Eritrean sisters are reunited after more than two decades.

4

Reconnecting

GOALS

- Summarize and synthesize information from written and spoken sources
- Report what people say
- Discuss personal relationships
- Understand different accents
- Understand and adapt to different turn-taking styles
- Write a story

1 Work in pairs. Look at the photo and discuss the questions.

1 Why might the women have been apart?
2 How do you think they are feeling now?

WATCH

2 ▶ 4.1 Watch the video and answer the questions. Write Federico (F), Carolina (C) or both (B).

NATIONAL GEOGRAPHIC EXPLORERS

FEDERICO FANTI

CAROLINA CHONG MONTENEGRO

1 Who can't keep in touch with their family as much as they'd like to?
2 Who always surprises their children when they come home?
3 Who says they feel a strong connection to home?

3 Make connections. Discuss the questions.

1 How do you (or would you) feel about being away from your family or friends for a long time?
2 What do you normally do when you come back home after being away?

4A In touch with nature

LESSON GOALS
- Summarize an article
- Synthesize information from written and spoken sources
- Talk about ways to connect with nature

READING

1 Work in groups. Rank the ways of staying in touch with nature from the most to the least enjoyable.

a going for walks
b watching nature documentaries
c living in a house in a forest with no electricity or running water
d visiting wildlife parks
e taking part in a conservation project, e.g. planting trees
f going camping
g looking at pictures of nature

2 Read the article on page 49 quickly, scanning it for key words. Which ways of staying in touch with nature from Exercise 1 are mentioned? What other ways are mentioned?

3 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

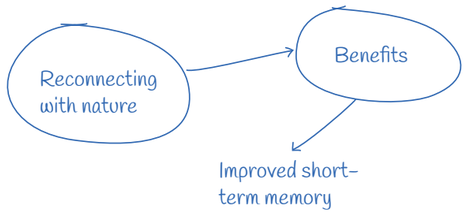
1 John Benedict lives in his car because he doesn't have enough money to pay the rent.
2 Living close to nature isn't a completely new idea.
3 People who live in the countryside have a lower risk of fifteen diseases.
4 Walking in nature for at least five hours a month can lower your blood pressure.
5 Scientists also recommend that you stay at home and look at pictures of nature.
6 Most teenagers in the US spend time indoors rather than outdoors.

4 Look at the Reading skill box. Then summarize the article in a mind map using these two main topics: ways of connecting with nature and benefits.

READING SKILL
Summarizing

You may find it helpful to summarize a text …
- to remember the main ideas better.
- to use the notes in your own text later.
- to retell to a friend.

One way to do this is by using a mind map. Remember to focus on the main ideas only and use short phrases.



NATIONAL GEOGRAPHIC EXPLORER

5 4.1 Listen to Carolina Chong Montenegro talk about connecting with nature. Note down the main ideas she mentions.

6 Work in pairs. Compare your notes from Exercise 5 and answer the questions.

1 Which ideas and topics from the article does Carolina also mention?
2 What new things did you learn?

7 Look at the Critical thinking skill box. Then combine your notes on the article and the listening into a 50–100 word summary.

CRITICAL THINKING SKILL
Synthesizing information

Sometimes you need to synthesize information from various sources, combining the main ideas from each one. It involves thinking critically about what the most important information is and how the sources differ or are similar.
- Remember to include information from each source.
- Don't focus on too many details.
- Only mention the most important points.
- Organize the text logically (e.g. write about the similarities first, then the differences).

SPEAKING

8 Work in pairs. Go to page 155. Roleplay the two situations.

People relax under the cherry blossoms in Sumida Park, Tokyo, Japan.

Stay healthy by reconnecting with nature

Can you imagine living a simple life close to nature? Can you imagine leaving most of what you own behind? It might seem impossible to many of us, but many people have done it and improved their mental and physical health in the process.

People like John Benedict, for example. He's been living out of his van for the last 25 years. Reducing his possessions to a minimum and only turning on his phone to listen to voicemail, Benedict is able to lead a very simple lifestyle that he says keeps him closer to nature and his community. And, as an added bonus, he's also saved a fair bit on the rent!

