

# What matters

**LANGUAGE**

the present: simple, continuous, and perfect aspects ■ attitudes and emotions

## 1A Formula for happiness

**1 A** In pairs, discuss the questions.

- 1 On a scale of one to ten, how happy a person are you in general?
- 2 If you're not feeling particularly happy, what do you do to lift your mood? Does it always work?

**B** Look at the verbs and expressions in the box. Which are associated with happiness?

look on the bright side be down to earth feel down cheer up be over the moon

**Go to Vocabulary practice:** attitudes and emotions, page 114

**2 A**  1.3 In pairs, take "The science of happiness" quiz. Then listen and check.

Personal Best

## The science of happiness

Scientists have been studying happiness for decades, and they're still making new discoveries about what makes us happy. How much do you know about happiness?

**1 Eating chocolate cheers us up because it contains:**

a large quantities of sugar.

b serotonin, the "love" chemical.

c tryptophan, which turns into serotonin.

**2 When we feel down, we should:**

a listen to slow, depressing songs.

b listen to upbeat, cheerful songs.

c not listen to music at all.

**3 Which of the following activities makes us feel happier?**

a binge-watching TV

b baking your favorite cakes

c eating your favorite cakes

**4 For optimum happiness, how many hours should we sleep a night?**

a six hours

b seven hours

c eight hours

**5 What's the best temperature to be happy?**

a approximately 14°C

b exactly 22°C

c approximately 30°C

**6 What has the greatest effect on our overall happiness?**

a pursuing pleasure

b feeling thankful

c being wealthy



**B** Which answer surprised you most?

**3**  1.4 Complete the sentences with the correct form of the verbs in parentheses. Listen and check.

- 1 Tom, you \_\_\_\_\_ always \_\_\_\_\_ me from my work! (distract)
- 2 As a matter of fact, I \_\_\_\_\_ a little bit down lately. (feel)
- 3 I \_\_\_\_\_ to lots of salsa music these days. (listen)
- 4 Researchers \_\_\_\_\_ that sad songs actually lift our mood. (find)
- 5 When we \_\_\_\_\_ on doing a structured activity that's also pretty physical, we \_\_\_\_\_ focusing on how we feel. (concentrate, stop)
- 6 I usually only \_\_\_\_\_ six hours of sleep a night, though. (get)

4 Look at the verb forms in exercise 3. Match sentences 1–6 with aspects a–c below. Some verb forms have two aspects. Then read the Grammar box.

a simple \_\_\_\_\_

b continuous \_\_\_\_\_

c perfect \_\_\_\_\_



### Grammar the present: simple, continuous, and perfect aspects

#### Simple present:

Spain **produces** 45% of all the olive oil in the world.  
We **commute** downtown by train.

#### Present continuous:

I'm just **finishing** an e-mail to my teacher.  
She's always **making** me late!

**Look!** The continuous aspect can indicate that an action is not necessarily completed:

*I've been reading a book about happiness.*

The perfect aspect connects the past to another point in time, in this case the present:

*I've lived in the suburbs for a year.*

#### Present perfect:

Real Madrid **has won** La Liga 33 times.  
I **haven't finished** my assignment yet.

#### Present perfect continuous:

I've **been trying** to connect to the Internet all day.  
He's out of breath because he's **been jogging**.



Go to Grammar practice: the present: simple, continuous, and perfect aspects, page 94

5 A 1.6 **Pronunciation:** /s/ and /z/ Listen to the sentences. Is the "s" in **bold** pronounced with an /s/ or a /z/ sound?

- 1 She's been staying at a friend's house.
- 2 It's been a long time since I've seen him.
- 3 He's been working late again.
- 4 It's ages until we go away on vacation.
- 5 She's only just starting to write her assignment.
- 6 Jack's been washing the car. He's wet.

B 1.6 Listen again and repeat.

Go to Communication practice: Student A page 130, Student B page 141

6 A Complete the sentences with the correct present form of the verbs in the box.

play get check give lose study work say

- 1 Your best friend \_\_\_\_\_ the job of her dreams!
- 2 Your neighbor \_\_\_\_\_ loud music for five hours. It's now 3 a.m.
- 3 Apparently, a colleague or classmate \_\_\_\_\_ something sarcastic about you.
- 4 You \_\_\_\_\_ at home all day, and you haven't spoken to anyone, not even your boss.
- 5 Your brother or sister \_\_\_\_\_ always \_\_\_\_\_ his or her phone during mealtimes.
- 6 Your favorite team \_\_\_\_\_ five games in a row this season.
- 7 You \_\_\_\_\_ eight hours a day recently, and your teacher often \_\_\_\_\_ you extra assignments.

