

Communication (n) the process of giving information or of making emotions or ideas known to someone. Synonyms: interaction (n), contact (n)

Plato means that people should more carefully consider what they choose to say and when they say it.

Plato (428-348 BCE) was a classical Greek philosopher. He was the founder of the Academy in Athens, which was the first higher-learning institution in the Western world.

or spoken communication? Which do you prefer and why?

COMMUNICATION

OBJECTIVES/

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

- 1 Focus students' attention on the picture to engage them in the topic and help generate ideas. Elicit one way in which 21st-century technology makes it easier to communicate with other people and one way in which it makes 'real' communication harder. Put students into pairs to think of more ways before whole-class feedback.
- Put students into pairs and encourage them to explain the meaning of the quote and to discuss if they agree with it. Ask one or two pairs to share their ideas with the class. Encourage the students to listen to each other and respond with their own ideas and opinions.

3 Elicit examples of the four types of communication mentioned in the question, e.g. instant messaging. Then ask students to discuss the question with their partner. Monitor and record any interesting vocabulary on the board. Give feedback at the end of the activity.

WORKSHEETS

Lesson 1.1 Communication today

Grammar: Present simple and present continuous (W1)

Vocabulary: Seeing and hearing (W2)

Lesson 1.2 Who owns English?

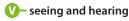
Grammar: Subject and object questions (W3)

Vocabulary: Languages (W4)

Update your status on social media Make a short podcast



G— present simple and present continuous





S— listening to check predictions

RFADING

- A SPEAK Work in groups and discuss the guestions.
 - 1 Do you ever use social media sites? Which ones?
 - 2 What sort of information do people usually post on social media?
- **B** PREDICT Match the pictures (1–3) with the social media status updates (a-c). How do you think the people in the pictures are feeling? What can you guess about their lives?
 - On my way to the top! Looking forward to an amazing
 - **b** Can't believe we're on holiday again! We're having a wonderful time! 3
 - c Our lovely new kitchen! Looks good, doesn't it? 1
- C READ FOR GIST Read the social media posts quickly to check your predictions from Exercise B. Make notes about the true stories behind the pictures.

- D READ FOR DETAIL Read again and answer the questions.
 - 1 How do Katia and Elisa know each other?
 - **2** Why was Katia confused?
 - **3** When did Katia go to the top of the mountain?
 - 4 How does Katia feel about her new kitchen?
 - 5 How does Katia feel about her 'boring' life?
 - 6 Why doesn't Elisa post pictures when she isn't on holiday?



My **perfect** online life



@Katia ... is feeling confused 6 hours ago

Had a very strange experience today. I met my old school friend @Elisa for the first ExD time in eight years. 'You're so lucky!' she said. 'You have such a perfect life! I'm so iealous!'

A perfect life? Me? I have a very normal life: I get up early every day, take the bus to ExDQ2 work, watch TV ... and that's all. In fact, Elisa seems to have a perfect life: her pictures always show her wonderful family relaxing in the sunshine on a beautiful beach.

But now I'm writing this post, I think I understand what happened: on social media, our lives look perfect, but the reality is very different.

For example, last week I posted a selfie from the top of a mountain. In the picture, ExDQ3 you can see I'm smiling. But in fact, I felt absolutely exhausted and just wanted to go home as quickly as possible! But you can't see that in the picture!

And did you see the picture of our new kitchen a few weeks ago? Well, yes, it's lovely, but I didn't mention that it took six months to finish. Six months without a kitchen! And ExDQ4 it cost us twice as much as we expected, so now we're getting worried about money. But no one ever talks about money problems on social media, do they?

I'm not complaining, though. I'm very happy with my life! I love being normal ... and I don't mind that my life is becoming a bit boring! In fact, I'm thinking of staying at home this evening – just me, my husband and a takeaway pizza! Perfect!



a Reply from @Elisa 4 hours ago

Hey, **@Katia!** Great to see you this morning. I know what you mean about our 'perfect lives'. I guess I need to explain about all those beach pictures. You see, I work really hard all year, and the only time I use social media is when I'm on holiday. That's why ExE(I'm sitting on the beach in all my pictures! It usually rains for most of the week we're on holiday, but of course we only take pictures when the sun's shining!

Glossary

jealous (adj) unhappy because someone has something that you would like or can do something that you would like to do



LEAD-IN

With books closed, put students into pairs and give them one minute to list as many means of communication as they can. The pair with the most wins.

READING

- A If you ever use social media sites, tell the students which ones and what sort of information you post. If you don't, give an example about someone you know. Ask students to do the same in pairs, telling each other about their social media habits and what people generally use social media for. As you monitor, encourage students to expand on their answers to generate plenty of interest in the topic.
- B Ask students to look at picture 1 and call out ideas about the man's feeling and life in general. Then ask students to work with a partner to discuss the other pictures and match them to social media updates. As a whole class, confirm the correct answers to the matching task but don't accept or reject any other predictions at this stage.
- C Tell students they can now check their predictions as they read some social media posts by the two women shown in the pictures. Ask students to read and make notes about the stories behind the pictures. Check with the class which predictions were closest to the truth.
 - Picture 1: It took six months to finish and cost twice as much money as she expected.
 - Picture 2: Katia felt cold, wet and tired and wanted to go home.
 - Picture 3: Elisa only goes on holiday for one week per year, and it usually rains for most of the time.

- D Tell students to work alone to read the text again to answer guestions 1-6. Point out the glossary, with a definition of jealous, an important word to understand the text. Allow students to check their answers with a partner before checking as a whole class.
 - 1 They were friends at school, but they last saw each other eight years ago.
 - 2 Because she and Elisa both thought the other one had a perfect life.
 - 3 Last week.
 - 4 It's lovely, but it caused a lot of problems.
 - 5 She loves it.
 - 6 She's too busy.
- E You could tell students about the acronym FOMO (fear of missing out), which is common when discussing this topic. Ask if students have heard of this and if they ever have this feeling. Ask one or two pairs to share what they discussed, then encourage the rest of the class to say whether they have similar or different feelings.

Extra activity

The discussion questions could be used to introduce a short class debate on the theme of social media: for example, does social media make us more or less happy? Break your class into groups. Ensure that students argue both for and against the motion, even if they aren't adopting their real position. Allow the class time to organise their arguments. Set a time limit on speeches. After the debate students can vote on the motion.

METHODOLOGY HUB by Jim Scrivener

Activity route map

Here is a basic route map plan for running a simple activity. In some bigger activities, there may be a number of clearly separate 'sections' within the task, in which case you would go through steps 3, 4 and 5 a few times.

- 1 Before the lesson: Familiarise yourself with the material and activity; prepare any materials or texts you need.
- 2 In class: Prepare for the activity.
- 3 Set up the activity (or section of activity), i.e. give instructions, make groupings, etc.
- 4 Run the activity (or section): Students do the activity, maybe in pairs or small groups while you monitor and help.
- 5 Close the activity (or section) and invite feedback from the students.
- 6 Post-activity: Do any appropriate follow-on work. Here is some advice for step 1 in more detail:
- 1 Before the lesson:
- Familiarise yourself with the material and the activity.
- Read through the material and any teacher's notes.
- Try the activity yourself.
- Imagine how it will look in class.

- Decide how many organisational steps are involved.
- What seating arrangements/rearrangements are needed?
- How long will it probably take?
- Do the learners know enough language to be able to make a useful attempt at the activity?
- What help might they need?
- What questions might they have?
- What errors (using the language) are they likely to make?
- What errors (misunderstanding the task) are they likely to make?
- What will your role be at each stage?
- What instructions are needed?
- How will they be given (explained, read, demonstrated)?
- Prepare any aids or additional material.
- Arrange seating, visual aids, etc.
- Most importantly, you need to think through any potential problems or hiccups in the procedures. For example, what will happen if you plan student work in pairs, but there is an uneven number of students? Will this student work alone, or will you join in, or will you make one of the pairs into a group of three?

GRAMMAR

A Do the first verb together as a class, before students work alone.

<u>Present simple:</u> have, get up, take, watch, seems, show, think, understand, look, talks, love, don't mind, know, mean, guess, need, see, work, use, rains

<u>Present continuous:</u> is feeling, 'm writing, 'm smiling, 're getting, 'm not complaining, is becoming, 'm thinking, 'm sitting, 's shining

B-C Put students into pairs to complete the exercises.

Possible answers:

Rule 2: Her pictures always <u>show</u> her wonderful family.../But no one ever <u>talks</u> about money problems...

Rule 3a: Katia...<u>is feeling</u> confused / I'm not complaining, though

Rule 3b: That's why I'm sitting on the beach in all my pictures!

/...we only take pictures when the sun's shining!

Rule 3c: My life is becoming a bit boring

Rule 4: I <u>love</u> being normal...and I <u>don't mind</u> that.../I <u>guess</u> I

<u>need</u> to explain ...

Rule 5: I think I understand what happened / I'm thinking of staying at home this evening ...

Direct students to the **Grammar Hub** on page 122 (see below).

E-F Put students into pairs then groups to complete the exercises. Use the **Grammar Worksheet** on W1 for extra practice.

SPEAKING

- A Tell students to look on their phones for two or three pictures that might be posted on social media.
- **B** Put students into groups to show their pictures to each other and discuss the guestions.
- Monitor as the students are writing, helping if they need vocabulary.
- D Either display the students updates on the walls for students to walk around and read or pass them around so everyone gets a chance to read as many as possible. Tell students to think about whether the updates make their classmates' lives seem perfect or normal. In feedback, ask a few students to tell you which updates they found particularly interesting and why.

GRAMMAR HUB

1.1 Present simple and present continuous

	Positive	Negative /	Question
Present simple	He gets up early.	It doesn't look good.	Do you take the bus?
	I'm taking a selfie.	She isn't watching TV.	Are they smiling?
continuous		She's not watching TV.	

 We use the present simple to talk about actions that always/ usually/never happen.

I don't always get up early.

• We use the present continuous to talk about actions that are in progress at the moment of speaking or writing.

They aren't working this week.

 We also use the present continuous to describe actions in a photo or video.

What is he doing in this photo?

• We also use the present continuous to describe trends.

More and more people are getting worried about money.

 We use the present simple, not the present continuous, to talk about our everyday routines.

Do you write many emails at work? NOT Are you writing many emails at work? • We often use these adverbs of frequency with the present simple: always, never, often, rarely, sometimes, usually.

Do you often post photos of yourself on social media?

 We use stative verbs to describe feelings and ideas. We use the present simple (not the present continuous) with stative verbs.

I love taking selfies!

• Some verbs (e.g. *have*, *look*, *speak*, *think*) can be used as both dynamic and stative verbs, depending on the situation.

have: She has a perfect life. / Are you having fun? look: Your new kitchen looks really good! / I'm looking for a new job.

1.1 Present simple and present continuous

A Choose the correct option.

- 1 Sarah *(s showing)* / *shows* me her holiday photos. They're lovely!
- **2** Are they working / Do they work today?
- 3 Are you always getting up / Do you always get up early on weekdays?
- 4 They are relaxing / relax on the beach in this picture.
- 5 We *are not usually / don't usually* watch TV but this programme is really good!
- **6** I *am becoming* / *become* more worried about my social media posts.

B Complete the email with the correct form of the verb in brackets. Use contractions where possible.

We ¹ <u>'re having</u> (have) a great time here in Spain! The sun ² <u>'s shining</u> (shine) and the country is beautiful. We ³ <u>have</u> (have) a lovely room in a little hotel with a view of the beach. I ⁴ <u>'m sitting</u> (sit) on the balcony to write this email and I can see Paul down on the beach. He ⁵ <u>'s playing</u> (play) football with the boys on the sand. The children ⁶ <u>like</u> (like) it here – they say they ⁷ <u>don't want</u> (not want) to go home! Hope you ⁸ <u>aren't working</u> (not work) too hard!

See you next week!

Love, Mary

Hi Sarah!

➤ Go back to page 3.

E SPEAK Work in pairs and discuss the questions.

- 1 Does your life look perfect on social media? What about your friends' lives?
- 2 Do you ever feel jealous when you see other people's status updates?

GRAMMAR

Present simple and present continuous

- A Look at the underlined verbs in the social media posts. Which verbs are in the present simple? Which are in the present continuous?
- **B** WORK IT OUT Match the sentences (a–f) with the rules (2–5).
 - a In the picture, you can see I'm smiling. rule 3 b
 - **b** I know what you mean about our perfect lives. rule 4
 - c But now I'm writing this post, ... rule 3 a
 - d You have such a perfect life! rule 5
 - e I get up early every day. rule 2
 - f So now we're getting worried about money. rule 3 c

Present simple and present continuous

- 1 Dynamic verbs (talk, go) usually describe actions.
- **2** We use the present simple with dynamic verbs to talk about actions that always, usually or never happen.
- **3** We use the present continuous with dynamic verbs:
 - **a** to talk about actions that are in progress at the moment of speaking or writing.
 - **b** to describe actions in a picture, video, etc.
 - **c** to describe trends (e.g. something is happening more and more these days).
- 4 Stative verbs (*want, seem*) often describe feelings and ideas. We use the present simple with stative verbs.
- **5** A few verbs (*have*, *look*, *speak*, *think*) have two or more meanings. They are sometimes dynamic verbs and sometimes stative verbs.
- C Find at least one more example of each rule (2–5) in the posts.
- D Go to the Grammar Hub on page 122.

E Are the verbs stative verbs (S) or dynamic verbs (D)?

1	contain	_5_	7 include S
2	cost	<u>S</u>	8 mean S
3	depend	S	9 own 5
4	deserve	S	10 relax D
5	enjoy	D	11 seem S
6	happen	D	12 shine D

F SPEAK Work in groups and discuss the questions.

- 1 Why are you studying English? Why do you need English?
- 2 How is this week different from your normal weekly routine? What are you doing differently this week? What do you normally do?
- **3** What are people doing more and more these days? What are some trends in your own life?

SPEAKING

A Work in groups. If you have some pictures on your phone, choose two or three to discuss with your group. If you do not, think about some of your favourite pictures of you and your friends or family.

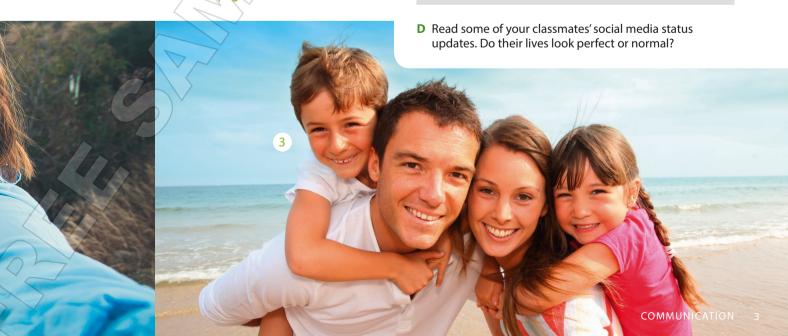
B Tell your group:

- What's happening in the pictures?
- Does your life seem perfect or exciting in the pictures? What's the real story behind the pictures?
- Do you have any pictures of you doing normal things, e.g. watching TV? Why/Why not?
- C Write a short social media status update for one or two of your pictures. Decide whether to make your life seem perfect or normal.

Writing a status

We often leave out the subject and *be* from the beginning of status updates when it's easy for the reader to guess the missing words.

- (It) Looks good, doesn't it?
- (I) Had a very strange experience today.
- (It was) Great to see you this morning.





LISTENING

- A SPEAK Work in pairs and discuss the questions.
 - 1 What do you use your mobile phone for?
 - 2 How did people do those things before they had mobile phones? What problems did they have?
- **B** PREDICT Work in pairs. You are going to listen to *A week without phones!* Look at the pictures and discuss the questions. Use the strategies in the box to help you.

Listening to check predictions

Before you listen to something in English, it's always a good idea to predict what you will hear.

If there's a title and pictures, you can try to predict the connection between them. Then you can listen to check your predictions.

- 1 Who are the people in picture a? What are they doing? brother and sister
- 2 What is the device in picture b? a voice recorder
- 3 What does the title mean? What's the connection with the people and the device? a week without using their mobile phones, making a podcast about it
- C LISTEN FOR GIST Listen to Part 1 of the podcast and check your answers to Exercise B.
- D PREDICT Work in pairs and discuss the questions.
 Then listen to Part 2 and check your answers.
 - 1 What went wrong when Olivia and Jackson tried to meet up on Monday?
 - 2 How did they solve the problem?
- 1.3 E PREDICT Work in pairs and discuss what you think Olivia and Jackson did differently on Tuesday when they met. Then listen to Part 3 and check your answer.
- F PREDICT Work in pairs and discuss the questions.

 1.4 Then listen to Part 4 and check your answers.
 - 1 Do you think Olivia and Jackson are enjoying the experiment?
 - What do you think they're doing more or less of than usual?

G LISTEN FOR DETAIL Listen again. Choose the correct answers,

- .5 a, b or c.
 - 1 When is the last day of the experiment?
 - **a** Tuesday
 - **b** Thursday
 - (c) Sunday
 - 2 Why does Olivia decide to stop waiting outside on Monday?
 - (a) She doesn't want to get wet.
 - **b** She thinks Jackson isn't coming.
 - **c** She knows the university closes at four o'clock.
 - 3 How does Sebastian know Jackson and Olivia?
 - a They study together at university.
 - **b** Olivia met Sebastian outside the cake shop.
 - © Sebastian has seen them before in pictures and videos.
 - 4 Why is Olivia enjoying the concert more than usual on Tuesday?
 - (a) She isn't recording it on her phone.
 - **b** The audience isn't having as much fun.
 - c Jackson isn't there with her.
 - 5 On Thursday, why is Olivia surprised at the end of the podcast?
 - a The university buildings are amazing.
 - **(b)** Jackson doesn't usually talk so much.
 - c She can't believe Jackson forgot his camera.

