week and ...

- 2** You've been asked to complete an online survey about free-time activities. Write your answers below.

Now I can ...

give a clear account of a topic within my area of interest, e.g. talk about a free-time activity I like doing.

What is your favourite free-time activity? Why?

How did you get started with this activity?

What other free-time activities are you interested in trying, and why?

after CA 2

- 3a** The words in the table below are from Emily's interview on Page 10. Fill in the table by completing the word families. Check a dictionary if you don't know all the words.

Noun	Verb	Adjective	Adverb
origin	to originate		originally
		welcoming	--
	to compete		
strength			
		supportive	

TIP

You can create tables like this in your notebook to help you learn new words. Writing example sentences will also help you remember the words better.

- 3b** Write three sentences about your life. Each sentence should use a word from 3a.

1 I originally started ballet lessons, but then I found I like street dance more.

- 4a** Unjumble the letters to make expressions that help to structure a text or speech by showing the beginning, middle or end. Each time, the first letter is correct.

- | | |
|----------------------|-----------------------|
| 1 nxte _____ | 5 to biegn whti _____ |
| 2 to sttra _____ | 6 ilylintia _____ |
| 3 lstayl _____ | 7 stulbenqueys _____ |
| 4 ftrsi fo lal _____ | 8 flyilan _____ |

- 4b** Add the new words from 4a to your mind maps on Page 11.

- 4c** Read the comment on Emily's interview and fill in the gaps with suitable expressions from your mind maps. There are multiple correct answers!

Thanks for sharing your story, Emily! I never learned to swim as a child, so I was always afraid of water. Last summer I decided it was time to change that. _____ **1**, I just imagined myself swimming! _____ **2** I practised breathing out while underwater, and _____ **3**, when I felt more comfortable, I took a swimming class for adults. _____ **4**, I discovered that swimming actually relaxes me – and it's good for my back too! I swim every morning now!

- 4d** Think of a time when you learned something new: a language, hobby, sport, skill, etc. Make some notes about the start, middle and end of your learning process, as in the example below. Then write a comment like the one in 4c about your experience.

Learning to use Excel

Start: - didn't understand how the functions worked
 - was looking for a new job and wanted to add Excel to my CV

Middle: - asked an acquaintance for some tips
 - found some tutorials online

End: - feel comfortable using it
 - use it in my private life too, to track my expenses

Now I can ...
 describe the steps of a procedure
 clearly and in detail.



after CA 3

- 5a** Read this chat between Isabelle and her friend Sarah. Then complete the rules.

CHAT WITH SARAH

remember it

My sister's **going to visit** next month. Fancy joining us for a meal while she's here? 5:22

Judging by the work piling up on my desk, I'm **going to be** very busy next month, and I'm **flying** to Austin for a conference on the 15th, but I'd love to meet your sister! 5:25

I hope we can find an evening that suits! I'm sure you and Emily **will get on** really well! 😊 5:27

I'll **try to** find time – just give me the dates. 5:29

Brilliant! She's **going to book** her flights sometime next week, and then I'll **let you know**. 5:30

send



- To talk about fixed plans or appointments, we use ☐ **going to** ☐ the present continuous.
- When we talk about intentions or personal plans for the future, we usually use ☐ **going to** ☐ the present continuous.
- To express predictions about what we think will happen, we most often use ☐ **going to** ☐ **will**. ☐ **Going to** ☐ **Will** can sometimes also express predictions, if they are based on evidence we have or can see now.
- For promises or spontaneous decisions about the near future, we use ☐ **going to** ☐ **will** ☐ the present continuous.

understand it

TIP

Because **going to** is used for personal intentions and plans, this is the form you will hear most often when people talk about the future.

TIP

For more revision of future forms, see the grammar overview on Pages 160–161.