B In pairs, discuss how you would feel and what you would do or say in the situations in exercise 6A.

7 In pairs, discuss the questions below.

- 1 Do you know anyone who always looks on the bright side of life, despite its setbacks? Who?
- 2 Do you know anyone who's been feeling down recently? Have you been able to cheer him/her up?
- 3 Do you think you've ever come across badly when meeting new people? What happened?
- 4 How conscientious a person are you, especially regarding your job or studies?
- 5 Which new activities have you thrown yourself into over the past few years? How are they going?
- 6 What's the most courageous thing that someone you know has ever done?
- 7 In your opinion, do women tend to be more open-minded than men, or is it the other way around?



## 1B Family values

- 1 A** In pairs, tell your partner your most vivid memories from childhood.
- B** Read the introduction and the first paragraph of the text on page 7. Who is Gregory Porter? What is his most vivid memory from childhood?
- 2** Read the complete text. Are the sentences true (T) or false (F)? Underline the sections in the text that support your answers.
- 1 Gregory had a privileged upbringing. \_\_\_\_\_
  - 2 His father played an important part in his childhood. \_\_\_\_\_
  - 3 His brothers and sisters didn't get along well at all. \_\_\_\_\_
  - 4 Gregory learned many important values from his mother. \_\_\_\_\_
  - 5 He wasn't a natural risk-taker as a child. \_\_\_\_\_
  - 6 Gregory has achieved what his mother wanted for him. \_\_\_\_\_

### Skill dealing with non-literal language

Writers sometimes use language non-literally, with a meaning that's different from the literal definition. You can often guess the meaning by looking for clues in the non-literal word or expression, and in the context around it.

- Identify the literal meaning of the word or expression. What part of speech is it?
- Look at the sentences before and after the word or expression. What is this part of the text about? What or who does it refer to?
- Now guess the non-literal meaning. Can you think of a synonym?

- 3 A** Read the Skill box. Look at the underlined words and expressions in the text. Follow the steps in the Skill box for each of them.
- B** Now choose the correct definition for each word or expression.
- |                         |                             |                           |
|-------------------------|-----------------------------|---------------------------|
| 1 a with help           | b without any help          | c while unmarried         |
| 2 a closely connected   | b having many hobbies       | c unconventional          |
| 3 a get exercise        | b do our fair share of work | c do all the work         |
| 4 a on vacation         | b at work                   | c away from home for work |
| 5 a too small a space   | b a lot of fun              | c a difficult situation   |
| 6 a make someone forget | b discuss                   | c teach by repeating      |

### Text builder past habits

We use various structures to talk about actions and situations that happened repeatedly in the past.

Simple past: *She never complained – she just got on with it.*

Past continuous: *Our washing machine was always breaking down.*

would: *By the end, everybody would be laughing.*

used to: *My sisters used to be the gang leaders.*

- 4** Read the Text builder. What repeated actions or situations can you remember about Gregory's childhood?
- 5** Look at the text and find another example of each structure highlighted in the Text builder.
- 6** In pairs, discuss the questions below.
- 1 What did family life use to be like when you were young?
  - 2 What do you think your family values are?
  - 3 Who taught you your family values?
  - 4 Which of these values have been the most useful so far in your life?

*My family values:*

# Gregory Porter

Grammy award-winning American singer and songwriter Gregory Porter is instantly recognizable, both for his velvet-smooth baritone and signature hat (the chin-straps hide scars from skin surgery). Porter's crossover jazz-pop hit "Liquid Spirit" became the most streamed jazz album in history, remixed by dance DJs and featured on soap opera soundtracks. But, as he tells journalist Sarah Ewing, he owes who he is today to his family.

**My overwhelming memory of my childhood** is the constant busyness. I am seventh out of eight kids – five boys and three girls – plus my mom, Ruth. Getting ready for school in the morning used to be a major production with lines for the bathroom, bickering, and people forgetting stuff.