The idea of living a simple life in touch with nature might seem new to some, but many tribes around the world have lived lives free of most modern possessions for thousands of years. They not only live close to nature, but also feel a deep spiritual connection with it and the need to protect it.

> "… keeping in touch with nature can have enormous benefits for your body and mind."

According to scientists, keeping in touch with nature can have enormous benefits for your body and mind. If you're a city resident, the good news is you don't need to necessarily leave your house and start living in a forest. Here are some easy research-based tips that can have big effects on your well-being.

1 Move closer to a park.

It seems that people who live within about half a mile of green space have a significantly lower risk of several diseases. Added bonus: you can easily go for a picnic or do some sport.

2 Go for a walk.

Even a short walk in a park or the countryside can make you feel less stressed and reduce your blood pressure. And a longer walk in a green area improves your short-term memory. Time to put those walking boots on!

3 Hang up a picture of nature at home.

Can't go for a walk every day? Don't panic! According to Korean scientists, just *looking* at nature images activates brain areas associated with caring for others. On the other hand, looking at urban landscapes can make you feel more anxious.

4 Listen to nature.

Ideally, while walking in the park or a forest. But if that's not possible, listening to the sounds of nature, such as bird calls or rain falling, while at home or work, can make you feel more relaxed. Something to consider when choosing the next playlist.

The scary thing is, though, that despite all these benefits that nature brings, it seems most of us are less and less in touch with nature. For example, it turns out American adults spend less time outdoors than they do inside their cars! And, believe it or not, only ten per cent of American teenagers spend time outside on a daily basis.

There's an ancient Korean saying, *Shin to bul ee* – your body and nature are one. It might be time we lived life with this in mind.

EXPLORE MORE!

Challenge yourself to reconnect with nature this month. Choose tips from the article or others you find online. Write a blog post or journal entry about your experience.

4B Reunited

LESSON GOALS
- Report what people say
- Use stress to highlight different information
- Resolve a conflict

READING AND GRAMMAR

1 Work in pairs. Discuss the questions.

1 Have you ever lost touch with an old friend or family member? Why?
2 Did you get back in touch with them? How?

2 Look at the headline and photo of the news article. With your partner, discuss what you think the story might be about. Then read the article to check.

3 Which person from the article might have said these sentences? Read the article again to check.

1 'We'd love it if you could come to the wedding.'
Maria and her partner or Maria's parents
2 'Come on, Samira, come to the wedding.'
3 'I have to say, I was very confused.'
4 'I think it was terrible you forgot me.'
5 'Of course I didn't forget you!'
6 'I *did* send you the invitation!'
7 'We'll definitely look into how the invitation got lost.'
8 'It's the postal service's fault we stopped talking to each other.'

4 Find the parts of the article that refer to the sentences in Exercise 3. Underline the reporting verbs.

When Maria's family invited her friends to attend her wedding ...

5 Match these verbs with the correct verb pattern in the Grammar box on page 51. Use the news article to help you.

admit blame claim deny invite persuade promise

Friends fall out over lost invitation

When Maria's family invited her friends to attend her wedding, Maria was sure she wouldn't need to persuade one of her closest friends, Samira, to come. After all, they had known each other for years. But the wedding came and went with no word from Samira. Meanwhile, Samira was waiting for her invitation. She admits being confused but said nothing, explaining that she didn't think it was correct to remind Maria to send her the invitation.

That was in 2015.

They met socially once afterwards and Samira accused Maria of forgetting her. Maria denied forgetting, of course, and claimed to have sent the invitation with all the others. But neither believed the other one and they gradually grew apart. Then, in August 2019, Maria got a message from Samira: 'Oh my goodness! You did send me an invite!' A photo showed the date of the letter: 10th January 2015. Somehow, it had got lost in the post. The postal service has promised to look into the situation. Maria and Samira blame the postal service for ending their relationship and say they can be friends again.

GRAMMAR Reported speech and reporting verbs

In reported speech, verb forms and reference words (e.g. time and place expressions) might change.
'Are you** free **tomorrow?'** ➔ Elyse asked her **whether she was** free **the next day.
Some reporting verbs follow a specific pattern.
verb + *to* + infinitive
*Maria **agreed to meet** Samira.*
verb + object + *to* + infinitive
*Maria **asked her friends to celebrate**.*
verb + *-ing*
*Samira **recommended using** online invitations.*
verb + preposition + *-ing*
*The post office **apologized for losing** it.*
verb + object + preposition + *-ing*
*Samira **accused Maria of forgetting**.*

Go to page 144 for the Grammar reference.