H SPEAK Work in groups and discuss the questions.

- 1 What problems did Olivia and Jackson have during the experiment?
- **2** What good things happened as a result?
- 3 Do you think Olivia and Jackson's experiment was a good idea?
- 4 Would you like to try a similar experiment? Why/Why not?



LISTENING

- A Put students into pairs to discuss the questions.
- **B** Ask them to look at the strategies in the *Listening to check* predictions box. Put students into pairs to discuss the questions. Get feedback but don't confirm or deny anything yet.

C-H Put students into pairs to make predictions and discuss questions. Allow them enough time to make predictions before playing tracks. Also for the last stage, ensure they have shared some ideas in pairs before opening out to a wider class discussion.

AUDIOSCRIPT



Listening, Exercise C J = Jackson O = Olivia

- **J:** Hello. Welcome to the Tec-cast. I'm Jackson, and this is my big sister, Olivia.
- O: Hello. In this week's podcast, we're looking at phones. Or rather, we're not looking at our phones for a whole week!
- **Ex G Q1 J:** Yes, that's right. Our experiment runs for seven days. We started on Monday and today's Thursday, so we're halfway through it.
 - O: Exactly. And instead of our phones, we're both carrying around one of these voice recorders all week, so we can record our experiences. And it's been quite a week! I arranged to meet Jackson outside the university on Monday afternoon, but it didn't really work, did it, Jackson?
 - **J:** Er, no. Sorry. Let's listen to our recordings from earlier in the week.



Ex G Q2

Listening, Exercise D J = Jackson O = Olivia S = Sebastian

- O: Hi. Olivia here. It's 4.20 on Monday afternoon and I'm waiting for Jackson. We arranged to meet here, outside the university, at four o'clock, but I can't see him and it's starting to rain. So it looks like he isn't coming and I'm not sure what to do. Hmm, I can't call him because I haven't got my phone. OK, I know. I'll go and wait in that cake shop over there – at least I'll stay dry, and I'll be able to see Jackson through
- Hi. This is Jackson. It's Monday afternoon and I'm late meeting Olivia. I think. I don't actually know the time because I never wear a watch; I always use the clock on my phone. Anyway, I missed my bus and I couldn't check the time of the next one – the timetables are all online now. So I decided to walk. But then I got lost because I didn't have a map – I usually use the map on my phone! And I couldn't call Olivia to tell her I'd be late. And now it's raining! OK, so I'm just arriving at the university now and I'm looking for Olivia, but I can't see her. Hmm, now I don't know what to do.

the window when he arrives.

- S: Excuse me. Are you looking for Olivia?
- J: Er, yes. Why?
- S: Hi. I'm Sebastian. I'm a student at the university here. Ex G Q3 listen to your podcast every week, and I watch all your videos. I love them!
 - Really? Wow! Thanks. Er ... but how do you know I'm looking for Olivia?
- Ex D Q2 S: I spotted her here a few minutes ago. I recognised her from your videos. She went into that cake shop over there.

- J: Oh, excellent. Thank you so much. Look, do you want to come and join us? I'll buy you a cake to say thank you, and you can tell us what you think of our podcasts.
- **S:** Yeah, that sounds like a great idea. Thanks a lot.



Ex E

Listening, Exercise E J = Jackson O = Olivia

O: Hi, Me again. It's quarter past 11 on Tuesday morning, and yes, I'm waiting for Jackson, again. He's 15 minutes late, again, but it's OK because we arranged a plan B: what to do if something goes wrong. So I'm enjoying a nice open-air concert in the park right now, by a really cool band. Maybe you can hear the music in the background. Our new friend Sebastian told us about the concert yesterday – he plays the guitar in the band, and he sounds really good. It's strange because all the other people in the audience are filming the concert on their mobile phones, but I think they're missing half the fun! I'm just listening and enjoying it – and it's much better. In fact, I think I'll stop recording now so I can listen!

Ex G 04

J: Hi. It's Tuesday morning, and I'm late for a meeting with Olivia, again, but it's OK because we discussed where she'll be at 11, 11.30, 12.00 and 12.30. And yes, I'm wearing a watch today – an old one from when I was a teenager. It doesn't look great, but it's good for telling the time! Anyway, today, I decided to walk the same way I came yesterday – so I checked a map before I left home! I wanted to come back to this part of town because I noticed that the buildings are really beautiful and interesting. I don't normally look at the buildings around me – I usually just stare at my phone. But it's really nice to look around and think about where I am and ... how to get to the

park from here. So I'm not exactly lost again; I'm just

exploring the city a bit more than usual.

1.4

Ex F 02

Listening, Exercise F J = Jackson O = Olivia

- O: Hello again. So, as I said, it's now Thursday, and we're halfway through our experiment. How's it going for you, Jackson?
- **J:** Surprisingly well! I mean, I think I'm seeing a lot more than usual – now I'm looking at the real world, not my phone all the time.
- **O:** Yeah, me too. I really enjoyed observing all the people outside the university on Monday! So what about those amazing buildings? Did you take any pictures?
- **J:** Er, no. Because I didn't have my phone! But I can tell you about them, if you want.
- **Ex G Q5** O: Wow! You usually just show me your pictures. You see! We're talking more than before, too! Our experiment is working! So tell me about those buildings!



Ex E

Ex E

VOCABULARY



- A Tell students that all the sentences come from the podcasts they listened to earlier. Students first try to choose the correct verb before listening to check. Get feedback, but don't explain why any of the answers are correct or incorrect yet.
- B Ask the class whether the eyes or the ears are used for each of the words, e.g. *hear* = *ears*. Students then use the symbols to work out the rules. As you monitor, direct them to the sentences in Exercise A to help them if necessary. Check answers with the class.
- C Direct students to the Vocabulary Hub on page 142 for further practice of verbs of seeing and hearing. Allow time for students to compare answers in pairs before checking each exercise.
- D Tell students to complete the questions with the verbs in the box. In feedback, check students fully understand the meaning of the verbs and the differences between them.
- E Put students into groups to discuss the guestions. Get feedback from one or two students about the most interesting things they talked about. Use the Vocabulary Worksheet on W2 for extra practice.

PRONUNCIATION



- A Focus students' attention on the information about the schwa. the most common sound in English (especially British English). Model the sound so students know what it is, then tell them to listen and underline the schwas they hear in the sentences from the podcast.
- **B** Tell students to practise saying the sentences in pairs. Encourage them to check and correct each other's use of the schwa. Join in yourself and make this light-hearted and fun. Point out how using the schwa is a very effective way to sound more natural, and therefore be more easily understood.

SPEAKING HUB

- A Tell students that they're going to make a short podcast. Put students into small groups of three or four and tell them to choose one of the ideas in the box or to think of one of their own
- **B** Give groups time to plan their podcasts. Encourage students to make notes, but not to write out the whole podcast word for word. Monitor and help with vocabulary and pronunciation as they do this.
- C Students can either record their podcast and play it to the class or present it live. Encourage students to listen carefully to the other podcasts and think about whether they would like to try any of the experiments.
- Put students into groups to discuss the questions. Call on each group to say what they discussed and encourage other students to comment on what the group says.
- **E** Put students into new groups to discuss what experiments they would like to try and whether they would want to make a real podcast.

Extra activity

You could encourage students to complete their experiment outside class. Before they start, students can make predictions about the outcomes of their experiments. Help students plan how they will carry the experiments out. Will they use a smartphone or voice recorder to record their impressions? Or will they keep a diary of their experiment?

After their experiment, students can reflect on whether their predictions came true and what they have learnt from doing it. Finally, students can report back to the rest of their class about their experiment.

TEACHING IDEA by David Seymour

Topic: Bare necessities

Use this activity to revise the topic,

In pairs, brainstorm a list of the 20 most important things that you need on a day-to-day basis and put them in order from most to least important. See how your list and order compare with another pair.

What is the bare minimum that a person needs to survive? List a few other things that people say they need but might not in fact be necessary.

TEACHING IDEA

by David Seymour

Topic: World needs

Use this activity to revise the topic.

Work in small groups and write five ideas under each of these headings:

- what the world needs now
- what things need doing to improve this town/country
- what people need in order to live in harmony

Discuss how the needs of different countries compare.

METHODOLOGY HUB by Jim Scrivener

Language skills

As well as working with the language systems (which we can think of as what we know, i.e. 'up-in-the-head' knowledge), we also need to pay attention to what we do with language. These are the language skills. Teachers normally think of there being four important macro language skills: listening, speaking, reading, writing. Listening and reading are called

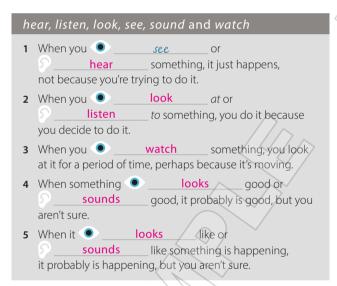
receptive skills (the reader or listener receives information but does not produce it); speaking and writing, on the other hand, are the **productive skills**. Skills are commonly used interactively and in combination rather than in isolation, especially speaking and listening. It's arguable that other things (e.g. thinking, using memory and mediating) are also language skills.

VOCABULARY

Seeing and hearing



- A Choose the correct verbs to complete the sentences from A week without phones! Then listen again and check your
 - 1 In this week's podcast, we're *looking at / seeing /* watching phones.
 - 2 It *looks / sees / watches* like he isn't coming, and I'm not sure what to do.
 - 3 I'm *looking / seeing / watching* for Olivia, but I can't *look* at / see / watch her.
 - 4 | hear / listen to / sound your podcast every week, and | look at / see / watch all your videos.
 - 5 Yeah, that *hears / listens / sounds* like a great idea. Thanks a lot.
 - 6 Maybe you can <u>hear</u> / listen to / sound the music in the background.
 - 7 He plays the guitar in the band, and he *hears / listens /* sounds really good.
 - 8 It doesn't *look / see / watch* great, but it's good for telling the time!
 - **B** WORK IT OUT Complete the rules with the correct form of hear, listen, look, see, sound or watch.



- C Go to the Vocabulary Hub on page 142.
- **D** Complete the questions with the verbs in the box. There are two extra verbs.

notice observe recognise spot stare 1 Do you ever sit in a café and __ observe people through the window? Why do people enjoy doing this?

- Are you good at remembering people's faces? Do you always <u>recognise</u> people when you meet them the second time?
- When you're travelling around (e.g. by bus), do you notice _ the buildings around you?
- **E SPEAK** Work in groups. Ask and answer the questions in Exercise D.

PRONUNCIATION

Schwa /ə/

Schwa /ə/

Schwa is the most common sound in English. We use it for most unstressed vowel sounds, especially in words like a, the, of, to, and and but.



- A Listen to the sentences from A week without phones! Underline all schwas. The numbers in brackets tell you how many schwas to find. The first one has been done for you.
 - 1 We're not looking at our phones for a whole week! (3)
 - 2 We arranged to meet here, outside the university, at four <u>o</u>'clock. (5)
 - 3 It's Monday afternoon and I'm late meeting Olivia. (3)
 - 4 I'll buy you a cake to say thank you, and you can tell us what you think of our podcasts. (6)
 - 5 Yes, I'm wearing a watch today an old one from when I was a teenager. (7)
- **B** SPEAK Work in pairs. Practise saying the sentences. Listen and check your partner's pronunciation.

SPEAKING HUB

A Work in groups. You are going to make a short podcast about an experiment. Choose one of the ideas in the box or use your own ideas.

a week of doing something completely new every day a week speaking only English a week without complaining a week without the internet/TV, etc a week without spending any money a week of helping as many people as possible

- **B** PLAN Plan a short podcast (about two minutes). Imagine you are in the middle of your experiment. Make notes on:
 - what you can see and hear during your podcast.
 - what's going well and/or badly with your experiment.
 - what you're doing more or less as a result of your experiment.
- **C** SPEAK Record your podcast and present it to the class.
- **D** SHARE After listening to the podcasts, discuss the questions.
 - Which group's experiment worked well?
 - Which podcast did you enjoy most?
- **E REFLECT** Work in new groups and discuss the questions.
 - Will you try any of the experiments in real life? Why/Why not?
 - Would you like to make a real podcast? What would your podcast be about? Do you think other people would want to listen to it?

– Update your status on social media) – Make a short podcast



G – subject and object questions

P-pronouncing questions

V—languages

S rhetorical questions

TOP 10

ENGLISH SPEAKING COUNTRIES



1. USA 251,388,301 95.81% of population



2. India 125,226,449 11.38% of population



3. Philippines 89,800,000 92.58% of population



4. Nigeria 79,000,000 53.34% of population



5. UK 59,600,000 97.74% of population



6. Germany 46,272,000 56% of population



7. Canada 25,246,220 85.18% of population



8. France 23,000,000 36% of population



9. Australia 17,357,800 97.03% of population



10. Italy 17,000,000 29% of population



The most amazing fact is that **only** 11.38% **of India's population** speaks English and yet it is the second largest English speaking nation in the world.

USVisaTalk.com

LISTENING

A SPEAK Work in groups and discuss the questions.

- 1 Look at the infographic. What does it show? What do you know about the countries and the languages that people in those countries speak? Are you surprised by any of the numbers?
- 2 Who owns English? Who has the power to decide what's good and bad English?



B LISTEN FOR MAIN IDEA Listen to an interview about different types of English and answer the questions.

1 Why does Mona want to interview Juan?

- 2 Why did Juan enjoy his journey?
- Where did Juan have problems with English?
- **4** How is Multicultural London English (MLE) different from the English we learn at school?
- **5** What's the connection between 'Standard English' and 'standard class' on a train?
- 6 Why is Standard English useful?



C LISTEN FOR DETAIL Listen again. Which person (Juan, Mona or Both) thinks ...

1 travelling is a good way to practise your English?

Both

2 it's difficult to understand people in England?

_ Juan_

3 MLE grammar contains mistakes?

Mona

4 Standard English is boring but useful?

Juan

5 it's sometimes better when you don't sound like a native speaker?

Both

D SPEAK Work in groups. Look at the sentences from the interview. For each one, discuss what Juan and Mona were talking about. Do you agree with their opinions?

- 1 'Millions of people speak like that, so how can it be wrong?'
- 2 'There are hundreds of other forms of English all over the world ... They're all different, but I think that's really cool!'
- **3** 'Surely Standard English is better, isn't it?'
- 4 'We don't need to speak like native speakers. In fact ... it's often better when we don't speak like native speakers.'

LEAD-IN

Ask students what they think the top ten English-speaking countries are. Students then open their books to check.

LISTENING

- A Tell students to discuss the questions in small groups.
 - 1 For a blog post. She wants to interview him about his experiences of using English during his trip across Europe.
 - 2 He met a lot of great people and had amazing conversations
 - 3 In England
 - 4 Mostly pronunciation but also some grammar differences.
 - 5 On a train, first class is better than standard class. Juan thinks non-standard English is better (for some purposes) than Standard English.
 - 6 Juan thinks it is useful for international communication.



B-D Students can check in pairs before whole-class feedback.

Possible answers:

- 1 They are discussing MLE. Juan doesn't think the grammar can be wrong as so many people use it.
- 2 They are discussing other non-standard forms of English, such as Jamaican English and Indian English.
- 3 Mona thinks it's better to use Standard English because it's good English.
- 4 Standard English is easier for non-native speakers to understand, so it's better to use this.

AUDIOSCRIPT



Ex B Q2

Ex B Q3

Listening, Exercise B M = Mona J = Juan

- **Ex B Q1** M: Hey, Juan. I'm writing a blog post for our website. I thought it might be nice to interview you. Can I ask you a few questions?
 - **J:** Yes, of course. Go ahead. But why do you want to talk to me? What do you want to talk about?
- **Ex B Q1 M:** Well, I hear you've just got back from a trip across Europe. It'd be nice to hear about your experiences of using English during your trip.
 - J: Oh, right. Yes, no problem.
 - **M:** Great. I'll just turn on my microphone ... OK, so thanks, Juan, for agreeing to talk to me today about your recent trip to Europe. Which countries did you visit?
 - J: Well, I started in Russia, and then I travelled through Belarus, Poland, Germany, the Netherlands and England. It was a long journey, but I met a lot of great people and I had some amazing conversations. It was a good way to practise my English.
 - **M:** Yes, I'm sure it was! It sounds like a great way of practising. Was it hard to communicate in English?
 - **J:** No, actually I found it really easy to communicate all the way from Russia to the Netherlands. But when I got to England ... well, it was terrible!
 - M: Really? What happened in England?
 - J: Everybody spoke so fast! And they used really strange words and phrases lots of idioms that I'd never heard before. Plus, the people had very strong accents, so I couldn't understand very much at all!
 - M: Oh, no! So what did you do?
 - **J:** I just asked people to slow down. 'Can you say that again, please?'; 'Could you speak slowly, please?', and so on!
 - **M:** And did that help?
 - J: Yes. I mean, the people were very nice, and they were happy to talk to me. But they speak very strange English! I guess it's because English is changing all the time.
 - **M:** Really? How is English changing? Can you give me an example?
 - J: Yes, of course. When I was in London, I heard many people speaking a new variety of English called

MLE – Multicultural London English. It's becoming extremely popular.