**Dad was largely absent.** Mom did a great job of taking care of us all, <sup>1</sup>single-handedly. We were a very <sup>2</sup>tight-knit family, but we all had to <sup>3</sup>pull our weight. My sisters started to cook at nine and, being one of the youngest, I wanted in on it, too, so I began at six on potato-peeling duty, as French fries were my thing.



**Mom had an incredible work ethic.** She held down three jobs for much of her life to help support us, as an overnight nurse, a realtor, and a pastor. She never complained, she just got on with it. Oddly, I never remember her gone – she was always there when we needed her. I don't know how she managed it all with eight kids. Our washing machine was always breaking down. Even being <sup>4</sup>on the road 300 days a year, doing 250 shows, I don't think I'm working anywhere near as hard as my mother.

**It was always <sup>5</sup>a tight squeeze wherever we lived.** At one place, the laundry room was converted into a bedroom for us boys, but the hardest was when all eight of us and Mom were in a one-bed apartment in Los Angeles. One of us got chickenpox, and then we all did. Family mealtimes were always very sociable with us sitting as a group on the floor.

*Adapted from theguardian.com*

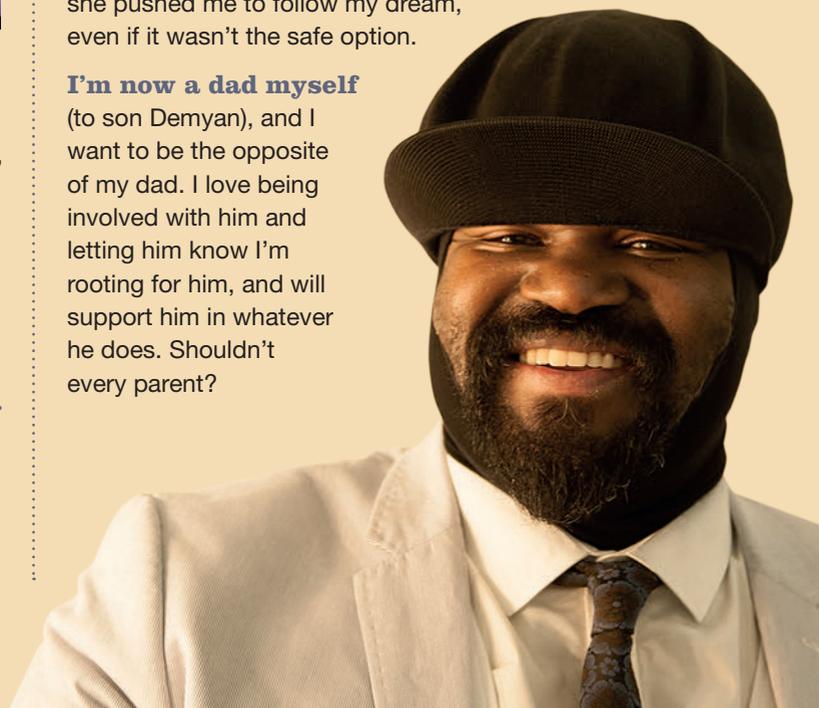
**The underlying value Mom taught us** was respect, everyone from strangers on the street to our elders. Having such a large family, she wanted to <sup>6</sup>drill these basic values of compassion, empathy, and mutual respect into us from a young age so she didn't have to micromanage us. It's an easy, simple message, but often difficult to achieve.

**We tried not to fight,** or at least get caught fighting, because Mom would make us go through an embarrassing ritual where she would get us to hug and then kiss each other. By the end, everybody would be laughing because we would be hamming it up.

**I was pretty shy as a child.** My sisters used to be the gang leaders, my brothers were the enforcers, and I was a tag-along. I liked staying safe, so I was always trying to keep my older brother Lloyd out of trouble, telling him off for being too risky and adventurous.

**My mother gave me the courage** to pursue music as a career on her deathbed. She became very ill when I was 21. I didn't want her to worry about my future. I wanted her to know I'd finish my degree. But she pushed me to follow my dream, even if it wasn't the safe option.

**I'm now a dad myself** (to son Demyan), and I want to be the opposite of my dad. I love being involved with him and letting him know I'm rooting for him, and will support him in whatever he does. Shouldn't every parent?