6 Report the conversations (1–2) using the verbs in the correct space. You might need to add extra words.

1 Man: You forgot to call me to say you were going to be late!
Woman: That's not true. I did call, but your phone was off.
Man: Oh, you're right! I'm so sorry! I'll make sure I charge my battery next time.

accuse apologize deny promise

He _____ to call him.
He accused her of forgetting to call him.
The woman _____. The man _____. He _____ he charges his battery next time.

2 Brother: Would you like to go for a coffee on Saturday?
Sister: Not really, after how you behaved last time!
Brother: I'm really sorry … I won't do it again.
Sister: OK, fine. Let's meet up then.

agree apologize invite promise refuse

The brother _____.
At first, the sister _____ because of his behaviour last time. But when he _____ and _____, she _____.

7 Work in groups. Follow the instructions.

1 Individually, choose one reporting verb from Exercise 5 or 6. Don't tell the rest of the group. Write a sentence that performs the verb's function.
accuse ➔ 'Sung-Hyun, you lost my pencil!'
2 Take turns to say your sentence. The rest of the group writes it down as reported speech.
Eun accused Sung-Hyun of losing his pencil.

PRONUNCIATION

8 4.2 Look at the Clear voice box. Then listen to the same sentence said three times. Which of the underlined words is stressed each time?
She claimed to understand what I had said.

CLEAR VOICE
Using stress for emphasis (2)

Stressed words carry the most important meaning, such as new information.
If the meaning changes, different words are stressed.
*What did he do? ➔ He **accused** me of lying.*
*What did he accuse you of? ➔ He accused me of **lying**!*
*Who did he accuse of lying? ➔ He accused **me** of lying!*

9 4.2 Listen again. Pay attention to the stress to work out the meaning of the sentences. Which sentence (a–c) would follow each one?

a … But I don't think she actually understood me.
b … I don't think she understood you, though.
c … But she was still confused by what I wrote.

SPEAKING

10 Work in groups of three. Go to page 155. Read your role cards. Then try to reach an agreement.

EXPLORE MORE!

Find and read an unusual story online of a pet or possession that got lost and was reunited with its owners.

4C Keeping in touch

LESSON GOALS
- Understand different accents
- Pronounce /iː/ and /ɪ/
- Discuss personal relationships
- Use phrasal verbs correctly

SPEAKING

1 Write the names of people in your life that match the descriptions (1–4). Exchange your list of names with a partner. Take turns to ask each other about the people on your list.

1 someone you have known for a long time
2 someone from your studies or work that you are glad to have met
3 someone you get along very well with
4 someone that you don't see often because they live far away

A: How long have you known Petra?
B: Only a few months, but she's someone I'm glad to know. She's a really close friend already.

LISTENING AND PRONUNCIATION

NATIONAL GEOGRAPHIC EXPLORER

2 4.3 Look at the Listening skill box. Then listen to a sentence from an interview with Federico Fanti, an Italian speaker of English. Listen to how he pronounces the underlined words.

I still get together with a couple of them from time to time. I mean, it helps working still in the same city I grew up in.

LISTENING SKILL
Understanding accents

When you listen to people speaking English, you will hear a wide variety of accents. It's helpful to practise listening to as many different accents as you can. Accents you are used to hearing are easier to understand, wherever they are from.

Federico Fanti with friends and colleagues in the Dolomites, Italy.

3 Look at the Clear voice box. Practise saying the underlined words from Exercise 2, remembering the difference between long and short 'i'.

CLEAR VOICE
Pronouncing long and short 'i'

English has a long /iː/ as in *mean* and a short /ɪ/ as in *with*. Make sure that you make a difference in length between them. You may find it helpful to even exaggerate the long /iː/ slightly.

