



APEX ENGLISH

Your voice. Global.

C1 · GENERAL ENGLISH

UNIT 6 · 6A

Help, I need somebody!

Theme · Help & Habit



Unit 6 · 6A

Help, I need somebody!

Theme: *Help & Habit*

Learning objectives

- Expand C1 vocabulary related to **compound adjectives**.
- Use **verb + object + infinitive or gerund** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at

alunos.apexenglish.com.br/general-c1/6a. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs, talk for about a minute on each prompt before feedback:

- 1 What comes to mind when you hear the theme **“Help & Habit”**?
- 2 How comfortable are you using vocabulary about **compound adjectives**? Give one recent example.
- 3 When did you last use — or misuse — **verb + object + infinitive or gerund**?

Reading

The stubborn adult

A curious pattern has emerged in the last decade of adult-life research. Broadly speaking, we have never been better at helping — donating, volunteering, offering our time to strangers online — and we have never been worse at receiving it. Charity, it would seem, is a one-way street for most of us. We are, in the language of the sociologist Brene Brown, willing to be the ones who help; we are strikingly reluctant to be the ones who need it.

Part of the explanation is cultural. A generation raised on the language of self-improvement, personal branding and 'grinding' finds it hard to say the small, unglamorous sentence I can't do this on my own. To ask for help is, in some quiet way, to admit that the story you have been telling about yourself is at least partly a fiction. It is easier, most days, to be long-winded about how busy one is than to be quick-witted enough to name what one actually needs.

The consequences of this reluctance are not trivial. Studies from the University of Waterloo have found that adults consistently under-estimate — by around fifty per cent — the likelihood that a stranger will help them if asked. In other words, we assume rejection where none exists. We keep carrying boxes we cannot lift because we cannot bring ourselves to make eye contact with the well-meaning colleague standing beside us.

There is also, of course, a subtler kind of loneliness at work. To need help is to become, for a moment, visible in an inconvenient way. It is to let another person watch you make a small, honest mess. Self-sufficient adults, so the current research suggests, are often not self-sufficient at all; they are simply better than most at hiding the moments in which they aren't.

The remedy, if there is one, appears to be practice. The people who ask most easily are those who have most often asked — and been surprised, over and over, by the ordinary kindness of the answer.

Comprehension — choose the best answer.

Ask the teacher — notes to bring to class



1. The central paradox the article identifies is that modern adults:
 - (A) give little but expect much
 - (B) help others readily but struggle to accept help themselves
 - (C) have too many friends
 - (D) no longer volunteer as much
2. By 'a one-way street', the writer implies charity today:
 - (A) only goes to the poor
 - (B) flows out but rarely comes back in
 - (C) is transactional
 - (D) is going out of fashion
3. The University of Waterloo studies found that people:
 - (A) overestimate strangers' generosity
 - (B) underestimate strangers' willingness to help by roughly half
 - (C) help less than they used to
 - (D) prefer helping online
4. The 'subtler loneliness' the writer refers to is caused by:
 - (A) living alone
 - (B) the visibility of admitting one needs help
 - (C) moving city too often
 - (D) social media
5. According to the closing paragraph, the remedy is:
 - (A) therapy
 - (B) changing jobs
 - (C) practising asking, until the answer surprises you
 - (D) reading more
6. The tone of the piece is best described as:
 - (A) polemical
 - (B) quietly diagnostic
 - (C) hopeful and self-help
 - (D) openly angry

Ask the teacher — notes to bring to class



Vocabulary

Focus: **compound adjectives**

Study these C1 items and their meanings.

self-sufficient — able to manage without help from others

well-meaning — having good intentions, even if the outcome is poor

narrow-minded — unwilling to consider other opinions or new ideas

absent-minded — forgetful, with attention elsewhere

quick-witted — able to think and respond intelligently and fast

long-winded — using far more words than necessary

big-headed — arrogant, with an inflated sense of one's importance

level-headed — calm and sensible, especially under pressure

Ask the teacher — notes to bring to class



Grammar

Focus: **verb** + **object** + **infinitive or gerund**

Study the online lesson notes, then complete the interactive tasks at **alunos.apexenglish.com.br/general-c1/6a**.

Ask the teacher — notes to bring to class



Speaking

- 1 Tell a partner about a personal experience connected to **help & habit**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *compound adjectives* list.
- 3 Discuss: *Is it possible to be objective about help & habit?* Justify your view.

Writing

Write 220–260 words on: **“Help & Habit — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*verb + object + infinitive or gerund*).

Ask the teacher — notes to bring to class



Workbook

Home practice

Complete on your own; check answers in class.