- M: Really? I've never heard of it. Who uses MLE?
- **J:** Mostly young people in London.
- M: So how is MLE different from normal English?
- Ex B Q4 J: Well, it's mostly a question of pronunciation. But there are also grammar differences. For example, in MLE, they don't say 'you were'; they say 'you was'. 'I was', 'you was', 'he was', 'she was', 'we was', 'they was'. And then in negative sentences, it's 'I weren't', 'you weren't', 'he weren't', 'she weren't', and so on.
 - M: What? That's terrible! But isn't that a mistake?
 - **J:** Well, it isn't Standard English, of course. But millions of people speak like that, so how can it be wrong?
 - **M:** Hmm ... what do you mean by 'Standard English'?
 - J: Well, Standard English is the form they use in books and newspapers. It's a kind of cleaned-up version of English. But it isn't the only form of English, and most native speakers don't speak Standard English at least, not all the time. There are hundreds of other forms of English all over the world like Jamaican English, Nigerian English, Indian English and so on. They're all different, but I think that's really cool!
 - **M:** OK, but isn't it just a question of good English and bad English? Surely Standard English is better, isn't it?
- Ex B Q5 J: No. I don't think so. 'Standard' doesn't always mean 'the best'. When I travelled by train across Europe, I went by 'standard class', not 'first class'.

 And I think Standard English is like 'standard class' in a train: simple and basic, but a bit boring. I think non-standard English is much more interesting.
 - **M:** So are you saying we need to learn non-standard English?
- Ex B Q6 J: No, not at all. Standard English is perfect for international communication. As I say, Standard English worked well for me all the way from Russia to the Netherlands. I only had a problem when I got to England. So it depends what you need English for. I think for most learners of English around the world, it's better to learn Standard English. We don't need to speak like native speakers. In fact, as I learned on my trip, it's often better when we don't speak like native speakers.
 - M: Wow! Yes, I see what you mean, and I certainly agree with you on that last point. OK, so thanks a lot for that interview, Juan. You've given me lots to think about ... and to write about on the blog.

GRAMMAR

1.9 A-E Go to the Grammar Hub on pages 122 and 123 (see below).

PRONUNCIATION

You can see the Pronunciation and Speaking activities on TB8.

GRAMMAR HUB

1.2 Subject and object questions

Subject questions					
Question word/ Subject	Main verb	Rest of question			
What	is	your first language?			

Object qu	estions			
Question word	Auxiliary verb	Subject	Main verb	Rest of question
What	do	you	want	to study?

We use these question words to ask for information: who and whose (for people), where (for places), when (for times), why (for reasons), what (for things), which (for two or more different choices), how (for the way something is done) and how long/many/much/etc (for time, quantity, etc).

Whose blog is this?

We often use an auxiliary verb (be, can, do or have) to form questions. We put the auxiliary verb before the main verb.

Are they practising their English? Can I ask you a question?

Why do you want to learn English?

How long have you known Liam?

In subject questions, the question word is the subject of the sentence. We use subject questions when we don't know what/who/which/whose something/someone is. We don't use an auxiliary verb in subject questions and we don't change the word order in the answer.

Who interviewed him? Mona interviewed him.

A Read the answers and write questions. Use the question words in the box.

Because it's raining!

My house is near the school.

I'm watching the news.

I get to work by bus.

I want to visit Poland.

David is helping me.

how what where which who why

1 Why are you taking an umbrella?

2 Where is your house?

3 What are you watching/doing?

4 How do you get to work?

5 Where do you want to visit?

6 Who is helping you? / What is

David doing?

B Put the words in order to make questions.

1 you/want/about/totalk/do/what/? What do you want to talk about?

2 1/am/pronouncing/right/this word/? Am I pronouncing this word right?

3 please / say / you / that again, / can /? Can you say that again, please?

often / do / at work / use English / you /? Do you often use English at work?

5 this / phone / whose / is /? Whose phone is this? / Whose is this phone?

6 the graph / what / does / show /? What does the graph show?

you / me / help / this / article / with / can /? Can you help me with this article?

hours / how / you / English / study / week / do / many / each /? How many hours of English do you study each week?

In object questions, the question word is the object of the sentence. We use object questions when we want to know more information about something/someone. We always use an auxiliary verb in object questions. In the answer, we use the normal word order for a sentence.

Where did he learn to speak English? NOT Where he learnt to speak English? What do you want to study? I want to study modern languages.

With subject questions, the answer is the subject. Who told you? Someone told you.

• With object questions, the answer is the object.

Who did you tell? You told someone.

With questions using do, does or did, we don't change the form of the main verb.

Does she speak English? NOT Does she speaks English?

When a question word is the object of a preposition, the preposition usually comes at the end of the sentence.

What did you have problems with?

C Correct the mistakes in each question.

1 How long you have your phone? How long have you had your phone?

2 Where you are working at the moment? Where are you working at the moment?

You understand these words? Do you understand these words?

4 Who laptop is this? Whose laptop is this?

5 Where you keep your English books? Where do you keep your English books?

How many people do they speak English in the world?

How many people speak English in the world?

How long it takes you to get to work?

How long does it take you to get to work? Who you met yesterday?

Who did you meet yesterday? Where they are learning English? Where are they learning English?

10 Does he uses the app to practise his pronunciation?

Does he use the app to practise his pronunciation?

➤ Go back to page 7.

GRAMMAR

Subject and object questions



- A Put the words in the correct order to make guestions. Then listen to the interview again and check your answers.
 - 1 you/I/a/questions/ask/can/few/?

Can I ask you a few questions?

2 countries / did / which / visit / you / ?

Which countries did you visit?

3 England / happened / what / in /?

What happened in England?

changing / English / is / how /?

How is English changing?

MLE / uses / who /?

Who uses MLE?

mean / do / 'Standard English' / by / you / what /?

What do you mean by 'Standard English'?

to / you / need / non-standard English / saying / are / learn / we / so /?

So are you saying we need to learn non-standard English?

B WORK IT OUT Match the questions (1–7) in Exercise A with the rules (a-c).

Subject and object questions

add do, does or did.

- a When we make questions in English, we usually put the auxiliary verb (be, have, can) before the subject. 1,4,7
- **b** In sentences with no auxiliary verb, we add *do*, does, or did when we make a question.
- **c** When the question is about the subject, we use the same word order as in sentences. We don't

- C PRACTISE Make questions about the missing information.
 - 1 (Somebody) writes a blog for a website.

writes a blog for a website

2 Juan visited (a number of countries).

countries did Juan visit How many

3 You (can/can't) give me an example.

Can you give me an example

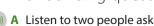
- 4 (A form of English) is becoming popular in London. Which form of English is becoming popular in ?
- 5 (A number of people) speak non-standard English. How many people speak non-standard English?
- 6 Most native speakers (speak/don't speak) Standard English.

Do most native speakers speak Standard English?

- D Go to the Grammar Hub on page 122.
- **E SPEAK** Work in pairs. Student A go to the Communication Hub on page 149. Student B – go to the Communication Hub on page 150.

PRONUNCIATION

Pronouncing questions



- A Listen to two people asking guestions from the interview. What differences do you notice in the way they speak? 1.10 Who is easier to understand?
 - 1 Why do you want to talk to me?
 - **2** What do you want to talk about?
 - a Which speaker joined the words together? Speaker 2
 - **b** Which speaker is easier to understand? Speaker 1
 - **B** SPEAK Work in pairs. Read the information in the box. Then practise saying the questions. First, try to say them by joining the words together. Then try to say them as clearly as possible.
 - What do you think?
- Do you want to talk about it?
- Where did you go?
- Why did you say that?

Pronouncing questions

Many English speakers join words together when they speak quickly. In questions with do/did + you, it can be difficult to hear whether the speaker is saying do or did.

- What do you want to do? /wpdp wpnp du!/
- How did you travel? /haบฒ่อ trævəl/



SPEAK Work in pairs. Listen to two people asking the questions in Exercise B. Which version is better for you to use, the first or the second speaker? Why? Tell your partner.

SPEAKING

- A Work in pairs. You are going to interview another student about their experiences of using English and communicating with English speakers. Write five questions. Use the prompts to help you. You can also use your own ideas.
 - often communicate / English speakers?
 - using English in the classroom / in real life?
 - for work / while travelling?
 - problems: speaking/understanding?
 - Standard/non-standard English?
 - advice for others?
- **B** Work in new pairs. Use your questions to interview your partner. Listen carefully and ask follow-up questions.

Follow-up questions

Really? Why?

What happened? What went wrong?

Can you give me an example?

- C Work in groups and discuss the questions.
 - 1 What was the most interesting thing you learnt from your interview?
 - What advice can you give to other people about using English in real life?

READING

A SPEAK Work in pairs and discuss the guestions.

- 1 Look at the title of the magazine article. What do you think it means?
- 2 Think of some examples where you can lose something if you stop using it. Have you ever lost a skill or an ability because you didn't use it?
- **B** READ FOR GIST Read *Use it or lose it?* quickly and answer the questions.
 - 1 Is the writer generally positive or negative about learning languages?
 - **2** What's the connection between the pictures, the word cloud and language learning?

Use it or its in the second of the second of

- What's the worst thing about learning a language?
- Ex (studying and practising? No, although that's bad enough. In fact, the worst thing is how easy it is to
- forget everything!

 2 How do I know? From bitter experience! Many years ago, I lived in Spain for a year and studied Spanish for hours every day. By the end of that year, I spoke
 - ago, I lived in Spain for a year and studied Spanish for hours every day. By the end of that year, I spoke Spanish fluently (but not very accurately). But now, 20 years later, it's all gone. My only evidence that I ever spoke Spanish is an old certificate.
- 3 So is there any hope for me and my Spanish?
 Recent research suggests that there is. Imagine your
 brain is like a big library. As you keep adding new
 information to that library, the old information doesn't
 disappear; it just gets harder to find.
- How does this work in practice? When I see a dog, my English-speaking brain thinks of the word dog. But when I lived in Spain, my brain had two words to choose from, dog and perro (and yes, that's dog in Spanish!). My brain learnt to block the wrong word: it blocked dog when I was speaking Spanish and perro when I was speaking English. Over time, my brain got very good at blocking words.
- And what happened when I left Spain? The word perro stayed blocked. And, like a door that's been closed for years is harder to open, it became harder to unblock the word! Now, 20 years later, all those Spanish words are still in my brain. But they're blocked behind heavy old doors.
- 6 How can I open those doors? Two things: I need to make an effort to push the doors open again; and I need to keep the doors open by practising regularly.
- s there anything good to say about this 'blocking' process? In fact, there's lots of evidence that it makes your brain work better. For example, look at the words in the box. As quickly as possible, say what colour they're written in. Try it now. Did you
- Exc what colour they're written in. Try it now. <u>Did you</u> notice how hard it was to say the colour when the

word itself was a colour? That's because 'bad information' (the word on the page) blocked the 'good information' (the colour of the word).

- 8 What's the connection with language learning?

 11 turns out that bilingual people are much better
- ExBQ2 at activities like this than monolingual people,
 because their brains are trained to block 'bad
 information' quickly and accurately. And in the
 modern world, where we have to deal with too
 much information all the time, the ability to block
 'bad information' is the key to success.
 - What's the best thing about learning a language?

 Is it the ability to communicate with different people around the world? No, although that's amazing enough. In fact, the best thing is that it makes our brains more powerful.



PRONUNCIATION



- A Tell students they're going to listen to two guestions from the interview. Tell them to listen carefully and think about guestions 1 and 2.
 - **B** Ask students to read the information in the *Pronouncing* questions box. Model the pronunciation of the questions or play the audio again to ensure students understand. Tell students to work in pairs to practise saying the questions in two different ways and to discuss the questions.
- C Tell students to listen to the different pronunciations of the questions from Exercise B and then to discuss the questions in Exercise C. Elicit answers and stress that there is no right or wrong answer here!

SPEAKING

- A Tell students they are going to interview another student about their experience of using English. However, first, they need to work with a different student to prepare questions. Monitor to help with language.
- **B** Give students a new partner and tell them they're going to ask each other the questions they have prepared. Before they do this, point out the *Useful language* for asking follow-up guestions. Model the pronunciation of these and get students to repeat, focusing on sounding genuinely interested. Encourage students to use these follow-up questions in their interviews.
- C Put students into groups to discuss the questions. Check answers and encourage students to expand on their answers.

READING

- A Write Use it or lose it on the board and elicit what it means (that you may lose an ability to do something if you don't practise it regularly). Put students into pairs to think of examples and then elicit ideas from the class.
- **B** Tell students that *Use it or lose it* is the title of an article about learning languages. Focus students' attention on the pictures and elicit what they show. Set a time limit and tell students to skim the text to answer the two questions. Point out the glossary, with the definitions of block and evidence which are important to understand the text. Explain that students shouldn't worry about any other unknown vocabulary or anything else that they don't understand at this stage, as they're going to read the text again more closely later. Stress that it wouldn't be possible to read the whole text carefully in the time limit, but it is possible to answer the two questions, which is all students need to do. Stick to the time limit. Allow students to check their answers with a partner before checking as a whole class.

Possible answers:

- 1 Positive (especially in the second half).
- 2 Library picture: Our brains are like a library. When we add more and more information, the old information is still there, but it gets harder to find it. That's why we feel like we forget languages that we once spoke.

Door picture: When we don't use a foreign word for a long time, it becomes blocked by the word from our own language. After some time, it becomes hard to unblock that word, just like it's hard to open a door that's been closed for a long time. Colourful words: This is an example of bad information (the words themselves) blocking the good information (the colour they're written in), just like words in our first language block foreign words that we're trying to remember.

METHODOLOGY HUB by Jim Scrivener

Skimming and scanning

Many activities designed to increase reading speeds are variations on the following two ideas:

- Skimming = Read quickly to get the gist of a passage (e.g. to discover key topics, main ideas, overall theme, basic structure, etc). A typical skimming task would be a general question from the teacher, such as Is this passage about Jill's memories of summer or winter? or Is this story set in a school or a restaurant? The learners would attempt to find the answer quickly, without reading every word of the passage.
- Scanning = Move eyes quickly over the text to locate a specific piece of information (e.g. a name, address, fact, price, number, date, etc) without reading the whole text or unpacking any subtleties of meaning. A common scanning activity is searching for information in a leaflet or directory, and a typical scanning task would be What time does the Birmingham train leave?

Skimming and scanning are both 'top-down' skills. Although scanning is involved with finding individual points from the text without reading carefully through every word of the text, the way that a reader finds that information involves some degree of processing of the overall shape and structure of the text, moving his/her eyes quickly over the whole page, searching for keywords or clues from the textual layout and the content that will enable her to focus in on smaller sections of text that she is likely to get answers from.

METHODOLOGY HUB by Jim Scrivener

How do people learn languages?

If we want to plan lessons that are more than simply random entertainment, we need a clear idea of how we think people learn language. The activities we plan can then closely reflect those things that we believe are an important part of the learning process.

The following list charts one possible explanation of a student's progress when learning a new item of language:

- 1 The learner doesn't know anything about the item.
- 2 The learner hears or reads examples of the item (maybe a number of times), but doesn't particularly notice it.
- 3 The learner begins to realise that there is a feature he/she doesn't fully understand.
- 4 The learner starts to look more closely at the item and tries to work out the formation rules and the meaning, possibly with the help of reference information, explanations or other help.
- 5 The learner tries to use the item in his/her own speech or writing (maybe hesitantly, probably with many errors).
- 6 The learner integrates the item fully into his/her own language and uses it (without thinking) relatively easily with minor errors.

- C Focus students' attention on the information about rhetorical questions in the box. Check students understand what a rhetorical question is and elicit the first one in the text as an example. Tell students to find as many more in the text as they can. For weaker classes, you could tell students there are 12 and ask them to find them.
- D Point out that each paragraph starts with a rhetorical question. Ask students to work in pairs to look again at the rhetorical questions in the text and discuss the answer. Check the answers as a class. Turn to TB8 where the answers are underlined.
- **E** Give a personal example and elicit a few from the class. Put students into pairs to discuss the question. In feedback, encourage students to give their own ideas and examples.

VOCABULARY

- A Focus students' attention on the sentences. Explain that the sentences come from the interview between Mona and Juan from earlier in the unit and from *Use it or lose it?*. Tell students to match the underlined words to the definitions. Check answers and check students fully understand the meaning of the words and the difference between phrases and idioms. Model and drill pronunciation.
- **B** Direct students to the **Vocabulary Hub** on page 142 for further practice of vocabulary related to languages. Allow time for students to compare answers in pairs before checking each exercise. Use the Vocabulary Worksheet on W4 for extra practice.

SPEAKING HUB

- A Put students into groups of three or four and tell them that they're going to give a presentation about learning and using languages. Tell each group to agree on a topic from the box or an idea of their own.
- **B** Tell students to write three or four rhetorical questions about their topic. Give your own examples about a topic of your choice as a model. Tell students to think about how they could go on to answer the questions they write. Tell them to make notes, but stress that they shouldn't write out what they want to say word for word.
- C Tell each group to give their presentation. Tell the groups who are listening to note down questions to ask the speakers after each presentation. During the presentations, note down a few instances in which students successfully used language and errors you could focus on in feedback.
- Put students into new groups to discuss the guestions. Finish with whole-class feedback. You could ask whether rhetorical questions are as commonly used in the students' own language, and what students think about them as a rhetorical device.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Study skills

Use this activity to revise the vocabulary.