4 4.4 Listen to the interview with Federico. Who does he talk about?

a family members
b old school friends
c people he works with at the university now
d people he has met when travelling for work
e people he has met when travelling on holiday

5 4.4 Listen again. Choose the correct option to complete the sentences.

1 Federico *works* / *doesn't work* in the same city he grew up in.
2 He believes that the internet *has* / *hasn't* helped him keep in touch with friends.
3 Federico says it's important to have good relationships with people *at university* / *on a dig*.
4 He *keeps* / *doesn't keep* in touch with most of the people he meets on digs.
5 He met his best friend in *Japan* / *Canada*.
6 They last saw each other *two* / *ten* years ago.

VOCABULARY

6 Read the text. What relationships does the person mention?

I'm from Ghana, but now I'm part of a programme that helps migrants adapt to their lives in France. I've met a lot of fascinating people here. I [1]get along well with all of them, but with some you really [2]hit it off instantly. We try not to [3]lose touch with each other if they leave for another city, but it's difficult to [4]keep in close contact. Fortunately, some of us stay in the city and we try to [5]stick together, go out for a coffee once in a while to [6]catch up. I miss my friends and family back in Ghana and try to [7]keep in touch with them as much as possible. And whenever I go back, we [8]reconnect immediately.

EXPLORE MORE!

Record yourself talking for one minute about someone special in your life or someone interesting that you have met.

7 Match the bold expressions in the questions (a–h) with the correct form of the underlined expressions in Exercise 6 (1–8).

a Which of your classmates do you **see, talk or write to outside class**?
b Which members of your family do you **see, talk or write to a lot**?
c Which people at work or at school do you **have a friendly relationship with**?
d Are you ever in situations where it's important to have friends so that you can **help and support each other**?
e Have you ever met someone and you **were very friendly with each other straight away**?
f Are there any friends that you have **stopped communicating with** who you'd like to see again?
g How often do you talk to your friends to **get their news and give them yours**?
h Who would you like to **meet and talk to again**?

Go to page 136 for the Vocabulary reference.

8 Read the Focus on box. Then write three other questions about relationships using expressions from Exercise 6. Make sure you use phrasal verbs correctly.

FOCUS ON Transitive and intransitive phrasal verbs

Some phrasal verbs can be both **transitive** (needing an object) or **intransitive** (not needing an object).
*I need to finally **catch up with** Rasman.* (Rasman is the object.)
*Rasman and I need to finally **catch up**.* (no object)
You can add *with* to many intransitive phrasal verbs to make them transitive.

Go to page 144 for the Focus on reference.

SPEAKING

9 Work in pairs. Use the questions from Exercises 7 and 8 to prepare a questionnaire about relationships. Follow the instructions.

1 Choose six questions to include.
2 Talk to as many people in the class as possible.
3 Prepare a two-minute presentation sharing the results with the class.

4D Understanding turn-taking styles

LESSON GOALS

- Understand the main turn-taking styles
- Adapt your style to communicate more effectively
- Participate and invite others to participate in a group discussion

SPEAKING

1 Work in pairs. Read the situations and discuss the questions (1–3).

a You're at a café with a friend you haven't seen for many years. There are pauses in between questions and answers from you and your friend.

b You're talking to your friends. You ask questions to invite each other to speak. You speak fairly fast but rarely interrupt each other.

c You're with some friends. They're speaking really fast. You're trying to participate, but they are interrupting each other and speaking loudly.

1 Who do you have similar styles of conversations with?
2 In which type of situations are you the most and the least comfortable? Why?
3 What kinds of people would find quieter conversations, like in the first scenario, more difficult? Who might find noisier conversations difficult?

LISTENING

2 4.5 Listen to three conversations. Match them with the situations in Exercise 1. Which group …

1 has the most similar conversation style to the one you normally use?
2 would you enjoy participating in the most?

3 4.5 Look at the infographic on page 55. Then listen again and match the conversations with the three turn-taking styles.

4 Work in pairs. Discuss the questions.

1 What do you know about the sports in the infographic?
2 How are the three turn-taking styles similar to bowling, basketball and rugby?
3 Which style is the most similar to your own?
4 Does your style sometimes change, depending on the situation?

Are you a bowling, basketball or rugby communicator?

Communication experts have identified three main styles of communication: bowling, basketball and rugby. Which one are you?

