

# 4

## Goals and ambition


### GOALS

- Scan an article about achieving an ambition
- Talk about future plans
- Talk about goals and motivation
- Recognize fillers in a podcast
- Explore ways to give encouraging feedback
- Write comments on an online forum

### 1 Work in pairs. Discuss the questions.

- 1 Look at the photo. How do you think the people in the race feel?
- 2 Is there anything difficult that you want to do? How do you plan to achieve it?

### WATCH

- 2  4:1 Watch the video. How do Abby and Andrej answer these questions? Discuss with a partner.

#### NATIONAL GEOGRAPHIC EXPLORERS



ABBY MCBRIDE



ANDREJ GAJIĆ

- 1 What do you do to stay fit and healthy?
  - 2 Do you have health and fitness goals?
- 3 Make connections. In what ways are your fitness habits and goals similar or different from those of Abby and Andrej? Tell a partner.



# 4A

## Achieving your ambitions

### LESSON GOALS

- Scan an online article for information
- Categorize information
- Talk about ambitions

### READING

#### 1 Work in pairs and discuss the questions.

- 1 What is an ambition?
- 2 What ambitions do you have?
- 3 What steps are you taking toward achieving your ambitions?

#### 2 Work in pairs. Match these verbs a–f with their meanings 1–6.

a achieve	b coach	c concentrate
d give up	e push	f train

- 1 succeed at a goal \_\_\_\_\_
- 2 stop trying to do something \_\_\_\_\_
- 3 practice a sport \_\_\_\_\_
- 4 think carefully and pay attention \_\_\_\_\_
- 5 force someone to do something \_\_\_\_\_
- 6 teach athletes \_\_\_\_\_

#### 3 Look at the Reading Skill box. How is scanning different from skimming? See page 12. How can scanning help you to read? Discuss with a partner.

### READING SKILL

#### Scanning

Scanning a text can help you to find information that you need quickly.

- To find out *when*: scan for numbers
- To find out *where*: scan for capital letters
- To find out *who*: scan for capital letters, names, and job titles
- To find out *what*: scan for information related to what you want to know (e.g., look for *work* or *study* to find what someone does)



#### 4 Scan the online article about Mark Chan on page 49. In your notebook, answer questions 1–6.

- 1 Where is Mark from?
- 2 What two things take up most of Mark's time?

- 3 What is Mark's main ambition?
- 4 When did Mark first try climbing?
- 5 Who trains Mark now?
- 6 Who else does Mark's coach work with?

#### 5 Read the article again. Are these sentences true (T) or false (F)?

- 1 Mark is confident that he will go to the Olympics. T F
- 2 Mark studies, then trains every day. T F
- 3 Mark plans to live in the U.K. T F

#### 6 Work in pairs. Which parts of Mark's life would you enjoy or find difficult?

#### 7 Look at the Critical Thinking Skill box. Then check (✓) the actions 1–8 that are helpful for achieving ambitions.

### CRITICAL THINKING SKILL

#### Categorizing

You can categorize things by thinking about how they are the same or different, for example, deciding if information is true or false, or positive or negative. Putting information into different categories can help you think about and understand it.



- 1 ☐ give up
- 2 ☐ listen to friends, teachers, or coaches
- 3 ☐ give 100%
- 4 ☐ practice as much as possible
- 5 ☐ have an ambition
- 6 ☐ do nothing
- 7 ☐ worry about failing
- 8 ☐ take part in races and events