## 1C The right decision

- 1 In your opinion, what are the most important qualities for a good relationship with a friend, partner, or sibling? Choose from the words in the box and add your own ideas.

sensitivity generosity reliability tolerance patience wisdom honesty



Go to Vocabulary practice: abstract nouns, page 115

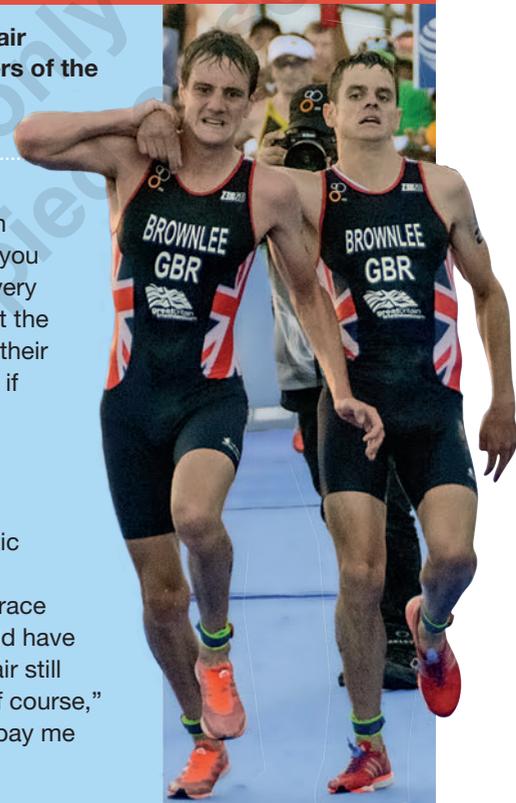
- 2 Look at the picture below. What's happening? Read the text and check your answer.
- 3 Read the text again and choose the correct options 1–5.

### ← The right decision? →

In an act of brotherly love which made global headlines, the British athlete Alistair Brownlee sacrificed his chance of winning the silver medal in the final 700 meters of the 2016 World Triathlon Series in Mexico. The reason why he did it was to help his younger brother, Jonny, who was also competing in the final.

When Alistair spotted his brother leading in the last stretch of the race, he was full of <sup>1</sup>*pride / annoyance*. "I was thinking: this is perfect – Jonny's ahead of me. He's going to win the world title." In fact, it was Alistair who became the star of the race. As the hot sun blazed, Jonny started to sway. He also appeared confused, like he was losing <sup>2</sup>*awareness / patience* of his surroundings. What Jonny was experiencing was heatstroke – a very dangerous condition that can be fatal without swift treatment. Recognizing the symptoms, Alistair didn't hesitate. He put an arm around his brother and almost pushed him over the finish line. Medics then rushed Jonny to the hospital, where he made a full recovery. In the end, Jonny was awarded second place, and Alistair came in third. Jonny later thanked his brother for his <sup>3</sup>*tolerance / loyalty*. Alistair responded modestly, saying it was a decision he'd made instinctively.

What had motivated Alistair was concern for Jonny. "You can die from exertional heatstroke if you don't receive medical attention very quickly. And the medics are all at the end of the race." He added that their mom wouldn't have been happy if he'd left his little brother behind! Many people have applauded Alistair's moment of <sup>4</sup>*honesty / kindness*, but it's a controversial decision that's divided the athletic community. Some question the <sup>5</sup>*fairness / inconvenience* of the race result, and believe the pair should have been disqualified. So does Alistair still believe it was worth it? "Yeah, of course," he says. "He's going to have to pay me back though – that's for sure."



- 4 Do you think they both deserve their awards? Why/Why not?
- 5 A Look at the pairs of sentences below. How were the first sentences expressed in the text? Complete the second sentences and then check your answers.
- He did it to help his younger brother.  
**The reason why** \_\_\_\_\_ to help his younger brother.
  - Alistair became the star of the race.  
**It was** \_\_\_\_\_ the star of the race.
  - Jonny was experiencing heatstroke.  
**What** \_\_\_\_\_ heatstroke.
  - Concern for Jonny had motivated Alistair.  
**What** \_\_\_\_\_ concern for Jonny.
- B Look at the sentences in exercise 5A again. What is the effect of starting the second sentence with the words in **bold**? Choose the correct answer: a or b. Then read the Grammar box.
- a The information after the words in **bold** is emphasized.      b The sentence is turned into a question.