BOWLING
slow pace, pauses between turns, no interruptions

BASKETBALL
fast pace, quick turn-taking, rare interruptions

RUGBY
very fast pace, many interruptions, no pauses

MY VOICE

5 4.2 Watch the video and think about the questions. Then discuss your answers in pairs.

1 In your opinion, which are the most important factors that influence your turn-taking style?
2 What's the most important piece of advice for you to remember when speaking? Why?

6 Look at the Communication skill box. What advice would you give to …

1 a rugby-style communicator talking to a bowling-style communicator?
2 a bowling-style communicator talking to a basketball-style communicator?

COMMUNICATION SKILL
Adapting your turn-taking style

Naturally, you probably have one dominant turn-taking style, but sometimes you might need to choose a different one to communicate effectively. There are several things you can change.

- You can increase / decrease your dominance by speaking more slowly and quietly, or more quickly and loudly.
- You can give others a greater or lesser chance to speak in your place, by changing how often you interrupt or pause.
- You can help create a more even participation by inviting others to participate, asking not to be interrupted and asking for more time to speak.

7 4.6 Listen to one of the conversations from Exercise 2 again. This time, the speakers adapt their turn-taking style. How do they do this?

8 4.6 Look at the Useful language box. Which expressions did the speakers use in Exercise 7? Listen again to check.

Useful language Taking turns

Interrupting
I'd like to just add that …
I'm glad you brought that up because …
Can I just jump in there?

Dealing with interruptions
Sorry, can I just finish what I was saying?
As I was saying, …

Inviting others to participate
Tell me more about …
I've talked too much already. What did you want to say?

Buying yourself time to speak
So, let me see …
Where was I? Oh yes, …

SPEAKING

9 **OWN IT!** Work in groups of three. Go to page 155 and follow the instructions.

4E A chance encounter

LESSON GOALS
- Use short and long sentences to express a different mood in a narrative
- Make a narrative more interesting by describing actions
- Write a story

SPEAKING

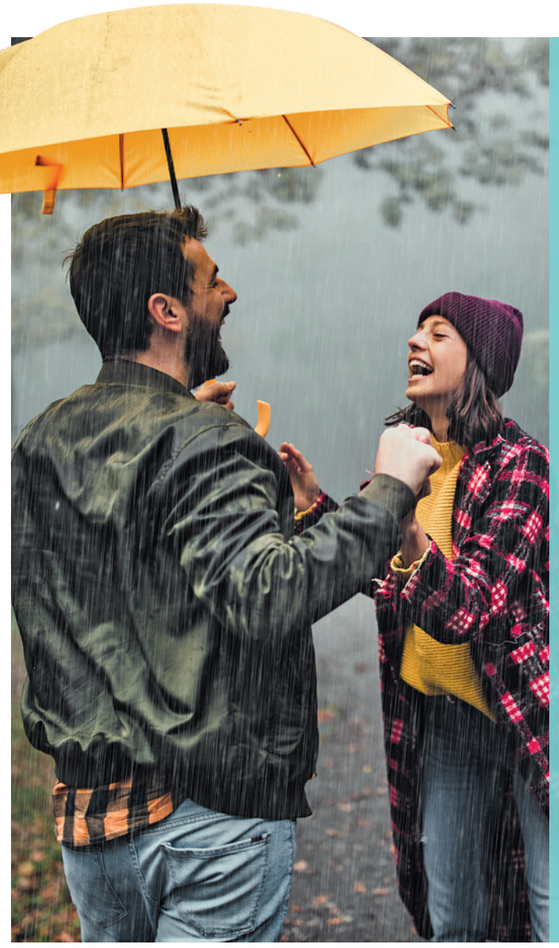
1 Work in pairs. Discuss the questions.

1 Do you read or listen to stories? What type of story do you like?
2 Do you tell stories to other people or know anyone who does? What kind of stories?
3 Do you think telling and listening to stories is a good way to connect with others? Why? / Why not?

2 You are going to read a story. Look at the title and photo. What do you think the story will be about?

READING FOR WRITING

3 Read the story. How is it similar to your ideas from Exercise 2? How is it different?



I couldn't believe my eyes!