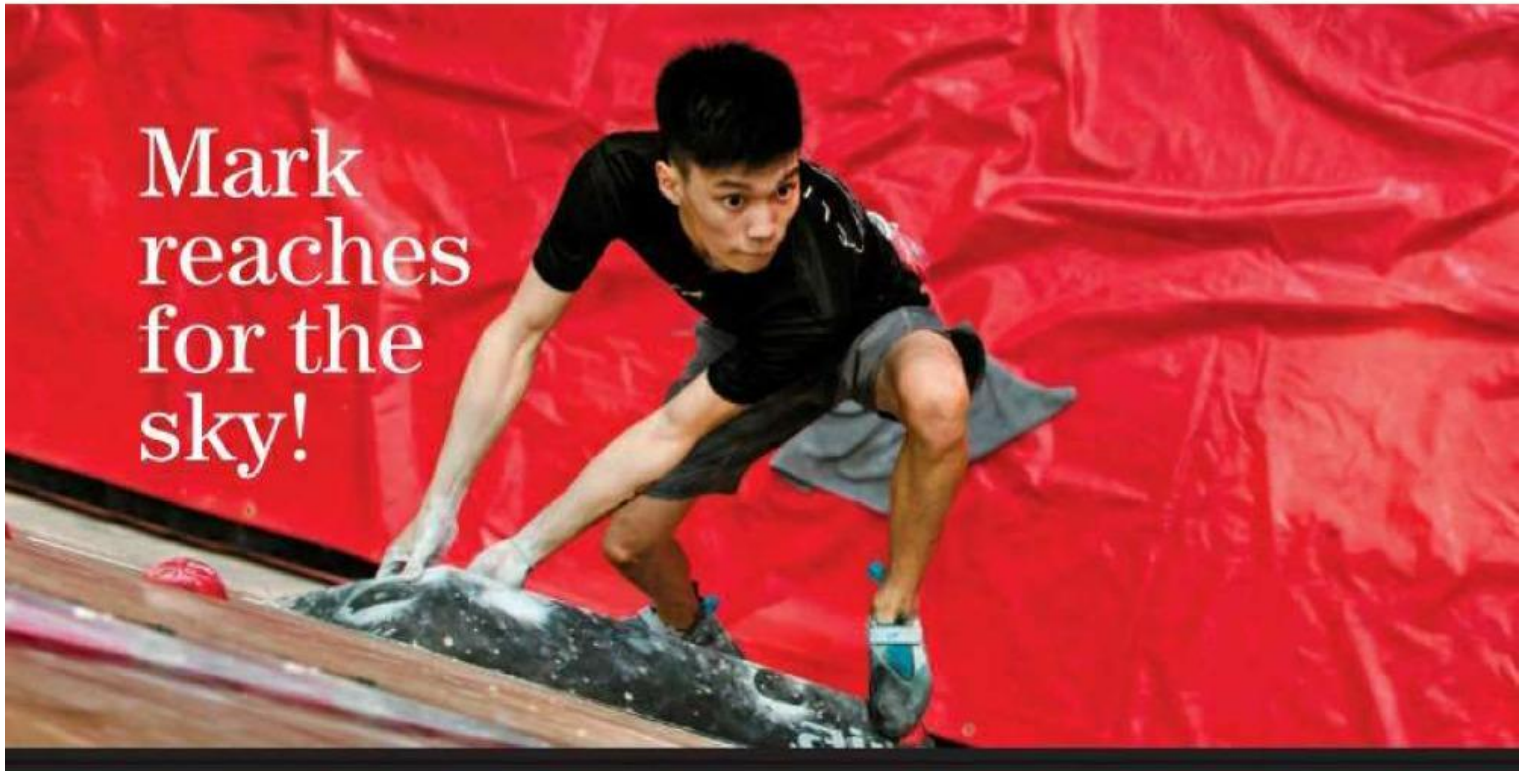
### SPEAKING

#### 8 Work in pairs. Discuss the questions.

- 1 What are you training for or practicing right now, e.g., sports, languages, or hobbies?
- 2 Which of the things in Exercise 7 do you do when things get difficult?
- 3 Are you someone who pushes yourself?



# Mark reaches for the sky!



Mark Chan is a hardworking student with a dream. In his free time he loves climbing and he was the first Singaporean to climb in the Youth Olympic Games. His ambition is to climb for Singapore in the next Olympics.

Mark started climbing when he was fourteen years old. His school coach thought he was so good that he introduced him to the Singapore national team. He made the team and that's when he started to push himself.