In pairs, compare the way you study, including these

notes, filing, dictionaries, other reference books, speaking in class, asking questions, handouts, vocabulary learning techniques

In small groups, discuss the advice you would give to a student who wants to learn a new language. Agree on your top ten suggestions for effective study, e.g. Keep a vocabulary notebook using different colours for different parts of speech. Ask the teacher if you do not understand something.

TEACHING IDEA by David Seymour

and Maria Popova

Vocabulary: Class contract

Use this activity to revise the vocabulary.

In small groups, make two lists of duties to help make a class effective: 1 students' duties and 2 the teacher's duties, e.g. The students must arrive on time. The teacher must correct written work within a week. Compare your lists with the other groups.

Which duties should go in a class contract? (Elicit ideas and write them on the board.)

TEACHING IDEA by David Seymour

and Maria Popova

Speaking Hub: Languages

Listen to the countries and write the nationality and the language of each one. In small groups, compare your lists and write down any words that are new to you.

Germany (German – German)

Peru (Peruvian – Spanish, Quechua)

France (French – French)

Iran (Iranian – Farsi,

Azerbaijani)

Holland (Dutch – Dutch)

Japan (Japanese – Japanese)

Brazil (Brazilian – Portuguese)

Turkey (Turkish – Turkish,

Kurdish)

Switzerland (Swiss - German,

French, Italian, Romance)

Senegal (Senegalese – French, Pulaar, Wolof)

Wales (Welsh – English, Welsh)

Canada (Canadian – English, French, Indian)

Kenya (Kenyan – English, Gikuyu, Swahili)

Israel (Israeli – Hebrew, Arabic)

Sweden (Swedish – Swedish)

Ethiopia (Ethiopian - Amharic, Tigrigna)

Ireland (Irish – English, Gaelic)

C SCAN Read again. How many rhetorical questions are there? Use the information in the box to help you.

Rhetorical questions

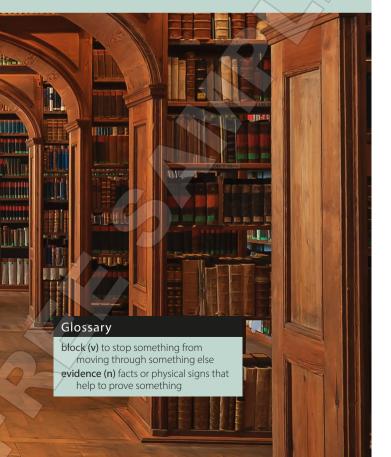
A rhetorical question is a question that you ask when you don't expect other people to answer it. You often answer the question yourself. It's a useful way of presenting information because it makes the reader or listener think about the answer.

When you read a rhetorical question at the beginning of a paragraph, always pause to predict the answer first. Then read the rest of the paragraph to check.

- **D** Work in pairs. Look at the rhetorical questions at the start of each paragraph. Discuss the answers. Then read the paragraph again to check.
- **E SPEAK** Work in pairs and discuss the questions.

What does the writer mean by 'we have to deal with too much information all the time'? Can you think of any examples from your own life?

block yellow dog brain red black blue door white green library



VOCABULARY

Languages

A WORK IT OUT Look at the sentences from the interview between Mona and Juan and from *Use it or lose it?*Then use the correct form of the underlined words to complete the definitions (1–5).

They used really strange words and <u>phrases</u> – lots of <u>idioms</u> that I've never heard before.

Plus, the people had very strong <u>accents</u>, so I couldn't understand very much at all!

By the end of that year, I spoke Spanish <u>fluently</u> (but not very accurately).

It turns out that <u>bilingual</u> people are much better at activities like this than <u>monolingual</u> people.

- 1 If you're monolingual, you only speak one language; if you're bilingual, you speak two languages.
- 2 A(n) <u>phrase</u> is a group of two or more words that go together as a unit (e.g. heavy old doors).
- 3 Your <u>accent</u> is the way you pronounce words. It sometimes shows which part of a country you are from.
- 4 A(n) <u>idiom</u> has its own meaning (e.g. 'Use it or lose it'). It's often hard to work out the meaning just by looking at the words.
- 5 If you speak <u>fluently</u>, you don't pause to think in the middle of sentences. If you speak <u>accurately</u>, you don't make mistakes.
- **B** Go to the Vocabulary Hub on page 142.

SPEAKING HUB_

- A Work in groups. You are going to give a short presentation about learning and using languages. Choose a topic from the list or use your own ideas. You can talk about English, your own language or both.
 - accents
 - standard and non-standard varieties
 - advice on fluency and accuracy
 - advice on how to practise
 - how the language is changing
 - why it's good to be bilingual
- **B** PLAN Write three or four rhetorical questions about your topic. Then plan how you can answer those questions in a presentation. Make notes but do not write the answers down.
- C PRESENT Give your presentation to the class. While you are listening to the other presentations, listen carefully and be ready to ask questions.
- **D REFLECT** Work in groups and discuss the questions.
 - 1 What did you learn from the presentations? What surprised you?
 - 2 Will you use rhetorical questions again in your presentations or writing?

Plan and conduct an interviewUse rhetorical questions in a presentation

F – ask for, offer and respond to help P – intonation and stress





FUNCTIONAL LANGUAGE

Asking for, offering and responding to help

A Complete the phrases with the correct form of give, help

COMPREHENSION

A Watch the video. Complete the sentences with the names in the box.

Ga	aby Milly Neer	na Sam Zac
1 .	Sam	owns a café.
2	Milly	_ runs a vintage clothes shop.
3	Zac	_ is Sam's best friend.
4	Neena	_ lives with Gaby and Zac.
5	Zac	_ is meeting Milly's mum tomorrow.
6	Sam	agrees to lend Zac some clothes.
7 .	Gaby	_ falls over and hurts her arm.

- **B** Work in pairs and discuss the questions.
 - 1 Why is Gaby taking pictures? For Sam's website
 - 2 Why does Sam say 'Oh no Zac, I'm so sorry ...'? thinks Milly's mum died
 3 Why does Zac need to borrow some clothes? meeting Milly's mum
 4 Why is Sam surprised when Zac asks for pants? pants are underwear
 5 Why is Gaby worried about tomorrow? has a photoshoot, broken arm
- C Imagine you wanted to borrow the items in the box. Who would you ask and why? Tell your partner.

€10 €500 a belt a book a ladder a scarf a suitcase or rucksack some shoes or boots

Would you mind ² giving me a hand? Do you think you could 3 help me out? 1⁴ need a favour. Can you lend me some clothes? Please? 1 Offering to help I can ⁵ give you a hand with that. 2

I'd be happy to 6 help you with that. Can I ⁷ help you with that? Shall I bring some stuff round to the flat later? 4 Do you 8 <u>need</u> a hand? 6

Do you need any ⁹ help ?

Responding to help

Asking for help

Could you ¹ help me out?

Thank you so much, that would be great. 3

That would be awesome. 5

If you wouldn't mind.

I can manage. I'm OK. 7

It's OK – I can do it myself.

Listen, let me ¹⁰ help you. 8

B • 01:01-03:40 Watch the last part of the video. Mark the eight phrases you hear in the order in which you hear them.





SAM



NEENA



ZAC



GABY

MILLY

USEFUL PHRASES

A Match the useful phrases (1–6) with the phrases which show the meaning (a–f).

- I'm really busy at the moment.
 I don't know how to say this.
 Good luck with that!
 You're a legend!
 I owe you one.
 There you go.
- **a** That isn't going to be easy.
- **b** You are amazing!
- **c** I must return the favour.
- d I can't talk to you at the moment.
- e I've finished.
- f This is difficult for me to talk about.

B How do you say these useful phrases in your language?

PRONUNCIATION

Intonation and stress

A Listen and repeat the two questions in the table.

Complete the headings with *falls* or *rises*.

1 Asking for help: intonation <u>rises</u> .	2 Offering help: intonation <u>falls</u> .
Can you lend me some clothes?	Can I help you with that?
Could you help me out?	Do you need any help?
Would you mind giving	Shall I give you a hand?
me a hand?	



B Listen, repeat and write down each question in the correct column. Practise the stress and intonation.

SPEAKING

- A Work in pairs. You are going to write and perform a conversation where you ask a friend for help. Think about the following things:
 - What sort of help do you need?
 - Why do you need help?
 - When do you need help?
 - Who do you ask?
- **B** PRESENT Write and practise your conversation. Then perform it for the rest of the class.



- O- Ask for, offer and respond to help
- ➤ Turn to page 156 to learn how to write a report about trends.

1.3 Welcome back

LEAD-IN

Ask students to think about the last time they asked for or offered help. Ask them to give details about who, what, when and where. Give students a minute to make notes. Give an example of your own.

COMPREHENSION

- A Explain that students are going to watch an episode of a video series. Tell students they will need to complete the sentences with the name of a character. Ask them to read through the sentences before listening.
- **B** Tell students to discuss the questions in pairs.
- C Tell students who you would ask to borrow €10 from, and model the question you would ask. Do the same for €500, using a more indirect question (as it's a larger amount and a bigger favour). Students then do the same in pairs with the other items.

FUNCTIONAL LANGUAGE

- A Focus students' attention on the phrases. Tell students some of them come from the video they've just watched and ask them to complete the spaces with *give*, *help* or *need*. Point out that they will need to change the form of the verb in some of them. Check answers and refer back to the language the students used in the previous task, commenting on any similarities or differences between them.
- **B** 01:01-03:40 Point out the boxes which follow eight of the phrases. Tell students these are the phrases that appear in the video. Tell them to watch again and number the phrases in the order they hear them.

USEFUL PHRASES

- A Tell students the useful phrases were all in the video. Ask them to match each one with its meaning. Model and drill pronunciation of each phrase as you check the answers.
- **B** Ask students to think how they would say these phrases in their language. For monolingual classes, students can decide together on the best translations. In multilingual classes, students can compare how similar or different the equivalent phrases in their languages are.

PRONUNCIATION

- A Play the audio and tell students to repeat, paying careful attention to whether their voice falls or rises at the end of the questions. Tell students to complete rules 1 and 2. Emphasise the importance of sounding friendly and polite when asking for or offering help. You could demonstrate this to humorous effect by asking the questions again yourself with flat, uninterested sounding intonation and eliciting how effective that would be.
- B Play the other questions and tell students to repeat. Students then copy the questions in the correct column.

SPEAKING

- A Tell students to work in pairs and imagine a situation where they would ask a friend for help. Give them time to discuss the questions.
- B Tell students to write out a script of their conversation. Monitor again to help with language input. Tell students to practise their conversation in pairs, especially the rising or falling intonation. Tell each pair to perform their conversation to the class.

▶ VIDEOSCRIPT

$S = Sam \quad G = Gaby \quad Z = Zac \quad M = Milly$

- **S:** Hey, I'm Sam. This is my café. This is Milly. She runs a clothes shop. She's dating Zac. He's my best friend.

 This is Neena. She's a lawyer and she lives with Zac and ...

 GABY! This is Gaby. She likes taking photos ...
- **G:** ... And smile. Smile. Smile more ... even more ... EVEN MORE!
- **S:** How's this?
- **G:** Urgh, TOO MUCH! Stop. Good! Perfect! These photos'll look great on your website.
- **S:** Zac? Zac, hey, look I'm really busy at the moment, so ...
- Z: Sam, Sam! It's Zac!
- **S:** Yeah I know! Look, I better get on . . .
- **Z:** Sam! It's big news! Really big!
- S: What is it?
- **Z:** It's Milly's mom ... I don't know how to say this, uh, she's ... uh ... she's ...
- S: Oh, no. Zac, I'm so sorry . . .
- **Z:** She's coming to London. Tomorrow.
- S: Oh, OK. You haven't met her yet, have you?
- **Z:** No! We're meeting for lunch. Tomorrow!
- **S:** OK, well. Good luck with that! Look, I better go now. I've got a lot of stuff to do.
- **Z:** Wait! Listen, I need a favour, can you lend me some clothes? Please? I need to borrow a shirt, a smart jacket, some pants ...

- S: Pants?
- **Z:** Oh, OK trousers.
- M: And a tie!
- **Z:** Did you hear that?
- S: What?
- **Z:** And a tie! And some shoes.
- **S:** You don't have any shoes?
- **Z:** Well yeah, but . . . I need some smart shoes . . . Do you think you could help me out?
- **S:** Sure, I can give you a hand with that.
- **Z:** Thank you SO much, that would be great you're a legend!
- **S:** I am. Shall I bring some stuff round to the flat later?
- **Z:** That would be awesome. I owe you one.
- **S:** You owe me more than one. Gaby! Are you OK? Do you need a hand?
- **G:** No, I can manage. I'm OK.
- S: Listen, let me help you.
- **G:** OK ... I think it's OK.
- **S:** Does this hurt?
- G: No.
- S: How about this?
- **G:** ARGH!
- **S:** There you go. Should be OK in a few days.
- **G:** A few days ... Oh, no! I've got a photo shoot tomorrow. What am I going to do?

Unit 1 Writing

1 Writing

- Write a report about trends

- A Work in groups of three. Discuss the questions and complete the Me, Partner 1 and Partner 2 columns in the table.
 - 1 How much time do you spend doing each activity in the table each week?
 - 2 Are you spending more (↑), less (↓) or the same (↔) time on each activity at the moment, compared to last year?

-		Me	Partner 1	Partner 2	Average
н					hours
S	hecking ocial nedia				
ir	ending nstant nessages				
	tudying Inline				

- B Now work out the average number of hours spent doing each activity. Are people spending more or less time on each activity compared to last year? Complete the *Average* column of the table in Exercise A.
- C Read the Report about online trends and answer the questions.
 - 1 What trends did the writer find? Did you find the same trends?
 - 2 What was different?
 - 3 What is the writer's main prediction for the future?



Report about online trends

¹These days, online communication is more and more important in our daily lives. ²But are we actually spending more time online? ³This report examines the number of hours that people spend on <u>various</u> online

activities and explores some recent trends. 4 interviewed eight members of my English class about their online habits.

How much time do you spend checking social media?
The average number of hours in my group is just over one hour per day. This is surprising, as I expected the total to be higher. One possible reason is that several popular social media sites are showing more adverts these days.

How much time do you spend sending instant messages?

The average number of hours here is <u>approximately</u> 1.5 hours per day. Almost everybody said that this number is increasing for them. <u>It seems that</u> many people are using instant messaging services for conversations that they had on social media before.

How much time do you spend studying online?
The average number of hours here was 4.3 per week. Two people
in my group never study online, and this trend is not changing. Two
people study online a lot: 12 and 15 hours a week. This trend is also not
changing, as these people both study on long-term courses. However, the
other three people's answers were <u>especially</u> interesting: they all spend
two to three hours a week studying, but this is increasing very fast, from
zero last year. They all use language learning apps to study for pleasure.

There certainly seems to be a trend away from social media and towards messaging apps. However, the main trend I noticed is the increase in online studying, especially the use of language apps. I expect this trend to continue into the future.

WRITING

- D Look at the introduction to the Report about online trends. Match the sentences (1–4) with the descriptions (a–d).
- 4 a Explain where you got your information, e.g. Who did you ask?
- **2 b** Ask a rhetorical question to make the reader think about the topic.
- 3 c Present your reason for writing the report: what does the report do?
- 1 d Start by introducing the general topic of your report.
- E Look at the box and complete the tips about using formal language in reports. Then find examples of each tip in the report.

Jsing formal language in reports

We use /don't use/contractions (e.g. there's, isn't).
In general, most sentences are quite fong/short.
Most sentences have a human subject, e.g. I, Two people /anon-human subject, e.g. It, This trend.

F Match the formal phrases (1–7), which are underlined in the *Report about online trends*, with the less formal phrases (a–q).

a but

h more or less

f a few different

very

c Maybe this is because .

d In this report, I look at .

- d 1 This report examines .
- f 2 various
- C 3 One possible reason is that ...
- **b** 4 approximately
- e 5 It seems that ... / There certainly seems to be ...
- **g** 6 especially
- a 7 However,

WRITING

- A PREPARE You are going to write a report about current trends in communication. What trends do you notice? You can use the ideas in Exercise A or your own ideas.
- **B** PLAN Choose two or three points to include in your report. These will be your main paragraphs.
- C WRITE Write your report (150–200 words). Remember
- to start with an introduction.
- when you present numbers, show what they mean and how they're connected together.
- to use formal language.
- to end with a conclusion.
- D REVIEW Work in groups. Share your reports. Who found the most interesting information? Were you surprised by any of the trends he/she found?

Answers

- 1 The writer found that the average amount of time people are spending on social media is one hour per day. The trend is that people are spending less time using social media. The average amount of time people are spending sending instant messages is 1.5 hours a day. People's usage is going up. The average amount of time people are spending studying online is 4.3 hours per week. For most people, there's no change, but for some people, the number is increasing fast. So overall, there's a small increase.
- 3 That people will use more and more online study, especially language-learning apps.

Refer students to this report as a model for the writing task.

Ask students to compare their reports in small groups.

WRITING

On the left-hand side of the board, write the following words randomly in a circle: *social, instant, study, messaging*. Then on the right-hand side of the board, write the following words in random order in another circle: *media, messages, online, app.* Give students a few moments to pair the words up to make collocations (*social media, instant messages, study online, messaging app*). Then ask students to tell their partner if they do use these things and how much time they devote to them.

- A Start by giving your own personal answers to the questions.

 Then put students into groups of three to discuss the questions and complete the table.
- B Check students understand the meaning of *average*, then ask them to complete the *Average* column of the table. Ask students to discuss any interesting findings.
- Check students remember the meaning of *trends* from earlier in the unit and elicit an example of one. Tell students they're going to read a report about trends. Check understanding of a prediction, then ask students to read and answer the questions.