It was just another grey and rainy Monday morning with no signs anywhere that it would be any different from all the other Monday mornings, nor that anything extraordinary was supposed to take place.

I had been living in Utrecht for two months. I was walking to work holding an umbrella in one hand and my breakfast in the other, which I hadn't eaten at home because of lack of time. 'That's a poor excuse', I told myself off.

Completely lost in thought, I suddenly felt something hit my forehead. Then I was on the ground. Everything went black. The next thing I remember is someone's concerned face above mine. 'It's OK. I'm fine', I mumbled with difficulty.

And then I realized whose face it was. 'Carlotta, is that you?', I yelled in disbelief. I jumped to my feet at once as if I'd never fallen down. We gave each other a big hug.

'What a coincidence!', I shouted, still shaking her hand. We hadn't seen each other in years and the last I heard was that Carlotta was living in Argentina.

'I moved here last week', she said, smiling at me. 'You clearly haven't changed – as clumsy as ever! You walked right into that lamppost!', she laughed. She offered to drive me to work. We spent the next half an hour rapidly exchanging news and agreed to meet at the weekend to catch up properly.

I really couldn't believe my eyes when I saw her that day. The world can be such a small place.

4 Read the story again and answer the questions. Then look at the Writing skill box to check.

1 When is the present tense used?
2 The writer uses long and short sentences in different parts of the story. How does each sentence type affect the mood of the story?

WRITING SKILL
Making a story entertaining

In stories, longer sentences are often used for descriptions and to show a relaxed, slow mood. Short sentences, on the other hand, are used in action scenes to make them feel faster.

You can describe actions to make a story more interesting by using …

- adverbs, e.g. *happily, angrily, unexpectedly, silently*.
- prepositional phrases, e.g. *in anger, with effort*.
- gerunds, e.g. ***shaking*** *his head,* ***running*** *towards me*.

Stories use a variety of past tenses (see page 143 for reference), but present and future tenses are used to present characters' direct words and thoughts. This makes the story more immediate.

5 Look at the paragraphs (1–2). Which paragraph presents a relaxed (R) scene and which presents an action (A) scene? Change the length of the sentences to reflect what is happening.

1 It was a sunny afternoon. The birds were singing. The sun was slowly setting. I was jogging in the park. I tried to leave the busy day behind me.
2 While I was running, I held my phone in one hand trying to dial my son's number because I'd promised to pick him up from basketball practice and I knew I wouldn't make it on time; and with the other waving to stop a taxi, but they all seemed busy.

6 Rewrite the reported sentences as direct speech.

1 Alicia claimed she'd never seen that man before.
'I've never seen this man before', Alicia claimed.
2 My dad offered to drive us to the airport.
3 Widya reminded me to invite Miguel to the party.

7 Read the story again. Underline examples of the three ways of describing action: adverbs, prepositional phrases and gerunds.

8 Make the descriptions more interesting by adding these expressions.

in anger | in surprise | not moving | silently | terribly | with difficulty

1 I got up _____. My back hurt me _____. Too much exercise yesterday.
2 I opened my eyes _____ and stood there _____. I'd won first prize in the story competition!
3 My mum looked at me _____ while I stared _____ at the floor. I'd broken her favourite vase.

WRITING TASK

9 **WRITE** Write a story based on either real or imaginary events. Follow the instructions.

1 Choose an option.
a Work on your own. Write 200 to 250 words.
b Work in pairs. Write 100 to 125 words each.
c Work in groups of three. Take turns to begin, continue and end the story.
2 Choose a topic.
a They thought they would never see each other again
b A twin sister/brother I never knew I had
c From enemy to best friend
d Your own idea
3 Write your story. Use the Writing skill box to help you.

10 **CHECK** Use the checklist. I have …

- ☐ used longer sentences for descriptions of slow, relaxed events.
- ☐ used shorter sentences for action scenes.
- ☐ used adverbs, prepositional phrases and gerunds to describe actions.
- ☐ used present tenses for characters' thoughts and words.

11 **REVIEW** Exchange stories with another student or group. What's your favourite part of the story? Which sentences describe actions or a relaxed mood well?

Go to page 131 for the Reflect and review.