**Grammar** adding emphasis (1): cleft sentences

**Adding emphasis with It:**

*It was my father* who inspired me.

*It's every Friday* when we usually get together.

**Adding emphasis with What:**

*What I really need* is coffee.

*What worries me most* is climate change.

**Look!** *What ...* and *The thing that ...* have the same meaning:

*What I need* is a long vacation. *The thing that I need* is a long vacation.

**Adding emphasis with The person who ... , etc.:**

*The person who just called* was my boss.

*The thing that annoyed me most* was the noise.

*The reason why I came over* was to give you a hand.

*The place that I love the most* is the beach.



**Go to Grammar practice:** adding emphasis (1): cleft sentences, page 95

**6 A** 1.9 **Pronunciation:** intonation in cleft sentences Listen to the sentences. Pay attention to the falling intonation toward the end of the cleft clause.

- 1 **It was John** who showed the most tolerance and patience.
- 2 **It's the five-hour trip** that I find so unbearable.
- 3 **It's global warming** that worries me the most.
- 4 **It was January** when we went back to school.
- 5 **It was one of the neighbors** who broke the front door.
- 6 **It wasn't me** who ate the last slice of cheesecake.

**B** 1.9 Listen again and repeat.

**7 A** 1.10 Listen to the people talking about a decision. Complete the notes with a short phrase.

**Tom**

Tom's been offered a job as a <sup>1</sup> \_\_\_\_\_. He'd like to take the job because he's always wanted to <sup>2</sup> \_\_\_\_\_. Tom's worried about Sylvia because she <sup>3</sup> \_\_\_\_\_, and she just <sup>4</sup> \_\_\_\_\_. One solution might be for Tom to <sup>5</sup> \_\_\_\_\_ every week.

**Sarah**

Amy wants to borrow <sup>6</sup> \_\_\_\_\_ from Sarah. Amy wants to go to the U.K. to visit <sup>7</sup> \_\_\_\_\_. Sarah's worried because two years ago, Amy <sup>8</sup> \_\_\_\_\_, but didn't <sup>9</sup> \_\_\_\_\_. Now Sarah's worried about their <sup>10</sup> \_\_\_\_\_.

**Jake**

Jake's father wants him to take over <sup>11</sup> \_\_\_\_\_, but Jake has always wanted to work as <sup>12</sup> \_\_\_\_\_. Ironically, <sup>13</sup> \_\_\_\_\_ encouraged him to study this field in college. Jake's upset now because <sup>14</sup> \_\_\_\_\_ is questioning Jake's <sup>15</sup> \_\_\_\_\_ to the family.

**B** In pairs, discuss what decision you think each person should make. Give reasons for your choice.

**Go to Communication practice:** Student A page 130, Student B page 141

**8** Complete the sentences so they are true for you. In pairs, ask and answer questions about your sentences.

- 1 The decision that's been the trickiest for me to make was ...
- 2 The place that I've always dreamed of living some day is ...
- 3 Since I was young, all I've ever wanted to do is ...
- 4 What I need right now is ...
- 5 What the world needs right now is ...
- 6 The thing that fascinates me most about my program/career is ...
- 7 The people who I'd most like to invite over to dinner would be ...
- 8 All I want to do when I get back home is ...



## 1D What would you save?

- 1 Discuss the questions in pairs.
  - 1 What are your four most important possessions? Give reasons for your choices.
  - 2 Are they items of practical importance, or do they have sentimental value?
- 2 1.11 Watch or listen to the first part of a webshow called *Talking Zone*. Answer the questions.
  - 1 What just happened in Ben and Abigail's building?
  - 2 What item did Ben take with him?
  - 3 What is Abigail's "burning building item"?
- 3 **A** 1.11 Choose the correct option to complete Ben and Abigail's conversation. Watch or listen again and check.



**Abigail** Is that your laptop?  
**Ben** Yeah. Why?  
**Abigail** Nothing. It's just interesting, that's all.  
**Ben** What do you mean?  
**Abigail** Sorry, let me <sup>1</sup>repeat / rephrase that. It's kind of revealing that your laptop is your burning building item.  
**Ben** Um, I just grabbed it when the alarm went off. I don't know if it's my burning building item. Whatever that is.  
**Abigail** What I <sup>2</sup>mean / want by that is it says a lot about someone, doesn't it? What they'd think of saving if the building was on fire.  
**Ben** OK, I <sup>3</sup>see / get it. So you're <sup>4</sup>telling / saying that it's like a test to see what it is that you value the most.