- D Tell students to read the introduction (first paragraph) of the text again and to match the sentences labelled 1–4 to the descriptions a–d.
- E Focus students' attention on the tips for using formal language in reports. Elicit the first answer and an example from the class. Tell students to complete the remaining tips and to find further examples of each in the report.
- F Tell students that all the formal phrases are used in the report. Tell them to match each with the less formal equivalent.

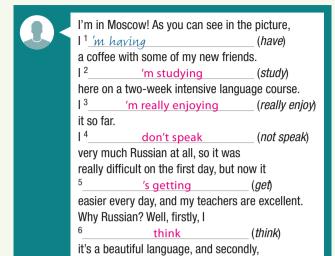
WRITING TASK

- A Give students some time to choose a trend to write about.
- **B** Tell students to choose two or three main points to include. They should also write an introduction.
- C Tell students to write their report.
- D Put students into groups to share their reports. Finish with feedback on the content, organisation and language in the reports.

Unit 1 Review

GRAMMAR

A Complete the social media update with the present simple or present continuous form of the verbs in brackets.



B Read part of a report about social media trends. Then write questions about the underlined information in the report. Use the prompts to help you.

'm considering

studying at university here next year.



These days, more and more people ¹are choosing to stop using social media completely. I asked ²twelve people about the way they use social media. ³Three people said they never use social media, and ⁴two are using it less and less. One student, Franek, believes social media is dangerous ⁵because it makes us feel jealous of other people's 'perfect' lives. Another student, ⁶Lin, thinks social media is useful for his work, but he never uses it with his real friends. He says his friends can speak to him face-to-face to find out his news!

(consider)

- 1 What / more and more people / do / these days?

 What are more and more people doing these days?
- 2 How many people / the writer / ask / about the way they use social media? How many people did the writer ask about the way they use social media?
- 3 How many people / say / they never use social media?
 How many people said they never use social media?
- 4 How many people / use / social media less and less?

 How many people are using social media less and less?
- 5 Why / Franek / believe / social media is dangerous?
 Why does Franek believe social media is dangerous?
- Who / think / social media is useful for work?
 Who thinks social media is useful for work?

VOCABULARY

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

	near listen look see sound watch
	A: 'I think we should go soon.'
	B: 'Yes, that <u>sounds</u> like a good idea.'
:	I prefer normal phone calls to video calls – it's better when the other person can <u>hear</u> you, but they can't <u>see</u> you!
3	Excuse me. I <u>'m looking</u> for my dog. I can't find him anywhere. Have you seen him?
4	I usually <u>listen</u> to podcasts while I'm travelling to work.
	Can I call you back later? I <u>'m watching</u> a TV programme and I don't want to miss the end.
	h

- **B** Choose the correct words to complete the conversation.
 - A: Ah, this is nice, just sitting outside a café and relaxing.

 I think it's really interesting to ¹observe / recognise / stare all the people in the street.
 - **B:** Yes, but be careful. It looks like you're ²noticing / spotting / staring at other people a bit too much. It's quite rude.
 - A: Don't worry! They're too busy to ³notice / observe / recognise me! They're all looking at their phones, anyway!
- Read about five English-speaking friends. Then answer the questions.

Angela only speaks English and no other languages.

You can hear that **Brian** is from New Zealand because of the way he pronounces *ed*.

When **Eryk** is speaking English, he doesn't make many mistakes.

Francesca speaks English as well as Italian.

George loves using phrases like 'use it or lose it' and 'plan B'.

		•
1	Who speaks accurately?	Eryk
2	Who's monolingual?	Angela
3	Who likes idioms?	George
4	Who's bilingual?	Francesca
5	Who has a strong accent?	Brian

FUNCTIONAL LANGUAGE

Complete the dialogues with the words in the box.

b	usy	could	favour	hand	help	mind	want	
1	A:	Hey, Gar a few mi		a	favou	<u>r</u> .	Have yo	ou got
	B:	Sorry, Pa	ul, I'm re	ally	bus	sy	_ right r	now.
2	A:	Do you t	hink you	l	could	h	elp me	write this?
	B:	Sure, I ca	n give y	ou a	ha	nd	with	that.
3	A:	Do you _	Wa	ant	me	to have	a look	at that?
	B:	If you wo	ouldn't _	m	ind			
4	A:	Hi, Sam. h	*			,	our letter.	



Experience (n) something that happens to you or a situation that you are involved in.
Synonyms: situation (n), circumstance (n)

The quote for this unit is about learning from your experiences, whether they are positive or negative, and gaining wisdom as a result.

Auguste Rodin (1840–1917) was a French sculptor, most famous for the sculpture *The Thinker*. His style and ideas were ahead of their time, and he was involved in a lot of controversy during his life and career.

- 3 Tell your partner about experiences you have had that were:
 - incredible
- memorable
- unusualrisky
- eye-opening
 thrilling

EXPERIENCES 13

OBJECTIVES/

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

With books closed, write the word *experience* on the board and elicit collocations. You could give an example of *an amazing experience*. When you have a few more on the board, put students into pairs to think of an example of each type of experience.

- 1 Focus students' attention on the picture and elicit their reactions. Have they ever done the activity shown? If so, did they enjoy it? Would they do it again? If not, would they like to try it? Why / Why not?
- 2 Tell students to read the quote and discuss in pairs what they think it means. Elicit answers, encouraging students to interpret the quote for themselves and in their own words. Ask if students agree with the idea expressed in the quote.

3 Check students understand the adjectives. Give examples to help them understand where necessary. Tell students to tell their partners about their own experiences. Elicit ideas in open class. Pay attention to how confidently and accurately students use past simple and present perfect. This will indicate if students need a lot of clarification or just some consolidation when studying the grammar later in the unit.

WORKSHEETS

Lesson 2.1 Important decisions

Grammar: Present perfect simple and past simple (W5) Vocabulary: Collocations: making big decisions (W6)

Lesson 2.2 You can do it!

Grammar: Present and past ability (W7)

Vocabulary: Dependent prepositions (verb/adjective + for/of) (W8)

Important decisions

- G— present perfect simple and past simple
- Collocations: making big decisions

- Talk about a life-changing decision

- S-listening for the main idea

A Match the different types of lists (1-5) with the examples (a-e).

- c 1 list of favourite things, e.g. films, songs e 4 list of pros and cons

a 2 shopping list

READING

- **d 5** bucket list
- **b 3** everyday to-do list
- bananas
- · cheese
- yoghurt
- 1 Phone Mum
- 2 Email the bank
- 3 Pay rent
- 1 Toy Story
 - 2 X-Men
 - 3 Beauty and the Beast
- - For: cheaper / easy to find

B SPEAK Work in pairs. How often do you make lists? What types of lists do you make? Why?

- Talk about past experiences and things you want to do

- C READ FOR GIST Read Not yet? No more! and answer the questions.
 - 1 Which sentence summarises the blogger's opinion?
 - a A bucket list is a great idea, but remember that you probably can't do all those things in your lifetime.
 - (b) Make a list of things that are possible to do, rather than a list of dreams.
 - c People write bucket lists just for fun and to dream a little, not in order to actually do those things.
 - 2 How many of the people commenting on the blog agree with the writer? two people - the first and third

Recent posts

Archive

2 Learn to surf **3** Do a parachute jump

1 Swim with dolphins

Against: poor quality / ordinary

Not yet? No more!

posted by Julia

16th November | Leave a comment

Have you ever written a bucket list? If so, have you done many of those incredible things on your list? I certainly haven't.

I wrote mine on New Year's Day five years ago, and I chose 50 things, like swimming with dolphins and climbing Mount Everest. However, after all these years, I've only done one thing on that list. Last year, I watched the sun rise and set on the same day. I still haven't swum with dolphins. I still haven't climbed Everest. And, I think I never will!

The problem is that you need an infinite amount of time and money to do all those incredible things or to learn those skills. I've simply never had that time and money. What is the point in making an unachievable list? How does that improve your life?

So, this is my achievable bucket list blog. The aim is still to do unusual things that are positive and lifeenhancing, but without needing to be a millionaire or to have all the time in the world to achieve these goals.

Here's the start of my list. I haven't done any of these things yet, but I think I can in the future. What do you think? Achievable? Life-enhancing?

Plant a tree.

- Do a charity walk or run.
- Write a poem.
- Learn how to make a fire in the wild.

About me

- Ride a horse.
- Eat nothing but fresh food for a week.
- Stop using social media for two weeks.
- Learn and perform a magic trick.

Comments:



Thanks! Before I read this, my bucket list was only expensive travel ideas. I've just written a new list of interesting but doable things!

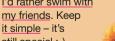


dream_catcher77

Actually, I think a bucket list should be about amazing things. I wrote mine last year and I've already done half of it. This year, I've seen lions in the wild and I've done a parachute jump. Next month, the Pyramids! All because they're on my list.



Also, sometimes those incredible things are not so great. I've swum with dolphins. It was rubbish! I'd rather swim with Ex C 02







2.1 Important decisions

LEAD-IN

Elicit one example of a type of list. Tell students to think of as many more examples as they can in one minute.

READING

A Tell students to open their books and to see if any of their ideas are the same as those listed. Tell them to match the type of lists with the examples.

- **B** Put students into pairs to discuss how often they make lists and which kind. Monitor and encourage students to explain why they do or don't make certain kinds of lists.
- C Set a time limit. Make it clear that students don't need to read and understand everything at this stage. Students should just choose the correct summary and find out how many comments agree with the writer.

TEACHING IDEA by David Seymour

and Maria Popova

Topic: Life plans

Use this activity to extend the topic.

Look at this pattern and write some more sentences that are true for you, e.g. When it stops raining, I'll go out. As soon as he phones, I'll let you know.

when

as soon as + present future

until

before

Write some more examples using these verbs.

arrive, end (this lesson), start work, get up, finish job, go out, finish, be ready, get married, have dinner, do homework

In pairs, tell each other about your own expectations using going to for plans, e.g. As soon as my English is good enough, I'm going to go back home and get a good job.

In pairs, continue this sequence, e.g. As soon as I pass my exams, I'll go to college. When I leave college, I'm going to go travelling. I'll keep travelling until my money runs out ... Try to make it go somewhere interesting, e.g. into an extremely adventurous life, a lucky one, etc.

pass exams -> leave college -> go travelling -> live in India ...

GRAMMAR HUB

2.1 Present perfect simple and past simple

	Positive	Negative	Question
Present	Wilhelm has climbed Mt Everest	I haven't been sailing before.	Have you ever met a movie star?
perfect	before.	Paula hasn't made a bucket list yet.	Have they already bought the flight?
simple	We've visited the Pyramids already.	\rightarrow .	
	Wilhelm climbed Mt Everest last	I didn't go sailing last weekend.	Did you meet a movie star yesterday?
Past	month.	Paula didn't move out of her parents'	Did they buy the flight?
simple	We visited Yosemite National Park	house a week ago.	
	a year ago.		

We use the present perfect simple for actions completed during a period of time that continues to now.

Juan has been in Asia for three months so far. He's still there.

We also use the present perfect simple for actions completed before now when we don't say exactly when.

She has already written out a bucket list. NOT She already wrote out her bucket list.

We often use time expressions such as before, already, just and yet with the present perfect simple.

Have you finished your exams yet?

• We use the past simple for actions completed during a finished period of time or at a specific time in the past.

Did you stop using your social media account last week?

- We often use time expressions such as vesterday, two days / a week a month ago, or last week/month/year with the past simple.
- If we use a specific time reference, we usually use the past

She's just won a free holiday. BUT She won a free holiday a moment ago.

Henri has already booked a flight to India. BUT Henri booked a flight to India yesterday.

2.1 Important decisions

- D Tell students to read the text again more slowly and carefully and then answer the questions.
- **E** Put students into pairs to share their opinions about the text. Monitor and draw out any different views students have and encourage them to expand on them.

GRAMMAR

- A Tell students the sentences are all from the blog they've just read. To check students are familiar with the terminology, ask them to underline the past simple verbs and circle the present perfect simple verbs. Explain that identifying the structures is, of course, not as important as understanding why they're used. Tell students to match the sentences to the timelines. In feedback, check students understand what the different parts of the timelines represent. A lot of students find timelines very helpful, but some can find them confusing. The key thing is to make sure the connection between the events in the sentences and the way they're represented on the timelines is explicit.
- **B** Tell students to look back at the blog and find the adverbs of time from the box. Tell students to look at the way the adverbs are used in context to help them match them with the definitions.
- C Tell students to look back at the example sentences, timelines and definitions from Exercises A and B to help them complete the rules. In feedback, elicit which sentences from Exercises A and B are examples of each rule.
- D Direct students to the **Grammar Hub** on pages 124 and 125 (see TB14 and below). Use the Grammar Worksheet on W5 for extra practice.

PRONUNCIATION

Tell students to listen carefully to the pairs of sentences to identify which one is in the present perfect simple. If students find this difficult, ask why. Elicit that the contracted auxiliaries's and 've are unstressed and hard to hear. Play the audio again if necessary to give students more practice at picking up the sounds. Drill pronunciation with the students.

SPEAKING

- A Put students into pairs and tell student A to turn to the Communication Hub on page 148 and student B to turn to page 153. Tell students to find out if their partner has done any of the things on their list, and if so, to find out more details. Model the task and elicit the questions students will need to ask such as Have you ever ...? for the initial question followed by Where / When / How did you ...? to find out more information.
- B Tell students they're now going to write their own achievable bucket list. Tell students to choose eight things, either from the lists they've just read or using their own ideas. Remind students that they must be achievable but also positive and life-enhancing. You could give examples of absurd or mundane ideas and elicit if these would be appropriate, so students are clear what not to include. Monitor to check students are on task and to help with language if necessary.
- C Put students into bigger groups to compare their ideas. Tell them they must agree on ten things for their group bucket list. If students have very different ideas, encourage them to argue the case for the inclusion of theirs, but also make sure students realise that they are aiming to reach a consensus so compromise may be necessary. Monitor as they do this, noting errors and good language use to highlight in feedback.
- Put students into new groups containing one representative of each previous group. Tell them to explain their lists to each other and justify their choices.

Extra activity

You can keep the bucket lists in the classroom and use these as a spring board for further activities. Writing tasks can involve students recording their experiences of completing a task on the bucket list, or even recording them on a blog.

Students can also report back on their experiences at the start of a class. You can ask them how they felt before, during and after doing something from the list.

GRAMMAR HUB

2.1 Present perfect simple and past simple

- A Choose the correct option.
 - 1 I have swum/swam with dolphins before.
 - 2 Martin *dreamt* / has dreamt about the pyramids last night.
 - 3 We haven't climbed / didn't climb Mt Everest yet.
 - 4 Did you hear / Have you heard Leon's good news already?
 - 5 Oid Zac learn / Has Zac learnt how to make a fire at camp last summer?
 - 6 Have you ever taken / Did you ever take a trip abroad?
- B Correct the mistakes in each sentence. Use contractions where possible.
 - She has seen a beautiful sunset last week.
 - 2 They made a short film already.

 - hasn't prepared

 Molly didn't prepare a list yet.

 s never travelled

 Mohammed travelled never around Asia before.

 - Have you dealt

 Did you deal with a serious problem before?
 - He has come up with a smart plan yesterday.

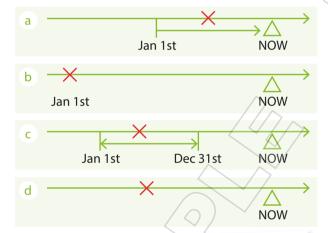
- C Complete each sentence with the correct form of the verb in brackets.
 - 1 Giralt <u>has never been</u> (never / be) to America.
 - 2 Dan has just finished (just / finish) a charity walk.
 - 3 Katerina worked hard but she didn't achieve/did not achieve (not / achieve) her goal.
 - 4 When the time was right, the chess champion (put) his plan into action.
 - Have you read (you / read) other people's bucket lists before?
 - perore: 'have already done ____ (already / do) two parachute jumps this year.
 - ➤ Go back to page 15.

- **D READ FOR DETAIL** Read again. Answer the guestions.
 - 1 How many things on her first bucket list has the writer not done? 49
 - 2 Why is it not possible to do all the things on a typical bucket list? You need a lot of time and money.
 - How is her new list similar to her original list? It has positive activities.
 How many outdoor activities are there on her new list? Four
- **E** SPEAK Work in pairs. Read again and discuss the questions.
 - 1 Are the writer's choices good ideas for an achievable bucket list?
 - 2 Which choices do you like most and why?

GRAMMAR

Present perfect simple and past simple

- A WORK IT OUT Look at the sentences (1–4) from Not yet? No more! Underline the verbs in the past simple and circle the verbs in the present perfect simple. Then match each sentence with a diagram (a-d).
 - 1 I wrote mine on New Year's Day five years ago. b
 - 2 (I've only done) one thing on that list. a
 - 3 This year, I've seen lions in the wild. d
 - 4 Last year, I watched the sun rise and set on the same day.





B Look at the adverbs of time in the box. Can you find them in the blog? Match the adverbs with the definitions (1-5).

already just never not yet still 1 at no time in the past never **2** a short time ago just a situation has not changed or not completely ended still 4 not happened before now, but will probably happen not yet 5 happened before a point in time, perhaps sooner than expected already

C Complete the rules with present perfect simple or past simple.

Present perfect simple and past simple

For actions that we completed: during a finished period of time, we use the past simple during a period of time that continues to now, we use the present perfect simple at a specific time in the past, we use the past simple before now, but we do not say exactly when, we use the present perfect simple We often use adverbs of time with these tenses, but we do not use yet and already with actions in the past simple

D Go to the Grammar Hub on page 124.