- 5b** Isabelle has blogged about an idea for improving her Spanish. What are her intentions, fixed plans and predictions? Fill in the gaps with a suitable form of the verb in brackets.

use it

Now that I don't have to work as much overtime, I'm going to start **1** (start) working on my Spanish in my free time, which I've wanted to do for a while. I've set myself the goal of cooking one meal from a Spanish recipe each week. I guess it _____ **2** (be) hard at first, but I'm sure it _____ **3** (get) easier the more I cook! I've already decided that I _____ **4** (search for) recipes online, and then I _____ **5** (write) my shopping list in Spanish. I _____ **6** (do) that on Sundays so I can go shopping after work on Monday evenings. This week, I _____ **7** (make) an omelette, and a friend _____ **8** (come) round to help! In fact, now that I think about it, he _____ **9** (be) here any minute!

- 5c** Set yourself a small goal for improving your English. You can use your own idea or one of the ones below. What are you going to do? What do you think will happen? Write a blog post like Isabelle's and bring it to your next lesson.

Read an article.

Write an email.

Memorise a short poem.

Make (and use!) vocabulary flashcards.

Learn the lyrics to a song.

Now I can ...

communicate detailed information about future plans, intentions and predictions.

after CA 4

- 6** Fill in the gaps with the idioms below. Change the verb forms as necessary.

finishing line hard slog jump the gun ~~give sth one's best shot~~ stay the course throw in the towel

- 1** I'm not sure I can finish in time, but I'll give it my best shot!
- 2** If I don't manage to fix the printer soon, I'll _____ and call the technician!
- 3** Our big project is nearly complete – the _____ is in sight!
- 4** Meg shouldn't have reacted so quickly. She _____ and made a poor decision without thinking it through.
- 5** The training can take years, but if you _____, the job prospects are very good.
- 6** We went hiking yesterday. Most of it was uphill, so it was a _____.

- 7a** Emily wants to know about American idioms before travelling to New York. She has found an article about the origins of sports idioms. Read the article and fill in the gaps with the names of the sports below.

softball baseball (2x) cricket horse riding



Sporting language

The large number of sport-related expressions that are used in everyday English show just how important sports are within the cultures of the UK and US. These expressions are not limited to informal usage; we see them in business contexts all the time. But do you know where they come from?

In America, one of the most popular sports is _____ **1**, so naturally a number of idioms have come from this game. For example, “to play hardball” originally meant to play with the harder, standard ball, rather than the softer ball used in _____ **2**.

Another example is the term “(to throw a) curve ball”, which describes the act, in _____ **3**, of throwing or pitching

the ball so that it unexpectedly spins downward and to one side, to make it harder for the batter to hit. Americans also use the phrase “to touch base”, which comes from the fact that baseball players need to touch each base on their way around the pitch to score a run.

The idiom “to have (or be given) free rein” is used in both the UK and the US and comes from _____ **4**. If a rider holds the reins loosely, the animal can move in any direction it wants.

British English in particular has adopted several sayings from the game of _____ **5**. These are also used in former British colonies where this game is still popular, such as India and Australia.

- 7b** Match the idioms from the article to their everyday meanings.

- | | |
|-----------------------------|--|
| 1 throw a curve ball | a do whatever it takes to get what you want |
| 2 touch base | b get in touch with someone |
| 3 have free rein | c surprise someone with something difficult or unpleasant |
| 4 play hardball | d be allowed to do whatever you want |

- 7c** Choose four idioms from 6 and/or 7b and use them to write four sentences.

TIP

Sometimes you understand English expressions when you hear or read them, but can't use them when you speak. This is called passive vocabulary. To add new words to your active vocabulary, you need to repeatedly practise using them in the right contexts.

I didn't like my last job because the boss controlled everything in the department and nobody had free rein on anything.

Now I can ...
understand common
idioms related to sports.



after CA 5

- 8a** Look at the sentences about crazy competitions. Then complete the rules below.

see it

We're going crazy this year in our fundraising event, with the funniest competitions ever! Generous **well-known** sponsors will multiply your entry fee by ten.

The spiciest peppers around await our **hot-blooded** participants!

Can you carve the **best-looking** face into an onion?

This is your chance to become one of the **highest-paid** paper-plane pilots around!