Mark studies aerospace engineering at college. He says that in Singapore the cost of living is very high, so everyone has to study hard to get a good job. His parents also push him to succeed. It's hard to find time for both school and training. He worries that he won't make the Olympics because he doesn't have enough time to train, but he wants to try.

To do it, Mark trains as much as possible. He races in every climbing competition that he can, and goes to the gym every day after class. He says it's very tiring but that he's "working hard for what I really want." Mark knows that to achieve his goal he has to give 100%. Practice makes perfect, so he often does the same climbing move many times before he gets it right. And he never gives up! Next year, he's moving to the U.K. to train with his coach.

Mark's coach, Ian Dunn, has 40 years of experience and coaches the Great Britain climbing team. He wants to push his climbers and help them succeed. He says that Mark needs to concentrate and "be more confident." He's excited that Mark is going to work with him in the U.K. He thinks Mark's future is "really bright."

Mark plans to train hard. We hope he makes it to the Olympics!

Follow this site for updates!

## EXPLORE MORE!

Do you think Mark qualified for the Olympics? Search online for "Mark Chan climber" to find out.



# 4B

## Setting goals

### LESSON GOALS

- Listen to people talking about their goals
- Use *going to* and the present progressive for future plans
- Understand weak forms

### LISTENING AND GRAMMAR

#### 1 Work in pairs. Discuss the questions.

- Do you set goals for the future or do you live in the moment?
- What are the advantages and disadvantages of making future plans or of living in the moment?

### NATIONAL GEOGRAPHIC EXPLORERS

#### 2 4.1 Listen to Andrej Gajić and Abby McBride. Do they set goals, live in the moment, or both? Discuss with a partner.

#### 3 4.1 Listen again. Are these goals Andrej's or Abby's? Check (✓) the correct answers.

	Andrej	Abby
1 protect wildlife with storytelling	<input type="checkbox"/>	<input type="checkbox"/>
2 protect more animals	<input type="checkbox"/>	<input type="checkbox"/>
3 teach people on social media	<input type="checkbox"/>	<input type="checkbox"/>
4 stop using social media	<input type="checkbox"/>	<input type="checkbox"/>
5 go to Patagonia	<input type="checkbox"/>	<input type="checkbox"/>
6 travel to Vietnam	<input type="checkbox"/>	<input type="checkbox"/>
7 work in the U.S.A.	<input type="checkbox"/>	<input type="checkbox"/>
8 practice Spanish	<input type="checkbox"/>	<input type="checkbox"/>
9 learn more about the ocean	<input type="checkbox"/>	<input type="checkbox"/>
10 do more things they love	<input type="checkbox"/>	<input type="checkbox"/>

Andrej Gajić



Abby McBride



- 4 Read the Grammar box. Then underline another example of each form in the audioscript for track 4.1 on page 185.

#### GRAMMAR Future plans

##### Going to

Use *going to* + base verb for plans and future intentions.

*I'm going to learn more about my science.*

##### Present progressive


Use the present progressive for definite arrangements in the future (sometimes used with a time, day, or date).

*I'm traveling in South America soon.*

Go to page 169 for the Grammar reference.

- 5 Work in pairs. Look at the pairs of sentences (1–5). Discuss the difference in meaning, if any, between each option, a and b.
- 1 a They're moving on May 7.  
b They're going to move.
  - 2 a I'm starting a class soon.  
b I'm going to start a class soon.
  - 3 a We're running at 3 p.m.  
b We're going to go for a run at 3 p.m.
  - 4 a He's taking a driving lesson tomorrow.  
b He's going to take a driving lesson.
  - 5 a I'm practicing my English this summer.  
b In the summer, I'm going to practice my English.
- 6 Complete the questions about future plans using the present progressive or *going to*. Then ask and answer the questions in pairs.
- 1 What \_\_\_\_\_ you \_\_\_\_\_ (do) tonight?
  - 2 How \_\_\_\_\_ you \_\_\_\_\_ (study) for your exams?
  - 3 Where \_\_\_\_\_ you \_\_\_\_\_ (go) on your next vacation?
  - 4 \_\_\_\_\_ you \_\_\_\_\_ (meet) anyone after class?
  - 5 \_\_\_\_\_ you \_\_\_\_\_ (learn) a new skill this year?