PRONUNCIATION

's and 've

Listen to the pairs of sentences (1-6). Which sentence (a or b)2.1 b) is in the present perfect simple?

b 2 a 4 b 6 a

SPEAKING

- A Work in pairs. You are going to write an achievable bucket list. Student A – read the bucket list on page 148. Student B – read the list on page 153. Has your partner done any of the things on your list? If they have, find out more details.
- **B** Work in pairs. Choose eight things to put on your achievable bucket list. Use the ideas on the lists and your own ideas. They should be positive, life-enhancing and achievable.
- C Work in groups. Compare your lists and choose ten things for a group bucket list.
- D Compare your list with another group. Are their ideas the same or different?



a cruise along canals, freshwater, houseboat

LISTENING

A Match the words and phrases in the box with the pictures (a–b).

cross oceans cruise along canals freshwater houseboat saltwater yacht

- **B** SPEAK Work in pairs and discuss the questions.
 - 1 Have you ever been on a boat? If so, what kind?
 - 2 Which of the two boats in the pictures would you prefer to travel on?
- LISTEN FOR GIST Look at the pictures (a and b) and listen to a podcast interview with Emma. Complete the sentences with a or b.
 - 1 Picture **b** shows Emma's ultimate dream.
 - 2 Picture a shows Emma's current reality.
- Listen again. Which of the phrases (1–8) from the podcast are the main ideas of Emma's story? Use the strategies in the box to help you.
 - 1 Hove swimming
 - 2 yachts are very expensive
 - 3 to make a decision to put a plan into action
 - 4 it won't take me around the world
 - (5) to stay motivated and not lose heart
 - 6 learning to live in a small space
 - 7 doing something similar to my dream, it's a start
 - (8) the hardest part of any journey is the first step

b cross oceans, saltwater, yacht

Listening for the main idea

To help you catch the main ideas of a conversation, listen out for common expressions that we use to introduce a main idea.

- The most important thing here ...
- Well, it is important to note ...
- And I stress the importance of ...

Listen out for common words and phrases that we use to talk about things generally.

• in general, overall, on the whole

We often speak more slowly or loudly when we want to emphasise a main idea.

E LISTEN FOR DETAIL Listen again. Find and correct six mistakes in the summary of Emma's story.

Emma is 33 and she works in the sailing industry.
She loves swimming and fishing. For the last few years, she's been learning how to sail. Her dream is to live on a yacht and sail around the world. She hasn't they are expensive bought a yacht yet because she can't find one that she likes. She sold her house and bought a houseboat. The houseboat is an opportunity for Emma to learn to live on the sea and move from place to place. She is happy with her decision to buy a houseboat because it means that she has 'made the break' from the water to the land.

F SPEAK Work in groups and discuss the questions.

- 1 Do you agree that living on a houseboat will help Emma to achieve her ultimate dream? Give reasons.
- **2** What are the pros and cons of living on a houseboat compared to living on land?

2.1 Important decisions

LEAD-IN

With books closed, ask students to write down as many words connected to water as they can. You could help by giving prompts, e.g. types of water, ways of travelling on water, etc.

LISTENING

- A Tell students to open their books and check if any of the words are the same as those the students thought of. Focus students' attention on the pictures and ask them to match the words and phrases to picture a or b. Check answers as a whole class. Drill pronunciation of oceans, canals and yacht.
- **B** Put students into pairs to discuss the questions. Encourage them to ask follow-up questions to show interest in each other's comments and opinions. Do the same when you get feedback from the class.
- - C Tell students the pictures are related to a podcast. Ask them to listen and match the pictures to the sentences.
- D Point out listening strategies to help understand the main idea of a conversation. Tell students some of the expressions were used in the podcast, so they should listen out for them to help with the task. Ask students to read through the phrases and try to remember the main ideas of the story before they listen to the podcast again and check. In feedback, elicit not just the answers but what made the students decide they were the main ideas. You could drill pronunciation of these phrases, highlighting the intonation used. This will raise students' awareness of these features and start to build their confidence to use them in their own speaking.



- E Tell students to read the summary and correct the six factual mistakes in it. They can then listen once more to check before you check answers as a whole class.
- F Put students into groups to discuss the questions. Encourage them to give reasons to support their opinions. In feedback, record useful language that comes up on the board.

AUDIOSCRIPT



Ex E

Ex E

Listening, Exercise C I = Interviewer E = Emma

- **I:** Welcome to Dreams Come True, the podcast that finds out about people's life-long dreams and how they've turned them into reality. My guest in the studio today is Emma Sykes from Kent.
- E: Hello, thanks for having me!
- Ex E I: Glad you could be here. Now, Emma, you are 35 and you are the owner of a successful advertising Ex E agency, is that right?
 - E: Yes, that's right.
 - **I:** So you've already had a lot of success in your life.
 - E: Yes, you could say that. I've worked very hard and the agency is doing well, but I still have dreams well, one dream anyway.
 - **I:** And I believe that dream involves big plans on water! Tell us a bit more about it.
 - E: That's right, John. Ever since I was young, I've been fascinated by the water. Hove swimming and diving, and for the last few years I've been learning how to sail. My ultimate dream, the thing I've wanted to achieve my whole life, is to live on a yacht and sail around the world.
 - **I:** Wow, that's quite a dream! And it doesn't sound easy. Tell us, just how have you made this dream a reality?
 - **E:** Well, that's the thing ... I haven't. Not yet. Not completely.
 - **I:** So, you haven't sailed around the world?
 - E: No, I haven't. It's just not practical at this time in my life. Yachts are very expensive. I've raised quite a bit of money, but not enough yet. Plus, I don't have enough skills or knowledge yet to go sailing on my own across the oceans.
 - Well, that does sound guite complicated! So how do you keep going with your plan when it seems so far away?

- **E:** For me, the most important thing is to make a decision to put a plan into action. Once you've made the decision, you can set short-term and long-term goals that will help you achieve your dream.
 - I see. Yes, that's a good point. So what are some of your short-term goals? How are you going to work towards that ultimate goal?
 - **E:** Well, there's the sailing lessons, obviously. But actually, I've turned one part of the dream into reality already.
 - **I:** Really? What's that?
 - **E:** A year ago, I sold my house and used some of the money to buy a houseboat. It isn't a yacht, and it won't take me around the world, but it's a home and it's on the water. OK, I'm on freshwater, not saltwater. but I now live on a boat.
 - **I:** Wow, that is already quite a big change! But does living on a houseboat really prepare you for sailing around the world?
- Ex D **E:** Yes, I think so. The important thing here is to stay motivated and not lose heart, and this step helps me
 - 1: And of course, you're getting some experience of what it's like to live on the water.
- Ex E **E:** Exactly! I'm learning to live in a small space, and I'm also finding out what it's like to live in a home that can move from place to place. OK, I'm cruising along Ex D canals, not crossing oceans, but doing something
 - similar to my dream it's a start. I: And now that you've made that start, do you think your plan to sail around the world is more
- achievable? Ex D **E:** Absolutely. On the whole, I think the hardest part of any journey is the first step. Now that I've made the break from the land to the water, I'll be able to take
 - **I:** Well, thank you for coming to talk to us, Emma. I hope you can join us again once you've achieved your ultimate dream. Will you do that?

the next step of my journey with more confidence.

- E: Yes, of course. I look forward to it.
- I: Thank you, Emma. Now, next up, I'll be speaking to ...

2.1 Important decisions

VOCABULARY

- A Tell students to look at the verbs and phrases and explain that they were all used in the podcast. Tell students to match each verb to a phrase and point out that one verb can be used twice. Check answers as a whole class, ensuring students understand the meaning of the phrases. The best way to do this would be to refer back to how they were used in the *Listening* to provide useful context to help students grasp the meaning. Tell students that these are all collocation words which are commonly used together. There isn't a rule for why certain words go together. Students should record collocations from here and elsewhere. They could experiment in recording them in different ways to see which method is most effective for remembering them.
- **B** Tell students to look at the photos of the three people talking about a life-changing decision they've made. Tell students to complete the gaps in the stories with the collocations from Exercise A.
- 2.3
 - C Play the audio for students to check. In feedback, use these new stories for further context to consolidate understanding of any items that students found difficult to understand at first. Drill pronunciation of the collocations either by modelling them yourself or using the recording.
 - D Put students into pairs to discuss which they think are the most and least achievable decisions. Monitor and encourage debate if students have different opinions. Use the **Vocabulary Worksheet** on W6 for extra practice.

SPEAKING HUB

- A Tell students to think about a life-changing decision they have made, using either the ideas provided or their own. Check they all understand the vocabulary, e.g. *fitter* and *retrain*.
- B Give students time to plan what they're going to say, making notes about each of the prompts. Be clear that students shouldn't write out what they're going to say word for word. Monitor to help with language input. Tell fast finishers to rehearse what they're going to say in their heads, referring to their notes.
- C Tell students to interview their partner about their decision. Elicit how students can turn the prompts into questions to ask during the interview. Remind students about the methods of highlighting the main ideas of a story from the *Listening*. If time permits, change partners and tell students to interview each other again. Repeating a speaking task can build students' confidence. Students refine the language they use and speak more fluently once their ideas are consolidated.
- D Put students into new groups to tell each other the decisions they heard about. When they have all shared the stories, ask them to decide which was the most life-changing and why. If a group reaches a consensus early, they can rank all the decisions. Monitor and get the class to share in any really positive experiences, giving them time to ask each other any questions they may have.

METHODOLOGY HUB by Jim Scrivener

Guidelines for listening skills work in class

- Keep the recording short: two minutes of recorded material is enough to provide a lot of listening work.
- Play the recording a sufficient number of times. (This is one point that teacher trainers and supervisors often comment on when they observe teachers' lessons: the teachers did not give the students enough opportunities to hear the recording. The students found the material a lot more difficult than the teacher realised.)
- Let students discuss their answers together (perhaps in pairs).
- Don't immediately acknowledge correct answers with words or facial expressions; throw the answers back to the class: What do you think of Claire's answer – do you agree?
- Don't be led by one strong student. Have they all got it?
- Aim to get the students to agree together without your help, using verbal prodding, raised eyebrows, nods, hints, etc. Play the recording again whenever they need to hear it, to confirm or refute their ideas, until they agree.

- Play little bits of the recording (a word, a phrase, a sentence) again and again until it's clear.
- Give help if they are completely stuck but still with the aim of getting them to work it out if at all possible (e.g. *There are three words in this sentence* or *Listen to what she says here*) rather than giving them the answers.
- Consider giving the students control of the recording to listen when and to what they wish.
- Don't cheat them by changing your requirements halfway, i.e. don't set one task, but then afterwards ask for answers to something completely different!
- Don't let them lose heart. Try to make sure the task is just within their abilities. It should be difficult, but achievable. The sense of achievement in finishing a task should be great: It was difficult, but we did it!

VOCABULARY

Collocations: making big decisions

- A Match the verbs (1–8) with the phrases (a–i) to make collocations that Emma used in her interview. One verb can be used twice. Use the audioscript on page 167 to help you.
 - **a** a decision lose **b** a plan into action 2 make c short-term and long-term goals put d towards a goal set **e** a dream into reality stav motivated take g the break/change turn h the next step heart
- **B** Read the information from the people (1–3) about a life-changing decision. Complete the gaps with collocations from Exercise A in the correct form.
- C Listen and check your answers.

1

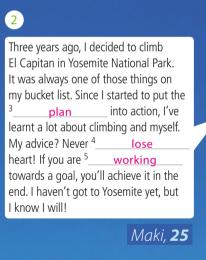
D SPEAK Work in pairs. Which decision in Exercise C do you think is the most achievable? Which is the least achievable? Give reasons.



- A Think about a life-changing decision that you have made. Use the ideas below to help you.
 - moving home (changing cities/countries)
 - studying (a new course, retraining, learning a new skill)
 - a lifestyle change (becoming healthier, fitter, more relaxed)
 - turning a dream into reality
- **B** PLAN Make notes about your decision. Think about:
 - why you made the decision.
 - how you put it into action.
 - short-term/long-term goals.
 - how you feel about the decision now.
 - any advice you can give related to your decision.
- C SPEAK Work in pairs. Interview your partner about his/her life-changing decision. Use your ideas in Exercise B to help you. Take turns.
- **D** REFLECT Work in groups. Tell the group about your partner's decision. Then discuss all of the decisions. Whose decision was the most life-changing?



3 Alessandra, **35** When I was a teenager, I wanted to be a famous film star. But it didn't happen. My dream now is to be a chef. I've learnt that the best way to a dream into turn reality is to be realistic. Set short-term goals to help you motivated. stay Becoming a chef is going to be difficult, but I've already started a course and cook regularly for friends and family.



Talk about past experiences and things you want to do

- Talk about a life-changing decision

2.2 You can do it!





P word stress: verbs with two syllables

G— present and past ability

S— deducing the meaning of unknown words from context

READING

A SPEAK Work in pairs and discuss the question.

How do retired people typically spend their time in your country?

- **B** Read the advert taken from a local newspaper. Then answer the questions.
 - 1 What is unusual about the advert?
 - 2 Why do you think he has written the advert?
 - 3 How do you think people reacted to the advert?
- **C** READ FOR GIST Read 89-year-old seeks job and check your answers to Exercise B.
- **D** Look at the words in bold in the article. What do you think they mean? Use the strategies in the box to help you. Then work in pairs and compare your ideas.
 - 1 seeks
- **3** spotted
- **5** rol

- 2 snaps him up
- 4 enable him to
- 6 taking on

Senior citizen 89 szeks employment in Paignton area. 20hrs+ per week. Still able to clean, light gardening, DIY and anything. 1 have references. Old soldier, airborne forces. Save me from dying of boredom!

89-year-old **seeks** job: — ——— café **snaps him up**

n 89-year-old has found a job after putting an advert in his local paper asking for part-time work to stop him 'dying of boredom'. Joe Bartley, from Paignton, south Devon, is due to start working in a café next week in the town after the owners of the family-run business **spotted** his advert.

'Whatever your age or your background, you deserve a chance,' said Cantina Bar and Kitchen's co-owner Sarah Martin. 'Most people have got something to offer, and Joe is someone who is keen, who is putting himself out there. What is not to like about that? A lot of people who come here don't just come for coffee – they come for a chat – so Joe is perfect.' ExBQ2 Bartley has lived alone since his wife, Cassandra, died a couple of years ago, and he has been lonely. 'I miss my wife dreadfully, when you live on your own there is no one to speak to. I like reading, and I'll watch a bit of television, but there's a lot of rubbish on these days. I just got bored stiff with nothing to do. I thought even though I am 89, I can still work. I can clean tables, do some gardening – anything really.'

Bartley put his advert in the *Herald Express* last month. 'The owner phoned me and she asked me to come in. So I arrived at the café, we had a bit of a chat and shook hands.' He is now looking forward to earning his own money to **enable him to** pay his rent. 'I can't believe it really. I feel great about it,' he said.

ExBQ3 Bartley told *The Guardian* that the media reaction has been incredible, adding that he is in danger of becoming a celebrity.
'When I first put in the advert, I thought it was just an old guy looking for work – I don't really see what is strange about that,' he said. 'But have I now reached celebrity status? That might worry some people, but it doesn't worry me.'

His new **role** in the café was not the only job offer he got. Glenn Rodgers, an independent baker in Barnstaple, north Devon, offered him a job, but the bakery was too far away for Bartley to travel.

Rodgers wanted to offer the pensioner a job to put a 'smile on his face'. 'More employers should think about **taking on** older staff,' he added. 'Why not give him a chance? Also, it works both ways: employers are getting experienced reliable staff who really want to work.'

Bartley will get a lift to work with his new employer on Sundays, but will take a bus the rest of the week. 'He is delighted and we are looking forward to it,' said Martin. 'We think about these things all the time. We are never going to be rich, but we like to give something back to society.'



2.2 You can do it

LEAD-IN

Write the word Work in the middle of a circle and then draw some lines branching off in different directions. Put students into groups and give them three minutes to think of as many related words as they can. Elicit a couple of ideas (job, part-time, full-time) as a whole class to clarify the task.

READING

- A Do this stage with books closed to prevent students from being distracted or influenced by the pictures. Put students into pairs and ask them to discuss how people in their country typically spend their time when retired. You could ask extra questions as well, e.g. What age do people usually retire in their country, Are students looking forward to retiring (and why / why not)? Get some feedback here, encouraging students to go beyond the most obvious or stereotypical ideas.
- B In the likely event that students didn't say that they expect retired people to be looking for a job, pique their interest in the text by telling them they're going to read an unusual story about a retired person. Tell students to open their books, look at the advert and picture and discuss the questions. Get some feedback on students' predictions, but don't confirm or deny anything yet.
- C Tell students to read the news article and check how accurate their answers in Exercise B were. Let students compare in pairs after reading, changing their answers together if necessary, before whole-class feedback.

- 1 It is a little unusual for someone to place an advert looking for work. It is also unusual in the UK for that person to be 89 years old. The final sentence is very unusual in an advert related
- 2 He wrote the advert because he was lonely and bored after his wife died. He felt he was still able to work.
- 3 People were impressed by the advert. He received two job offers. The media reported on the story. People wanted to help him. It was an opportunity for other people to do something positive and generous by offering him work.
- Point out the strategies in the box for deducing the meaning of unknown words from context. Go through the first word seeks as an example, asking students each of the questions from the box before encouraging them to suggest what they think it means. Students can then work in pairs and follow the same steps for the other words. In feedback, ask students to tell you how they worked out the meaning of the words, again referring back to the questions in the box.
 - 1 looks for
 - 2 employs him/gives him a job
 - 3 saw/noticed
 - 4 make it possible for him to
 - 5 job
 - 6 employing/giving someone a job

TEACHING IDEA by David Seymour and Maria Popova

Topic: Job interview

Use this activity to extend the topic.

