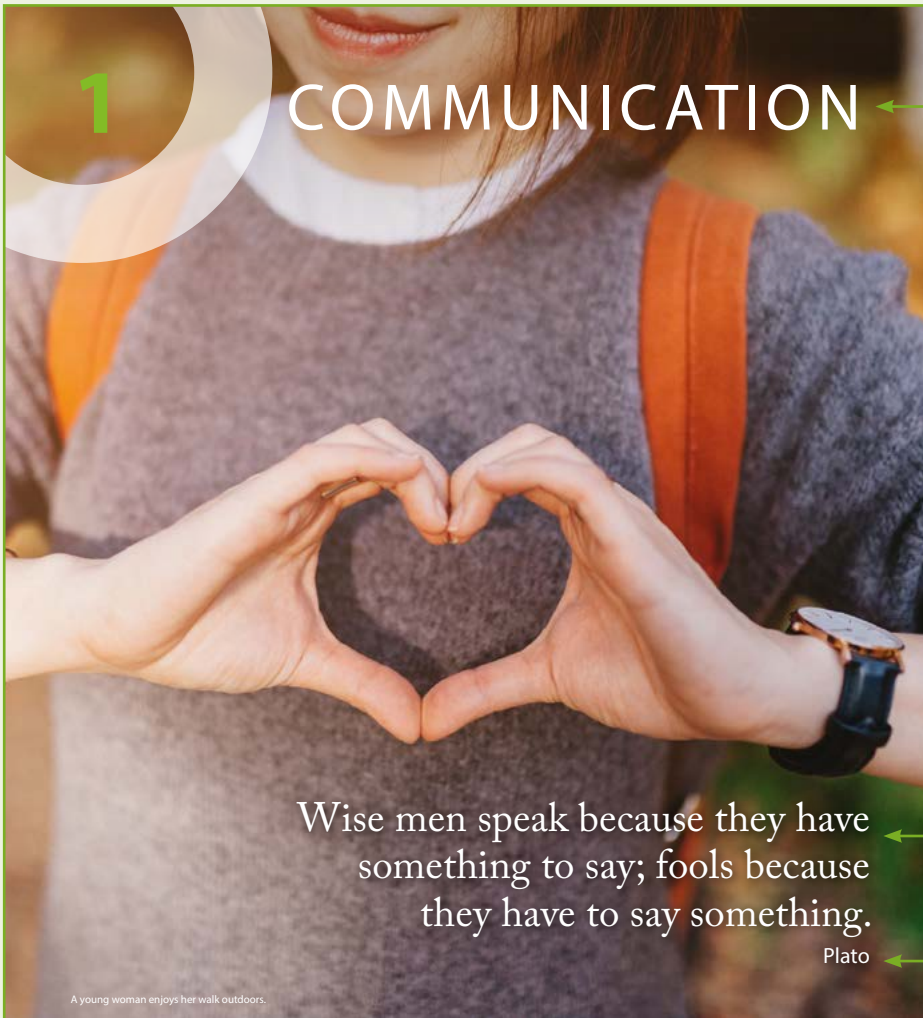


1 Communication



1

COMMUNICATION

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

Wise men speak because they have something to say; fools because they have to say something.

Plato

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.

OBJECTIVES

- update your status on social media
- make a short podcast
- plan and conduct an interview
- use rhetorical questions in a presentation
- ask for, offer and respond to help
- write a report about trends

Work with a partner. Discuss the questions.

- 1 How does 21st century technology make it easier or harder to communicate with other people?
- 2 Read the quote. To what extent do you agree with Plato?
- 3 Which forms of communication do you use most often: face-to-face or electronic; written or spoken communication? Which do you prefer and why?

COMMUNICATION 1

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.
- 2 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)

G present simple and present continuous

V seeing and hearing

P schwa /ə/

S listening to check predictions

READING

A SPEAK Work in groups and discuss the questions.

- Do you ever use social media sites? Which ones?
- 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 view! **2**
- Can't believe we're on holiday again! We're having a wonderful time! **3**
- 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.

- How do Katia and Elisa know each other?
- Why was Katia confused?
- When did Katia go to the top of the mountain?
- How does Katia feel about her new kitchen?
- How does Katia feel about her 'boring' life?
- 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 time in eight years. 'You're so lucky!' she said. 'You have such a perfect life! I'm so jealous!' **Ex D Q1**

A perfect life? Me? I have a very normal life: I get up early every day, take the bus to 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. **Ex D Q2**

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, 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! **Ex D Q3**

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 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? **Ex D Q4**

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! **Ex D Q5**



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 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! **Ex E Q6**

Glossary

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

1.1 Communication today

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 questions 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?

1.1 Communication today

GRAMMAR

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

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

Present continuous: 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 show her wonderful family... / But no one ever talks about money problems...

Rule 3a: Katia... is feeling 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 love being normal... and I don't mind that... / I guess I need to explain ...

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

D 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 questions.

C 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?
Present continuous	I'm taking a selfie.	She isn't watching TV. She's not watching TV.	Are they smiling ?

- 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.