#### PRONUNCIATION

- 7  42 Look at the Clear Voice box. Then listen to the example and tell a partner what you notice about the stressed words and weak forms.


##### CLEAR VOICE

##### Understanding weak forms (2): prepositions and articles

Some words, like prepositions (*at, to, for*) and articles (*a, an, the*), are difficult to hear because they're not stressed. This means that, for example, the *to* in *going to* is often weak and difficult to hear.

*I'm going to meet a friend at six.*



- 8  43 Listen to sentences 1–4 and underline the stressed words. Then listen again and circle the weak forms.
- 1 I'm planning to write a book.
  - 2 He's going to Brazil next summer.
  - 3 I'm visiting my family soon.
  - 4 She's staying with her parents for another year.

#### SPEAKING

- 9 Complete the sentences about your plans. Discuss with a partner.
- 1 I'm going to learn how to \_\_\_\_\_.
  - 2 I'm planning to visit \_\_\_\_\_.
  - 3 I'm meeting \_\_\_\_\_ next week.
  - 4 I'm hoping to \_\_\_\_\_.
  - 5 I'm going to try to \_\_\_\_\_.
  - 6 I'm \_\_\_\_\_ on the weekend.
  - 7 This summer I'm \_\_\_\_\_.
- 10 Work in pairs. Discuss the questions. Think about your work and personal life. Use the future forms.
- 1 Do you have any short-, medium-, or long-term goals? What are they?
  - 2 Are any of your goals similar to the explorers?



# 4C

## What motivates you?

### VOCABULARY

- 1 Work in pairs. Read the definition. Then read the quotations about motivation. Discuss which ones you agree with.

motivation /ˌməʊtɪ'veɪʃ(ə)n/ [noun: usually uncountable] a feeling of being excited and interested, which makes you want to do something

"However difficult life may seem, there is always something you can do, and succeed at. It matters that you don't just give up."

*Stephen Hawking, scientist, mathematician, and author*

"Motivation comes from working on things we care about. It also comes from working with people we care about."


*Sheryl Sandberg, Facebook executive*

"No one will motivate you. Only you can motivate you."

*Mark Hunter, sales expert*

### LESSON GOALS

- Talk about motivation
- Recognize fillers in a podcast
- Learn to make promises, offers, and spontaneous decisions
- Say words beginning with /p/ and /b/

- 2  4.4 Look at the infographic below. Then, complete the sentences with these words. Then listen and check.

challenge	encourage	praise
prize	punish	reward

- 1 I like to get \_\_\_\_\_ or hear that I'm doing well from my family and friends.
- 2 When my brother and I argued, my parents didn't let us watch TV, to \_\_\_\_\_ us.
- 3 It's important to \_\_\_\_\_ a child when they are learning an instrument.
- 4 I won a(n) \_\_\_\_\_ for being the best basketball player in my school.
- 5 I enjoy trying difficult things and always look for a new \_\_\_\_\_ every year.
- 6 We are offering a \_\_\_\_\_ of \$100 for information about our missing cat.

Go to page 161 for the Vocabulary reference.

### WHAT MOTIVATES PEOPLE



- 3 Work in pairs. Use the words in Exercise 2 and the infographic to discuss what motivates you.

### LISTENING

- 4  4.5 Listen to the podcast about motivation. What is Linzi motivated to do? What does she need help with motivation for? Discuss with a partner.
- 5  4.5 Listen again. Circle true (T) or false (F) for each statement.
- 1 Linzi's parents motivate her. T F
  - 2 Linzi's brother pushes her to work hard. T F
  - 3 Research shows that money motivates people for thinking tasks. T F
  - 4 Linzi is motivated to change the world. T F
  - 5 Maria's three motivation rules are "choose," "improve," and "enjoy." T F
- 6  4.6 Look at the Listening Skill box. Then listen to the excerpts from the podcast and complete statements 1–5 with the fillers.