- B** Look at the conversation in exercise 3A. Which two expressions does Abigail use to clarify or emphasize what she means? Which expression does Ben use to check he has understood what Abigail means?



### Conversation builder paraphrasing

#### Rephrasing an idea to clarify or emphasize what you mean

*Let me rephrase that ...*  
*So, what I mean is ...*  
*In other words ...*  
*What I mean by that is ...*  
*Or, to put it another way ...*  
*That is to say, ...*

#### Checking you've understood by rephrasing something

*So, you're saying that ...*  
*So, what you mean is ... Is that right?*  
*Let me see, so ...*  
*What I think you're saying is ...*  
*Oh, I see / I get it, so ...*  
*Let me get this straight.*  
*So, the basic idea is ...*

- 4 **A** 1.11 Read the Conversation builder. Watch or listen again. Which other expressions from the builder do Ben and Abigail use?
- B** In pairs, discuss the question below. Use the expressions from the Conversation builder to clarify or emphasize what you mean, and to check what your partner has said.
 

Which of your possessions most reminds you of the following things, and why?

  - 1 a family member
  - 2 your childhood
  - 3 an important event in your life
  - 4 a great time you had with a close friend



**5** 1.12 Watch or listen to the second part of the show and answer the questions.

- Which items of sentimental value do Ben and Abigail choose?
- What reasons for choosing these items do they give?

**6** 1.12 Order sentences a–g. Watch or listen again and check.

- a  **Abigail** That's a good question. I think I'd save my grandmother's ring, as well as my phone.
- b  **Ben** In a fire? I don't know. I've never really considered it before. But yeah, probably.
- c  **Abigail** Why?
- d  **Ben** It's, like, not the laptop that's important. It's everything that's on it. I mean, I've been working from home for nearly a year now, and everything is on that computer. It would be a huge inconvenience to lose it all.
- e  **Abigail** Do you think you'd really save just your laptop?
- f  **Ben** What about you? Would you save one thing, or try to grab lots of stuff?
- g  **Abigail** Yeah. I see what you mean.



**Skill using fillers**

We use fillers to give us time to think and to avoid long pauses. Fillers can also be used to indicate that you haven't finished speaking so people don't interrupt you. Typical fillers include:

- words and expressions, e.g., *like, kind of, basically, you see, let's see, I mean, you know what I mean?*
- phrases when answering a question, e.g., *That's a good question ... , I've never really considered it before ... , Oh, that's a hard one ...*
- sounds, e.g., *um* and *hmm*.

Be careful not to use too many fillers or you may sound hesitant and unsure.

**7 A** Read the Skill box. Which filler phrases in exercise 6 are used when answering a question?

**B** Complete the conversation with one word in each blank. The first letter is given for you. Practice the conversation with a partner, changing the information so it is true for you.

**A** If you could live anywhere, where would you live?

**B** Er ... I've never <sup>1</sup>r\_\_\_\_\_ thought about it before. Do you mean anywhere in this country?

**A** No, I mean anywhere in the world.

**B** That's a <sup>2</sup>h\_\_\_\_\_ one! Let's <sup>3</sup>s\_\_\_\_\_, hmm ... maybe Australia. It looks beautiful.

**A** Yeah, but it's <sup>4</sup>k\_\_\_\_\_ of ... far away from everywhere else, do you <sup>5</sup>k\_\_\_\_\_ what I mean?

**B** Yeah, but these days you can, <sup>6</sup>l\_\_\_\_\_, fly anywhere pretty easily. Anyway, what about you?

**A** I'd live in Paris. The most romantic city on earth!

**Go to Communication practice:** Student A page 131, Student B page 142

**8 A** **PREPARE** Plan your answers to the following questions.

- Which item of sentimental value would you save first in an emergency?
- If you had to choose between saving an item of practical importance and an item of sentimental value, which would you choose? Why?

**B** **PRACTICE** Discuss your answers in pairs. Use paraphrasing and fillers.

**C** **PERSONAL BEST** What information did you paraphrase? Did you use fillers? Repeat with a new partner.