If you do not already know about the students' professions or future career plans, ask them to tell you the job they do, or the one they would like to do. Choose two or three students who do, or would like to do, the same kind of work and put them together to prepare for a job interview for a specific position of your choosing. They should write a list of their relevant skills and strengths.

The rest of the class works in two or three groups to write interview questions for this position. Applicant A is interviewed by the first group, while B is interviewed by the second. Then they swap places.

Interviewers: Who had the best qualifications and experience?

Who was the most relaxed and friendly during

the interview? Who gets the job?

Applicants: How did you each feel about your interview?

What did you think about the attitude of the different interviewers? Do you think you'll get

the job?

TEACHING IDEA

by David Seymour and Maria Popova

Topic: Project

Use this activity to extend the topic.

Look in the situations vacant section of a newspaper and find a job advertisement to bring to the next lesson. In class, have a look at everybody else's advert and agree the three or four most interesting ones. Work in groups, one advert for each group. Agree a list of the skills and strengths needed for the job and discuss what research you could do on the company and the job before applying.

Write a letter of application for the job. (Elicit the layout and conventions for this kind of letter. Decide if the letter should simply request an application form, enclose a CV or give additional information.)

Write your own CV in English and bring it to class. Include the following information:

personal details, personal profile, education and qualifications, employment history, other skills, hobbies/interests, referees

In class, work in pairs or small groups. Look at another student's CV and make suggestions for improving it.

2.2 You can do it

E Tell students to read the comments and discuss which ones they agree or disagree with. You could also encourage them to discuss if they could imagine this situation happening in their country, and, if so, what people's reactions would be.

VOCABULARY

- A Tell students that all the phrases come from the article and the comments they've just read. Check students understand the meaning of the words in bold, and which ones are verbs or adjectives. Tell students to try to complete each gap with a preposition. Students can then look back at the article and find the phrases to check their answers. Encourage students to think about how they would say the phrases in their own language and to notice any similarities or differences in the prepositions used.
- **B** Tell students to complete the gaps in the questions with a verb or adjective from Exercise A. You could make this more challenging by telling students to cover A while they do this, then uncover it to check when they've finished. Check answers as a whole class. Highlight that in question 4 *prepare for* was used as a verb in the comments, but here it's an adjective, *prepared for*.
- C Tell students to discuss the questions with a partner. Encourage them to ask each other follow-up questions and to expand on their answers. These questions should produce interesting answers. Monitor and get students to share any particularly interesting answers with the whole class. Use the Vocabulary Worksheet on W8 for extra practice.

SPEAKING

Ex C 05

Ex C Q6

- A Tell students that they're going to choose someone to receive an award for inspiring others because of their special or unusual achievements. Give a personal example to further model the task. Tell students to work alone and think of three people who they think should receive the award.
- **B** Tell students to work in pairs and explain who the people they've chosen are and what they've done to deserve the award. Tell students they have to agree on the one person who they think is the most inspirational and who they will nominate for the award.
- C Put students into larger groups to give a presentation about their inspirational person and reasons why this person should win the award. Monitor and listen out for good examples of language used and errors that you could look at later in feedback. Once all students have made their presentations, tell them to vote in their group for who should win the award.
- D Get feedback as a whole class. Each group should explain who their winner was and why they chose that person. If you have time, you could have a vote for the whole-class winner. Finish with some feedback on students' language use during the task. With some classes, peer feedback on language and delivery can be a useful way to round off a presentation activity. You should always handle this kind of feedback sensitively, though. One approach is to give students some areas to focus and make notes on: for example, pace, organisation, etc. Ensure that feedback always focuses on some positive aspects of each presentation.

AUDIOSCRIPT

2.4

Ex C 01

Ex C Q2

Listening, Exercise B M = Matt S = Suzanna N = Nancy R = Roberto

M: You know, when you move away from home, arrive in a new place, there are loads of different challenges, and for me the biggest one was eating. Well, not eating, but cooking. I mean, I could make a salad or a sandwich, but not cook anything, like, I couldn't boil an egg. I know that sounds silly, but I simply had no idea. Anyway, I looked at some books and also found some excellent 'how to cook' videos online. To be honest, the books didn't help, but I started to teach myself with the videos. I wasn't very good at first – the first time, I didn't manage to make anything at all; I just watched the video and then ordered a takeaway! But, I never gave up. I kept practising. And when my parents came to see me six months later, I managed to cook them a really tasty meal. They were so surprised.

S: I really hate standing up in front of people to give a talk or a presentation. So, when my brother asked me to make a speech at his wedding, I didn't know what to do. I couldn't say no to him. Luckily a friend of mine, an actor, helped me. Basically, we created a character for me to play when giving the speech, so that I didn't think it was actually me standing up to speak. Also, I learnt my speech by heart so that I didn't need to use any notes. Just like an actor. On the big day, I wasn't able to stop my hands from shaking, but I remembered everything and I played that character. And, incredibly, I was able to

complete the speech. That was a big day for me, as well as for my brother.

N: I worked as a volunteer in a village school in China for about six months, and the language was my biggest problem. I was able to speak very basic Chinese, but I couldn't remember many new words. I studied each day, but didn't achieve much – the words went in one ear and then straight out the other! Then, I had a great idea. I had my guitar with me, so I started to write simple songs with all the new words. They were kind of like children's songs. I asked a Chinese friend to check my grammar was correct, and then tried to learn the songs. And, you know what, it worked. Each day, I was able to remember those new words, and I even started singing the songs to the kids. I was actually pretty nervous the first time I sang to them, but I managed to do it without mistakes, although I think my pronunciation was pretty poor, from the way the

kids were laughing at me.

Ex C Q7 R: When I was a child, I never learnt to swim, and, when I started going on beach holidays, I really regretted that. My friends spent ages swimming in the sea, but I wasn't able to swim. All I could do was sunbathe!

So, I asked my sister to teach me. She was very patient, but, after a few months, I gave up because I still couldn't swim. Then, after another holiday just sitting on the beach, I decided to try again. This time, I paid for lessons at the local pool. And yes, after a few more months, I finally managed to swim 50 metres. That felt so good. And then, that next holiday, I was finally able to swim in the sea with my

friends – that felt incredible. A real achievement!

Ex C Q4

Ex C Q3

Deducing the meaning of words from context

When you do not know the meaning of words and phrases, you can use their context to help you understand them.

Think about:

- What type of word or phrase is it (noun, adjective or verb)?
- Does it have a prefix (un-, im-) or suffix (-ment, -ion)?
- Where is it in the sentence and what other words are near it?
- How does the word relate to the paragraph?
- What possible meanings of the word suit the topic of the sentence, paragraph and text?
- E SPEAK Work in pairs. Look at the readers' comments on the article. Do you agree or disagree with them? Why?

Comments



Smart1

Joe is an inspiration to us all! He should be very proud of himself for getting a job that some would say is more suitable for a younger person.



ID2

If no one had replied to the advert, Joe could have thought about volunteering. Mind you, even those roles are hard to find these days!



Jan 1003

The government should be more aware of this problem and work with communities to help people like Joe. Loneliness is a big problem nowadays.



4Kent

Though quite typical of this newspaper, it's great that this issue is in the news. We need to prepare for our retirement now, so we can retire comfortably, not serve coffee in our old age.

VOCABULARY

Dependent prepositions (verb/adjective + for/of)

A Look at the phrases from 89-year-old seeks job and from the comments. Are the words in bold verbs or adjectives? Complete each phrase with for or of.

verb 1 look __for __work
verb 2 prepare __for __retirement
adjective 3 typical __of __this newspaper
adjective 4 suitable __for __a younger person
adjective 5 proud __of __himself
adjective 6 aware __of __this problem
verb 7 work __for __a cafe
verb 8 ask __for __part-time work

B Complete the questions with a verb or adjective from Exercise A.

1 What do you look for in an ideal job?

2 Do you think age ever makes people more or less <u>suitable</u> for some jobs?

3 Which of your achievements are you most <u>proud</u> of

4 What big changes in your life are coming soon? How can you prepare for them?

C SPEAK Work in pairs. Ask and answer the questions in Exercise B.

SPEAKING

- **A** Think of three people who should receive an award for inspiring others because of their special or unusual achievements.
- **B** Work in pairs. Discuss your choices and choose the most inspirational person. Make notes of your reasons for choosing that person.
- **C** Work in groups. In pairs, give a short presentation about your inspirational person, explaining why the person should win the award. As a group, vote for who should win the award.
- **D** Tell the class about your group's choice. Why did the group feel the person was special? Did everyone in the group agree with the vote?





LISTENING

- A SPEAK Work in pairs. Look at the pictures (1–4). What are the people doing? What problems could they have when they do these things?
- B LISTEN FOR MAIN IDEA You are going to listen to four people talking about a challenge or problem. Complete the sentences (1–4) with the phrases in the box. There are four extra phrases.

by pretending to be a different person
by spending a lot of money by taking classes
by using a different skill by using books during a holiday
on his/her own with the help of his/her family

- 1 Matt solved a problem <u>on his own</u>
- 2 Suzanna solved a problem by pretending to be a different person
- 3 Nancy solved a problem <u>by using a different skill</u>
- 4 Roberto solved a problem by taking classes
- C LISTEN FOR DETAIL Listen again. Choose the correct words to complete the sentences.
 - 1 Matt *knew* / *didn't know* how to cook simple hot food.
 - 2 He found useful advice on the internet / TV.
 - 3 Suzanna needed to give a speech at work / a family event.
 - 4 She read / didn't read her speech aloud from a script.
 - 5 Nancy knew a little / didn't know any Chinese.
 - 6 She *made several / didn't make any* mistakes when she first sang to the children.
 - 7 When Roberto was a child, he *tried* / <u>didn't try</u> to learn to swim.
 - 8 He <u>has / still hasn't</u> swum in the sea.
 - **D** SPEAK Work in pairs and discuss the questions.
 - 1 Which of the four challenges do you think is the hardest?
 - 2 What advice could you give to someone who can't do those things well?
 - 3 Have you had any of these challenges yourself? What did you do to deal with them?
 - 4 Is it more important to solve problems yourself or ask for help?

PRONUNCIATION

Word stress: verbs with two syllables

- A Work in pairs. Look at the verbs from the listening below. Take turns saying the verbs and marking the stress.
 - 1 ach<u>ie</u>ve
- 3 complete
- **5** regret

- 2 arrive
- 4 create
- **6** study

a

b

b

a

b

b

b

B Does the stress normally come on the first or second syllable? the second syllable



Now listen to the verbs. Check and repeat.

GRAMMAR

Present and past ability

- WORK IT OUT Look at the sentences (1–9). Write a if they are about having (or not having) a general ability or skill in the past. Write b if they are about doing something (or not doing something) on a particular occasion in the past.
 - 1 I was able to speak very basic Chinese.
 - 2 I managed to cook them a very tasty meal.
 - **3** I was able to complete the speech.
 - 4 I couldn't boil an egg.
 - **5** I could make a salad.
 - **6** The first time, I didn't manage to make anything.
 - 7 I wasn't able to swim. <u>a</u>
 - 8 I wasn't able to stop my hands shaking.
 - 9 I couldn't say no to him.
- **B** Choose the correct words to complete the rules.

Present and past ability

- 1 When we talk about ability or skills in general in the present, we <u>use</u> / do not use can/can't or (not) be able to.
- 2 When we talk about ability or skills in general in the past, we *use / do not use could, couldn't* or *(not) be able to.*
- 3 When we talk about ability to do a specific task on a particular occasion in the past, we <u>use</u> / do not use (not) manage to, (not) be able to or couldn't. We do not usually use could.
- C Go to the Grammar Hub on page 124.

2.2 You can do it

LISTENING

- A Point out the pictures and ask students to discuss the questions about what the people are doing. To encourage students to give more detailed answers, you could split the class into pairs or four groups and give each group or pair just one picture each to discuss. Get whole-class feedback, eliciting as many ideas from everyone as you can. Elicit the word *challenge* in relation to these activities at some stage during feedback.
- 2.4 Tell the students they can now check their ideas as they're going to hear the people in the pictures talking about a challenge or problem they faced. Tell students to complete the sentences with the phrases from the box. Make sure students realise that they only need to use four of the phrases, and the other four don't match with any of the speakers. Check answers as a whole class but don't go into any more detail yet.
 - C Tell students they're going to listen again but before they do try to complete the sentences from memory. Students then listen again to check. This time, elicit more detail in feedback and ask students to explain their answers.
 - D Put students into pairs to discuss the questions. Discuss the questions as a whole class, encouraging students to expand on their answers, especially if they have personal experience of any of these situations.

PRONUNCIATION

- A Tell students the verbs are all from the *Listening*, Model the first one then tell students to pronounce them in pairs and mark where they think the stress is.
- **B** Tell students to look over their answers and notice where they think the stress normally comes.
- C Tell students to listen and check. Check answers as a whole class.

GRAMMAR

- A Elicit that the sentences are all about ability. Use the first two sentences as examples to make sure students understand the difference between general ability and ability to do something on a particular occasion in the past. Then ask them to look at the other sentences.
- **B** After checking the answers in Exercise A, tell students to use the sentences to help them complete the rules.
- C Direct students to the **Grammar Hub** on pages 124 and 125 (see below and TB21). Use the **Grammar Worksheet** on W7 for extra practice.

GRAMMAR HUB

l/you/he/

2.2 Present and past ability

	Positi		Negative
l/you/he/ she/it/we/they	Rosa o	c an ride a	They cannot drive. They can't drive.
Question		Positive short ansv	Negative wer short answer
Can you fish in the	lake?	Yes, I can.	No, I can't.
e able to (present s	imple)	\wedge	
	Positi	ive	Negative
l/you/he/		ble to book	Sven isn't able to
sne/it/we/they	a taxi o	online.	fly a plane.
Question	Pç	online. ositive ort answer	Negative
Question Are Tomas and Jaime able to wor as volunteers?	Po sh Ye	sitive	Negative
Question Are Tomas and Jaime able to wor	Pc sh Ye	ositive ort answer s, they are.	Negative short answer

//>		
Question	Positive short answer	Negative short answer
Does Laura manage	Yes, she does .	No, she doesn't.
to stay calm when		
she presents?		

We don't manage to

meet our friends very

often.

 We use can, can't, (not) be able to and (not) manage to talk about our ability or skills in general in the present.

He manages to

remember new

words every day.

could

Subject	Positive		Negati	
l/you/he/	I could cook		Paolo couldn't take on	
she/it/	when I was		more work.	
we/they	young.			
Ougstion				Nogative short

Question	Positive short answer	Negative short answer
Could your cousin swim as a baby?	Yes, he could .	No, he couldn't .

- We use could, couldn't or (not) be able to when we talk about our ability or skills in general in the past.
- We use couldn't, (not) be able to and (not) manage to when
 we talk about our ability to do a specific task on a particular
 occasion in the past. We usually do NOT use could.

We couldn't solve the problem at that time.
BUT NOT We could solve the problem at that time.
We were/weren't able to solve the problem at that time.
We managed / didn't manage to solve the problem at that time.

 When a verb is followed by -ing or to + infinitive, we can't use can. We use be able to instead.

Sebastian enjoys being able to cook. NOT Sebastian enjoys can cook.

2.2 You can do it

D Model the game with your own personal example sentences before students write their own. Get some feedback on the most interesting stories.

VOCABULARY

GRAMMAR HUB

- **A-C** Put students into pairs to complete the exercises.
- Direct students to the **Vocabulary Hub** on page 142 for further practice of vocabulary related to problems and solutions.
- E Tell students to complete the personality test for themselves. They should then check the **Communication Hub** on page 148 to see what their answers say about them.

Helena can't boil an egg.

I didn't manage to cook a tasty meal.

We were able to achieve our long-term goals.

The system can analyse data very quickly.

Did Aisha manage to give her speech?

They couldn't suggest an easier plan.

3 our / we / goals / long-term / were / to / able / achieve

system / very / can / quickly / analyse / the / data

manage / speech / to / give / Aisha / her / did /?

couldn't / easier / suggest / an / plan / they

2 a / manage / I / cook / meal / didn't / tasty / to

SPEAKING HUB

- A Elicit from students what typical questions they think are asked at job interviews. Tell students they're going to prepare to answer a question like this and ask them to read it.
- **B** Tell students to work individually and make notes to prepare their answer. Monitor to provide language. Make sure students are not scripting their answer word for word.
- C Tell students to ask and answer the question in pairs, making notes about their partner's answer as they listen.
- D Put students into new pairs to tell each other their previous partner's answer. Tell students to decide which answer they think was best and why. Conclude by discussing answers as a whole class. Focus on content and the language used.