#### LISTENING SKILL

##### Recognizing fillers

Speakers use fillers to give themselves time to think. They use words such as *oh*, *um*, *so*, and *like*, and phrases such as *y'know* and *I mean*. Fillers are usually not stressed and are often said quickly and quietly. Learning to recognize fillers can help you focus on the words that give information.



- 1 Well, I'll explain! \_\_\_\_\_, one experiment asked two groups to do the same task.
- 2 \_\_\_\_\_, the task was, \_\_\_\_\_, a puzzle, so people had to, \_\_\_\_\_, think.
- 3 Yes, I do. \_\_\_\_\_, I don't like working all day every day, but I think my research is really important.
- 4 What, \_\_\_\_\_, like basketball?
- 5 Like trying to, \_\_\_\_\_, help change the world—that makes me feel good, so it's, \_\_\_\_\_, motivating.

### GRAMMAR

- 7 Read the Grammar box. Are examples 1–3 promises, offers, or decisions (P, O, D)?

#### GRAMMAR *will* and *won't* for promises, offers, and spontaneous decisions

Use *will* and *won't* for promises, offers, and for decisions made at the time of speaking.

Promises: *I won't tell anyone!*


Offers: *I'll help motivate you.*

Decisions: *Well, OK, I'll come!*

Go to page 169 for the Grammar reference.

- 1 A: The gym is closed tomorrow.  
B: I'll go today. \_\_\_\_\_
  - 2 A: This is really difficult.  
B: I'll help you tonight. \_\_\_\_\_
  - 3 A: Are we still friends?  
B: I'll always be your friend! \_\_\_\_\_
- 8 Write a response to each sentence. Use *will* to make a promise, offer, or decision.
- 1 I have to cook party food for 40 people.  
\_\_\_\_\_
  - 2 Please don't tell her. It's a surprise!  
\_\_\_\_\_
  - 3 I want to learn the guitar.  
\_\_\_\_\_

### PRONUNCIATION

- 9  4.7 Look at the Clear Voice box. Listen and repeat.

#### CLEAR VOICE

##### Saying words beginning with /p/ and /b/

To make the sounds /p/ or /b/, close your lips then open them quickly to let out the air.

Hold a piece of paper in front of your mouth. It should move more for /p/ than for /b/. Touch your throat. It should vibrate for /b/ but not for /p/.

/p/ *purpose, praise* /b/ *basketball, brother*



### SPEAKING

- 10 Work in groups. Discuss the best ways to motivate children. Is it different for adults?



# 4D

## Giving encouraging feedback

### LESSON GOALS

- Learn to give encouraging feedback
- Practice language to give encouraging feedback and make suggestions
- Practice ways to give feedback




### SPEAKING

- 1 Look at the photo. Work in pairs. Discuss how you feel when you give and get feedback.
- 2 Work in pairs. Read about Natalia and answer the questions.
  - 1 Do you agree with how Isabella is giving Natalia feedback?
  - 2 What advice can you give Isabella?

Natalia is having dinner with her roommates. One roommate, Isabella, tells Natalia that she needs to clean the apartment more often. She jokes about the time that Natalia cleaned the bathroom but forgot to change the towels. Natalia remembers and knows that Isabella is right. Her other roommates don't say anything and Natalia feels embarrassed and upset. She doesn't clean the apartment the next day because she worries that she won't do it the way Isabella likes.

- 3 Read the examples of feedback (1–4). Work in pairs. Discuss questions a and b below.
  - 1 You'll need to try harder. You're really slow.
  - 2 That was really difficult. You had a lot of good ideas for your first time.
  - 3 Good idea to use a different color. You're getting better. Keep on trying!
  - 4 Well, that song was awful. You need more practice.
  - 5 So you made a mistake! Don't worry, now you know what not to do!
  - a Which ones do you think would help you improve next time?
  - b Which ones would you like to hear?