1. She persuaded him _____ the meeting a day early.
(A) to leave
(B) leaving
(C) leave
(D) left
2. They wouldn't let us _____ the building without ID.
(A) to enter
(B) entering
(C) enter
(D) entered
3. Please remember _____ the alarm before you close up.
(A) to set
(B) setting
(C) set
(D) sets
4. I stopped _____ him after the third missed reply — it was becoming embarrassing.
(A) to help
(B) helping
(C) help
(D) helped
5. I regret _____ you that we can't offer you the role.
(A) to tell
(B) telling
(C) tell
(D) told
6. He was made _____ in front of the whole team.
(A) apologise
(B) to apologise
(C) apologising
(D) apologised

Ask the teacher — notes to bring to class

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Workbook · 6A. Help, I need somebody!

Home practice · verb + object + inf/gerund & compound adjectives · answer key included



Class Book

Full lesson · in-class material



Workbook

Home practice · with answer key

GRAMMAR

10 min

1 · Verb patterns — choose the best option

1. She persuaded him _____ the meeting a day early.

a. to leave ✓

b. leaving

c. leave

d. left

2. They wouldn't let us _____ the building without ID.

a. to enter

b. entering

c. enter ✓

d. entered

3. Please remember _____ the alarm before you close up.

a. to set ✓

b. setting

c. set

d. sets

4. I stopped _____ him after the third missed reply — it was becoming embarrassing.

a. to help

b. helping ✓

c. help

d. helped

5. I regret _____ you that we can't offer you the role.

a. to tell ✓

b. telling

c. tell

d. told

6. He was made _____ in front of the whole team.

a. apologise

b. to apologise ✓

c. apologising

d. apologised

Score: 6 / 6

🔄 Try again

VOCABULARY

2 · Complete with a compound adjective from the box

10 min

WORD BANK — DRAG OR TAP, THEN TAP A GAP

self-sufficient

well-meaning

level-headed

absent-minded

long-winded

quick-witted

1. Her advice was **well-meaning** **well-meaning** but ultimately made things a little worse.
2. He is so **absent-minded** **absent-minded** that he forgot the meeting he had scheduled himself.
3. You need someone **quick-witted** **quick-witted** enough to answer the awkward question in the interview.
4. She stayed remarkably **level-headed** **level-headed** throughout the whole crisis — no drama, just decisions.
5. He gave a **long-winded** **long-winded** answer that lost the room by the third minute.
6. He prides himself on being **self-sufficient** **self-sufficient**, but he is really just isolated.

Score: 6 / 6

Try again

GRAMMAR

10 min

3 · Rewrite using the structure in brackets

1. *'They allowed us to leave early.'* (using 'let')

Hide answer

They let us leave early.

2. *'The teacher forced him to apologise.'* (passive with 'was made to')

Hide answer

He was made to apologise.

3. *'She persuaded me to apply for the promotion.'* (passive)

Hide answer

I was persuaded (by her) to apply for the promotion.

4. 'Would you mind if I opened the window?' (using 'mind + gerund')

Hide answer

Would you mind opening the window? / Would you mind me opening the window?

VOCABULARY +

8 min

4 · Verb + preposition + gerund

DRAG THE MEANING ONTO THE WORD

Reset

achieve something after effort

claim someone has done something wrong

say sorry for something

refuse to accept an alternative

stop someone from doing something

insist on (doing)

refuse to accept
an alternative

Hide answer

refuse to accept an alternative

apologise for (doing)

say sorry for
something

Hide answer

say sorry for something

accuse (someone) of (doing)

claim someone
has done
something
wrong

Hide answer

claim someone has done
something wrong

succeed in (doing)

achieve
something after
effort

Hide answer

achieve something after effort

prevent (someone) from (doing)

stop someone
from doing
something

Hide answer

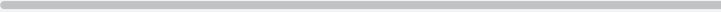
stop someone from doing
something

LISTENING

10 min

5 · Podcast · Why I stopped saying I'm fine

Listen to an English woman in her thirties on a podcast, reflecting honestly on the small moment she stopped refusing help.

▶ 0:00 / 0:00   

1. What triggered her to stop saying 'I'm fine'?

[Hide answer](#)

A moment on a Tuesday when a neighbour offered — twice — to carry a heavy box for her, and she refused twice, out of what she calls 'reflexive self-sufficiency'.

2. What did she notice about her tone afterwards?

[Hide answer](#)

That she had thanked the neighbour four times in the same sentence — which she now considers a sign she was not, in fact, fine at all.

3. What is the small change she has made?

[Hide answer](#)

She now waits one full second before saying 'I'm fine' — and in that second she quite often changes her mind.

4. What is her final distinction between 'being self-sufficient' and 'being unreachable'?

[Hide answer](#)

She says being self-sufficient is a virtue only up to the point at which it makes you unreachable — and she had accidentally crossed that point without noticing.

WRITING

20 min

6 · A short reflection (180–220 words)

Write a short first-person reflection titled: "*The last thing I refused help with*". Use at least three verb + object + inf/gerund patterns and two compound adjectives. End with an honest, unheroic decision — nothing motivational.

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