- We can combine ☐ words ☐ phrases to make a new adjective.
- The first word is often an adverb or ☐ preposition ☐ adjective.
- The second word is either a verb in the *-ing* form or a ☐ noun ☐ past participle.
- To make the comparative or superlative form, we usually modify the ☐ first ☐ second word, following the usual rules, e.g. *good-looking* → *best-looking*.

understand it

- 8b** Complete the questions with the superlative form of the adjective in brackets. Then write answers to the questions in your notebook.

use it

- 1 Who do you think is the *best-looking* (good-looking) actor working today?
- 2 Who is/was the _____ (well-behaved) child in your family?
- 3 Who is the _____ (hard-working) person you know?
- 4 Of the people you've spoken to today, who was the _____ (kind-hearted)?

1 Without a doubt, the *best-looking* actor working today is ...

Now I can ...
combine descriptive words to talk
about and compare people and things.

TIP

Some dictionaries have special pages where you can find common compound adjectives made with *good* or *well*.

after CA 6

- 9 Below are instructions for how to cut an onion into a flower. Number the steps in the correct order.

- a Repeat this until you have cuts all the way around the onion. ☐
- b Peel the onion and cut off the top. ☐
- c Place the onion in the fridge for 30 minutes so it unfolds like a beautiful flower. ☐
- d You need a big onion. ☐
- e Rotate the onion and make another cut about 5 mm from the first one. ☐
- f Cut down the middle of the onion, but stop close to the bottom. ☐



- 10 Listen and follow the instructions for creating your own work of modern art. Bring your masterpiece to the next lesson! ▶ 1/3

Now I can ...
understand and successfully
follow detailed instructions.



- 11 Read this sentence. What do you think the idiom “a good sport” means?

Focus on idioms

I was disappointed we couldn't get tickets to the Yankees game – but I tried to be a good sport about it.

- a someone who trusts their teammates or colleagues ☐
- b someone who isn't angry or unpleasant if they don't get what they want ☐
- c someone who stays relaxed and flexible ☐



- 12 Congratulations! It's the end of Unit 1. If you liked the topic of this unit, you might enjoy the film, song and book ideas below.



“Eye of the Tiger” (1982)

The American band Survivor sing about the feeling of confidence and power before a contest.



Chariots of Fire (1981)

This inspiring British classic tells the true story of two men who ran in the 1924 Olympics.



The Flea: The Amazing Story of Leo Messi (2012)

This book by Michael Part tells the story of a boy who was born to become one of the world's greatest football players.



Unit 7, 6 I'll be waiting → P. 106, d

- d Partner A:** Look at Ryan's travel itinerary. Write down some questions about the gaps on the itinerary. You can ask about what Ryan will be doing or what he will have done, as in the example questions below.

What will Ryan be doing on 6th April at 4 p.m.? / What will Ryan have done on 6th April at 5:15 p.m.?

5 th April	4 p.m.: Arrive in Thimphu, check in to hotel
6 th April	2 p.m.: Arrive at Thimphu nature reserve 3–5 p.m.: _____ 6–8:30 p.m.: Have traditional Bhutanese dinner in Thimphu
7 th April	8 a.m.: _____ 11:30 a.m.–12:30 p.m.: Take archery lesson 2 p.m.: Walk to Buddha Point
8 th April	7–9:30 a.m.: _____ 3–4:30 p.m.: Visit Temple of the Divine Madman
9 th April	6 a.m.: _____

Now ask your partner about the activities that are missing on your travel itinerary, and fill in the gaps with the information they give you.

- What will Ryan be doing on the 6th of April at 4 p.m.?
- He'll be taking a tour of the Thimphu nature reserve. What will Ryan have done on the 6th of April at 10 p.m.?
- He will have had a traditional Bhutanese dinner in Thimphu.

Unit 1, 5 Off to a flying start → P. 14, e

- e** Which of the words from the two groups below can be combined to form new adjectives? Combine words from the two groups to form new adjectives.

fast	long	well	looking	growing	lasting
funny	scary		behaved	organised	paid
hard	highly		sounding	working	talking

Quellenverzeichnis

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Texte: **S. 72:** Gedicht von Alexander Posey: „To Yahola, on his first birthday“; aus: *The Poems of Alexander Lawrence Posey* (Crane & Co., 1910)

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