### MY VOICE

- 4  4.2 Watch the video about giving feedback. Look at tips 1–4 and circle the options it mentions. Which do you think is the most important? Tell a partner.
  - 1 Encourage people for *working hard / trying new things*.
  - 2 Be *positive / negative*.
  - 3 Ask each other for *advice / feelings*.
  - 4 Give ideas for how to *improve / work with others*.



- 5 Look at the Communication Skill box. Read the feedback in Exercise 3 again and match each example of helpful feedback with the types of feedback in the box. There is not an example of every type of feedback.

#### COMMUNICATION SKILL

##### Giving encouraging feedback



When giving feedback, try not to focus too much on what someone didn't do well. Make sure you also tell them how they can improve next time. First, you can give positive feedback for:

- working hard \_\_\_\_\_
- making small changes \_\_\_\_\_
- trying new things \_\_\_\_\_
- learning from mistakes \_\_\_\_\_
- succeeding \_\_\_\_\_

Then you can suggest how to improve. Feedback should be a conversation, so try to listen to the other person's opinion as well!

- 6 Read the Useful Language box. In your notebook, rewrite the examples of unhelpful feedback in Exercise 3 to be helpful. Use a phrase or idea from each section.

#### Useful Language Giving encouraging feedback

##### Introducing the feedback

I can see that you (found that hard).  
I noticed that you (didn't get that right).  
That's a shame. Sorry (you missed).

##### Asking for and listening to opinions

What do you think of this?  
How did you feel?  
I can understand why you say that.

##### Talking about the positives

That was hard. You spent a lot of time on it.  
I can see you worked hard.  
Keep practicing! You're getting better!

##### Making suggestions for improvements

Have you tried (writing everything down)?  
Next time you could try (calling them first).

- 7 Work in pairs. Look at the situations. Discuss how you could give helpful feedback in each situation.

- Your sister came last in a race.
- Your son failed his exam.
- Your neighbor has parked badly, and now you can't move your car.

#### SPEAKING

- 8 **OWN IT!** Work in pairs. Discuss how you would give helpful feedback to Wan, Surio, and Rowan. How do you think you would feel giving feedback? How do you think they would feel receiving your feedback?

##### Wan

You have a test coming up and go to the library after class every day. Your friend, Wan, comes with you. She takes some notes and reads a little, but also spends a lot of time on her phone. You are worried about her. She didn't pass her last test.

##### Surio

Your best friend, Surio, wants to save money for a vacation, but he isn't very successful. He goes out less now, but you still think he could save more money. For example, he still buys coffee at the school café every day and often buys lunch, too.

##### Rowan

You are in a soccer team with some friends. You have important games soon. Your team member, Rowan, comes to all the practice sessions and tries hard, but isn't good at passing the ball. Last week he accidentally scored a goal for the other team and also accidentally kicked another player.

- 9 Work in pairs. Discuss the questions.

- 1 Think of a time you had a positive or negative experience of *getting* feedback. What happened?
- 2 Think of a time you had a positive or negative experience of *giving* feedback. What happened? What could you do differently?

#### EXPLORE MORE!

Find other tips for giving feedback. Search online for "giving feedback."



# 4E

## Language-learning goals

### LESSON GOALS

- Read an online forum
- Use apostrophes correctly
- Reflect on your language-learning goals
- Write about language-learning goals

### READING FOR WRITING

- 1 Read the forum posts. Underline the reasons people give for learning English.