(b) manages

b manages

b able to

b didn't manage

c can't

(c) can't

c can't

c wasn't able

sing to other people - he gets

work and study, but she's

sit my English exam because I was

2.2 Present and past ability A Complete the sentences with the words in the box. C Choose the correct option. 1 Marina raise enough money for can could couldn't manage managed wasn't her trip. to make it to the interview 1 She didn't manage a wasn't able **b** didn't manage (c) couldn't on time 2 Olaf paint great pictures of animals. could 2 Amazingly, Diego read when he was c is able **b** manages (a) can two and a half years old. /3 watch TV all day as a kid. 3 They managed to find a solution to the (c) could a was able complicated problem. **b** can 4 They to deal with any more problems. We were discussing something important, so I able to answer my phone. **(b)** weren't able a couldn't c can't couldn't stop his hands from Francisco to find a good cooking video. Hana shaking because he was so nervous. a can't (b) didn't manage c couldn't can 6 Michela is amazing because she 6 She forgot her lines, but she stay calm. do three jobs and not be tired. a could **b** managed to c was able **B** Put the words in order to make sentences. She to find the theatre with the help of her app. 1 can't / Helena / egg / an / boil

a was able

too nervous.

a couldn't

often tired.

on holiday.

a) couldn't

➤ Go back to page 20.

(a) manages to

Poppy

8 Fred

- **D** SPEAK Work in pairs. Play *True or false?* Follow the
 - 1 Write two sentences for each idea (a–c). One sentence should be true and one should be false.
 - a something you can do now, but which you couldn't do five or ten years ago
 - **b** a problem you had because you weren't able to do something
 - c a particular time that you managed to do something that was difficult
 - 2 Listen to your partner's sentences. Ask questions to find out more information, then guess which sentences are true. Take turns.

VOCABULARY

Problems and solutions

- A SPEAK Work in pairs. How good are you at solving problems? Give yourself a score out of five. Explain your score to your partner.
- **B** Look at the personality test. Complete the sentences with problem(s) or solution(s).

How do you feel about difficult situations and problems?

Use this personality test to find out. How true are the following statements for you on a scale of 1-5?

- 1 = False
- 4 = Mostly true

1 2 3 4 5

1 2 3 4 5

- 2 = Mostly false
- **5** = True
- 3 = Sometimes true /
- Sometimes false
- If I can't solve a difficult _ problem I don't give up. I keep trying until I find a solution
- 2 I always try to deal with problem because ignoring them only causes more problems /.
- 1 2 3 4 5 When working in groups, I suggest lots of
- solutions to any <u>problems</u>.
- When I have a problem, I look at it from different angles to come up with the
- best <u>solution</u>. 1 2 3 4 5 When I deal with a complicated
- problem , I analyse the possible solutions with lists of their pros and cons.
- I prefer to discuss a <u>problem</u> other people. Then we can agree on a together. solution 1 2 3 4 5

- **C** WORK IT OUT Match the verbs in bold in the personality test with the definitions (1-7).
 - 1 to think of something such as an idea or a plan come up with
 - 2 to study or examine something in detail in order to understand or explain it analyse
 - 3 to decide together what will be done and how it will be done agree on
 - 4 to offer an idea or plan for someone to consider suggest
 - 5 to take action to do something deal with
 - 6 to find a solution to something that is causing difficulties
 - 7 to make something happen, usually something bad
- D Go to the Vocabulary Hub on page 142.
- **E SPEAK** Take the personality test. Go to the Communication Hub on page 148 to see what your answers may show about you. Then work in pairs and discuss your answers.

SPEAKING HUB

A You are going to answer a question that employers often ask in job interviews to find out about problem-solving skills.

Can you tell us about a time when you faced a challenge or a difficult problem that you successfully dealt with?

- **B** PLAN Make notes about:
 - the situation.
 - what action you took to deal with the situation.
 - what you learnt from trying to deal with the situation.
- **C SPEAK** Work in pairs. Ask and answer the question. Make notes about your partner's answer.
- **D REFLECT** Tell a classmate what your partner said. Think about what you both heard. Whose answer was best?



— Talk about an inspirational person Talk about solving a problem

Café Hub

2.3 Picture this

- F ask for, give and refuse permission
- P-intonation and stress in questions

COMPREHENSION

- A > 00:00-00:50 Watch the first part of the video. What wakes Gaby up? Someone knocking on the door.
- **B** Work in pairs. The actual photo shoot is not successful. Look at the stills and predict the difficulties that Gaby has.









C ▶ 00:51-04:00 Watch the second part of the video and check your ideas. Then complete the sentences with *Gaby* or *Eric*.

1 _	Gaby	gets <u>Eric</u> 's name wrong.	5	Gaby	drops the camera.
2 _	Eric	is in a hurry.	6	Eric	fixes the camera onto the tripod.
3 _	Gaby	can't set up the tripod.	7	Eric	suggests more light on the bowl.
4 _	Gaby	gets's name wrong again.	8	Gaby	suggests putting fruit in the bowl.

FUNCTIONAL LANGUAGE

Asking for, giving and refusing permission

A Eric was in a hurry and wanted to start the photo shoot straight away. Tick (✓) the phrase he used.

straight away. Her (V) the philase he used.	
Asking for permission	
	Least formal
Can we start	\uparrow
Could we start straight away?	
May we start	
Is it all right if we start	
Would it be OK to	
Would you mind if we started	\downarrow
	Most formal
Giving and refusing permission	
Sure, I don't see why not. I'm sorry, but	
No problem. I'd like to help, b	out
Yes, of course. I'm afraid that is	n't possible.













GABY

ZAC

SAM NEENA

- **B** Write down phrases asking for permission in the following situations. Choose an appropriate level of formality.
 - 1 It's very hot in the classroom. You want to open a window. Ask your classmates.
 - 2 You have a dental appointment tomorrow. You want to leave work early. Ask your boss.
 - 3 You are chairing a business meeting. You want to start. Ask everyone in the meeting.
 - 4 It's a beautiful day and you're in a park. You want to sit on the grass. Ask the park warden.
 - 5 You're in front of somebody's house. You want to park your car there. Ask the house-owner.
 - You're in a lecture with 200 other people. You want to ask a question. Ask the lecturer.

USEFUL PHRASES

- A Choose the correct alternatives to complete the useful phrases. Watch the video again if necessary.
 - 1 Call / Name me Gaby. = Please use the name 'Gaby' when you talk to me.
 - 2 I can't thank you <u>enough</u> / at all. = I am very grateful
 - You <u>must</u> / should be Derek. = I am sure your name is Derek.
 - 4 I haven't got this / that long. = I have very little time.
 - We're *almost / quite* there. = We have nearly finished.
- **B** How do you say these useful phrases in your language?

PRONUNCIATION

Intonation and stress in questions

A Listen and repeat the questions. Does the intonation rise or fall after the main stress in the sentence?

1 Could I open the <u>win</u> dow?	rises
2 Can I leave work <u>early</u> ?	falls
3 Is it all right if we <u>start</u> now?	falls
4 Would it be OK to sit on the <u>arm</u> chair?	rises
5 Would you mind if I parked my	
<u>car</u> here?	rises
6 May I ask you a <u>quest</u> ion?	rises

B Practise the stress and intonation in the questions in Exercise A.

SPEAKING

- A Work in pairs. You are going to write a conversation in which you ask permission for something.
 - Decide on the situation: why do you need permission and who from?
 - Decide on the level of formality.
 - Write your conversation.
- **B** PRESENT Practise your conversation. Then act out your conversation for the class.



LEAD-IN

Give students three minutes to think of as many words related to photography as they can. Elicit answers on the board and try to elicit *tripod* and *photo shoot*.

COMPREHENSION

- A © 00:00–00:50 Point out the pictures of the characters and elicit what they can remember about each. Students then watch and answer the question.
- **B** Tell students to look at the pictures and predict what is going to happen, particularly why the photo shoot is unsuccessful.
- C ▶ 00:51-04:00 Students watch the rest to check their ideas. Let students compare in pairs after watching to complete the sentences. Play again if difficult.

FUNCTIONAL LANGUAGE

- A Point out the phrases in the table, highlighting that they move from informal to formal. Ask students if they remember Eric's phrase.
- **B** Tell students to imagine being in the situations and do the first one as a whole class. Students then discuss the others in pairs. Highlight to students that there may be several different correct answers for each situation.

USEFUL PHRASES

- A Tell students all phrases were in the episode. Ask them to complete phrases with correct options. Play the video again if difficult.
- **B** Tell students to think about how they would say these phrases in their own language.

PRONUNCIATION

- A Tell students to listen and repeat, paying attention to intonation after the main stress. Point out that the main stress in a sentence is usually the final stressed syllable.
 - **B** Students practise asking the questions in pairs. Tell students to listen to their partner's stress and intonation and decide if it would make them likely to agree to the requests.

SPEAKING

- A Students discuss the questions in pairs and then write the conversation. Remind them to refer to the phrases for permission as well as the useful phrases.
- B Tell students to practise their conversations, paying special attention to their intonation. Students then act out their conversations for the class.

VIDEOSCRIPT

C = Client G = Gaby

- C: These are excellent Gabriela. Excellent!
- **G:** Please Derek, call me Gaby.
- C: Yes of course, of course. Gaby thank you. You've managed to capture the bowl perfectly. This is exactly what we were looking for! I can't thank you enough!
- G: Come in. Hello. You must be Derek.
- C: It's Eric actually.
- **G:** Sorry, sorry! Of course. Eric. I'm Gaby.
- **C:** Hi Gaby, nice to meet you. Is it alright if we start straight away? I haven't got that long.
- **G:** Of course. No problem.
- C: What's happened to your arm?
- **G:** I fell over yesterday and hurt my wrist.
- C: Oh no.
- **G:** I've just got to set up the tripod and camera. It won't take long ...
- C: Erm ... Can I do anything?
- G: No, I'm fine.
- C: I'm happy to help.
- **G:** Actually, that would be great. Would you mind helping me with this?
- C: Not at all. There you go.
- G: Thanks, Derek.

- C: Eric.
- G: Eric! Sorry!
- **C:** Are you okay?
- **G:** Yes, I'm fine. Do you think you could help me with the camera as well?
- **C:** Sure, no problem. That's all done.
- **G:** Thank you so so much, it looks like we're ready to begin!
- **C:** Would it be OK to have the light slightly brighter on this side?
- **G:** Yes, of course.
- **C:** These are definitely better. I think we're almost there. I feel like something's missing though. The shot feels a bit ... Umm ...
- **G:** Empty ...?
- C: Yes.
- **G:** How about adding some fruit?
- **C:** Yes. Good idea. That would solve the problem. Yes, I think that looks good.
- **G:** Maybe a few more grapes?
- C: No, I think it's probably okay like that ...
- **G:** Come on. Just ... one ... more ...
- **Z:** Hey Gaby, how was the shoot?
- **G:** A total disaster! I'm not sure photography is for me.
- **Z:** I'm sure it wasn't that bad, I'll pick up some Pizza Roma to cheer you up!
- G: Thanks, Zac.

Unit 2 Writing



- Write an informal email

A SPEAK Work in pairs. Read the email from Sophie to

Marta, What is their relationship?

c primary school friends d business colleagues

To: Marta To: Marta Subject: Hello and good news

How are you? I hope everything has been OK since you left London. Did you have a good holiday with your family? I guess you're back at uni now. Studying or partying hard?

Sorry I haven't written sooner - I can't believe it's been two months since our course finished! I really miss London My English really improved, and I loved getting to know you, Sato and the others. 2

Anyway, I've got some good news! I've got a new job and I've moved to Paris. I'm working for a web design agency. I'm so pleased. It's only a small company, but everyone's really nice

So, how about coming to Paris to visit me? Would you like to? I remember that you haven't been to Paris before, so now's your chance. Come for a weekend and stay at my place it's easy to get here from Rome! What do you reckon? 4 e Let me know what you think, and let me know when you

Hugs and all the best.

B Read again. Answer the guestions.

- 1 Where did Sophie and Marta meet each other? London, on a course.
 2 When did they last see each other? Two months ago
- 3 Where do they live? Sophie-Paris, Marta-Rome
- 4 How has Sophie's life changed recently? She got a new job; moved to Paris
- 5 What does Sophie want Marta to do? To visit her in Paris.

C Complete Sophie's email with the sentences (a-e).

- a I'm enjoying the work.
- c Have you heard from anyone else from our class?
- d I can't believe you haven't done that yet!
- e I'd love to see you.

D Put the sections in the order they appear in Sophie's email.

telling Marta about what she has done recently making a suggestion/plan for the future asking about Marta's life

talking about a shared experience



E Look at the box. Find and underline features of informal writing in the sentences (1–4).

In emails and letters to friends and family, we often use an informal writing style. We use

- · contractions, such as You'll
- · incomplete grammar, such as How you doing?
- informal words and phrases, such as mate (= friend).
- · informal punctuation, such as !, -
- emoiis/emoticons, such as
- informal opening and closing expressions, such as Hi, Huas
- 1 I'm going on boliday soon can't wait!
- 2 I've just passed my driving test 🙂
- 3 All fine here. It's great to be back at
- 4 Big hug and say hi to your mum

WRITING

A PREPARE You are going to write an informal email to a friend. Think of a friend you want to write to or imagine you are writing to a new friend.

B PLAN Make notes:

4

- what can you ask your friend about?
- what shared experience can you write about
- what news have you got? What have you done recently? what suggestion or request can you make?

WRITE Write your email (150-200 words). Use Sophie's email and the skills box to help you.

D REVIEW Work in pairs. Read your partner's email. Ask for more information about his/her news.

Answers

- 1 contractions: I'm, can't incomplete grammar: can't wait
- 2 contractions: I've emojis/emoticons: 🙂
- 3 contractions: It's
- incomplete grammar: All fine here. informal words: uni
- 4 incomplete grammar: big hug informal closing expression:

Refer students to this email as a model for the writing task.

Remind students to use features of informal writing to make their emails sound more natural.

WRITING 157

WRITING

With books closed, ask students to think of all the people they write emails to and the reasons they write to them. Ask the class to share some of their answers.

- A Tell students to open their books and look at the photo of Sophie and Marta. Ask students what they think the relationship between them is. Tell students to read the email and check. Tell them to ignore the gaps in the email for now.
- **B** Tell students to read the email again and answer the questions.
- C Tell students to complete the gaps in the email with the phrases. In feedback, elicit that the email is written in an informal style.
- D Tell students that even though the email is informal, it is still well organised. Tell students to read it again and to put the sections in the order that they appear in the email. Point out that each of the first four paragraphs of the email is a section.
- Point out the features of informal writing in the box. Tell them to underline examples of these features in the sentences. In feedback, ask students if informal writing in their language follows similar conventions.

WRITING TASK

- A Tell students to think of a friend they would like to write an informal email to. It could be a real friend or an imaginary
- **B** Tell students to make notes about the questions. Monitor to help with language input.
- C Tell students to use their notes to write the email. Remind them to divide the email into paragraphs, one for each of the questions from Exercise B. Tell students to look back at Sophie's email and the features in the Informal writing box as well.
- D Tell students to read each other's emails. Encourage them to ask each other questions to find out more information. Tell students to think about how well written the emails are in terms of style and organisation. Finish with feedback both on the content of the emails and how successfully the students think the emails were written.

Unit 2 Review

GRAMMAR

A Complete the comments (1-2) about achievable bucket lists with the correct form of the verbs in brackets.

•	
	Comments
0	Maybe the best bucket list is a mixture of easy and hard to achieve . I 1
2	How about awesome adventures that also benefit other people or society? A few years ago, I 1

- **B** Find and correct the mistakes in five of the sentences.
 - 1 When I was a kid, I could to swim. I learnt as a baby.
 - 2 They wasn't able to score a goal. What a boring game.
 - I managed to finish everything. correct
 - I couldn't to ride a bike until I was 19.
 - I am able dance quite well.
 - I'm afraid you didn't managed to pass. You'll have to retake it.

VOCABULARY

- A Match the sentence beginnings (1–5) and endings (a–e).
 - 1 I don't believe in setting d 2 It's easy to stay b 3 I'm sorry you didn't get the job, but don't lose e 4 When I moved to the countryside, I
 - the next step, but I knew it was the right time to make the change.

a

- **b** motivated when you really enjoy what you do.
- c turned my dream into reality!

I was nervous about taking

- d long-terms goals I prefer to focus on my weekly plans.
- e heart there will be other opportunities.

B Complete the sentences with the correct form of the words in the box and for or of.

ask aware look prepare proud suitable typical work 1 We're lost. We need to help and get directions. 'm looking for a new job. I check a few online agencies each week. 3 This behaviour is <u>typical of</u> Jane. She has always been difficult. 4 She's giving a presentation tomorrow. She needs to that tonight. prepare for 5 Is this film suitable for children? I'd like to watch it with my niece. **6** We have both worked for same company all our lives. That's quite unusual. 7 Is your boss aware of problems with the project? 8 I'm very proud of achievements. It's never too late to learn something new.

C Choose the correct words to complete the results of a personality quiz about problem solving.

The results show that when you try and | deal / solve a problem, you like to make quick decisions. This can be helpful, but sometimes you should take more time to ²analyse / come up with the problem first. This will help when you have to ³deal with / suggest complicated situations and need to 4come up with / cause many different solutions.

The results also show that when you work in a team, you expect to ⁵solve / agree on solutions quickly, and if you don't, you often lose interest. However, if you don't take the time to look at the pros and cons of your solutions, this might ⁶cause / suggest more problems.

FUNCTIONAL LANGUAGE

Put the dialogue in the correct order.

- A: Alright, no problem. In that case could you lend me your phone? A: Hey there, Pete. Would you mind if I borrowed your laptop? B: I'm afraid I can't do that either – I'm expecting an
- important call. **B:** I'm not sure to be honest – I've got a lot of work to do

3

1

4

2

7

6

- today and I need it.
- A: Yes, Arsenal are playing and I want to check the score!
- A: OK, never mind. 5
- **B:** Is it for something urgent?