**What are your language-learning goals?**

 **Krzysztof\_the\_student:** I'd really like to speak English well. I'd love to understand everything.  
Jan 22nd 🗓️ 4

 **Andres089:** Me too! I want to have conversations in English. I don't care about making mistakes.  
Jan 22nd 🗓️ 3

 **Abdallah\_H:** I agree. I also don't need to be perfect... and I don't want to change my accent—it's part of who I am!  
Jan 23rd 🗓️ 2

 **Shahla92:** I work at an international company, so many of my customers speak English.  
Jan 24th 🗓️ 2

 **Andres089:** I speak a lot of English at work, too. I'd love to send emails quickly and understand phone calls.  
Jan 25th 🗓️ 2

 **Jenny\_R:** My language goal is just to enjoy learning. I try to study for 30 minutes every day.  
Jan 26th 🗓️ 1

 **Sofia\_smiles:** When I started learning English I just wanted to order food, but now I hope to be in the advanced class one day.  
Jan 26th 🗓️ 3

 **The\_Great\_Nawal:** I dream of being in the advanced class, too. I need C1 level for college. I'll have to do research in English. 😊  
Jan 26th 🗓️ 3

- 2 Work in pairs. Discuss the questions.
  - 1 Which of the people in Exercise 1 do you think have realistic goals?
  - 2 Whose learning goals are similar to your own? Which are different?
  - 3 What could the people in the forum do to work toward their goals?
- 3 Look at the Writing Skill box. Then correct the mistakes in the messages below.

### WRITING SKILL

#### Using apostrophes



Forums are informal and people write quickly. Here are some common mistakes with apostrophes.

*You're / your:* You're is the short form of *you are*. Your is a possessive adjective: *Is this **your** book?*

*It's / its:* It's is the short form of *it is*. Its is a possessive adjective: ***It's** hard to learn a language and **its** rules.*

*They're / there / their:* See the infographic on page 28.

*Apostrophes:* Apostrophe + s ('s) can be used with a noun to show possession or to contract two words. It is not used to show plurals.

*Here's Dorothy's bag.*

 **Jin:** I'd love to speak very good English. My wifes Scottish and I live in Scotland now. Id like to talk to my wifes family and understand all they're joke's! I need to speak English well to get a U.K. passport, too. 😊  
Jan 27th 🗓️ 2

 **Sofia\_smiles:** You're English is great. Its hard, but we can do this! 🙌  
Jan 27th

 **The\_Great\_Nawal:** Yes! We can!  
Jan 27th

 **Jin:** 😊  
Jan 27th





- 4 Look at the Useful Language box. Find examples of each form (1–4) in the forum posts.

**Useful Language** Talking about goals

I dream of (being an English teacher).  
 I want / I'd really like to (improve my pronunciation).  
 I hope to (move to the U.S.).  
 I'd love to (speak more languages).  
 I need to (speak English for my work).  
 I try to (watch English TV shows).

- 1 *hope* + noun or *hope to* + verb \_\_\_\_\_  
 2 (*don't*) *want* / *need* / *try to* \_\_\_\_\_  
 3 *dream of* + verb-ing \_\_\_\_\_  
 4 *would* / *'d* + *like* / *love to* + verb \_\_\_\_\_

- 5 In your notebook, write 4–6 statements about your language-learning goals using the Useful Language. Use the ideas in the forum posts to help you.
- 6 Work in groups. Discuss your ideas from Exercise 5. Are any of the language-learning goals very popular or unpopular with other students?

**EXPLORE MORE!**

Find a forum about language-learning goals online. Search for "language-learning goals forum." Are the comments similar or different from those in your class? Write your own comment.

**WRITING TASK**

- 7 **WRITE** Write your own forum post on a piece of paper. Ask a question about language-learning goals. Include a username. Pass your paper to another classmate. Take someone else's paper and answer their question. Continue until you have answered all your classmates' questions.

*Do you want to change your accent?*

*Would you like to use your English to live in another country?*

- 8 **CHECK** Use the checklist. Each forum post...

- ☐ has a clear language-learning goal.
- ☐ answers the question.
- ☐ uses apostrophes correctly.
- ☐ uses *would like* / *love to* or *hope* / *want* / *need* / *try* / *dream of*.

- 9 **REVIEW** Complete the tasks.

Check each forum post. Does it include at least three things from the checklist? Make any corrections you think it needs. Then, in pairs discuss what you think of the different responses to your questions.

**Go to page 155 for the Reflect and review.**