- Sarah is showing / shows me her holiday photos. They're lovely!
- Are they working / Do they work today?
- Are you always getting up / Do you always get up early on weekdays?
- They are relaxing / relax on the beach in this picture.
- We are not usually / don't usually watch TV but this programme is really good!
- 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.

Hi Sarah!

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

See you next week!

Love, Mary

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

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?

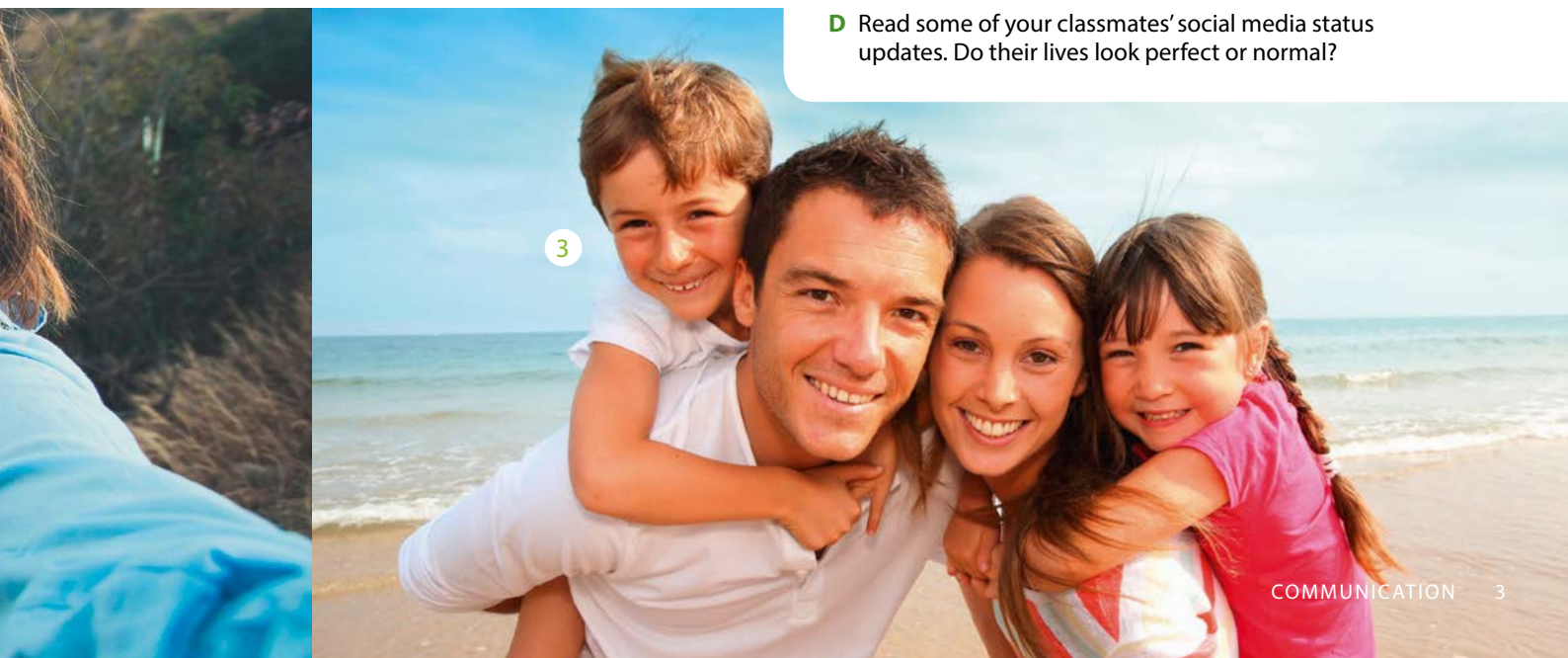
C Write a short social media status update for one or two of your pictures. Decide whether to make your life seem perfect or normal.

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.*

D Read some of your classmates' social media status updates. Do their lives look perfect or normal?



a



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?

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. Then listen to Part 4 and check your answers.

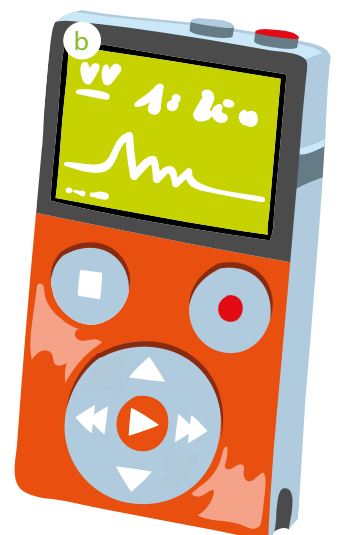
- 1 Do you think Olivia and Jackson are enjoying the experiment?
- 2 What do you think they're doing more or less of than usual?

G LISTEN FOR DETAIL Listen again. Choose the correct answers, 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.
 - c** 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?



1.1 Communication today

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.



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

1.1

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.

1.2

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 the window when he arrives.

Ex G Q2

Ex D Q1 J: 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.

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. I listen to your podcast every week, and I watch all your videos. I love them!

Ex G Q3

J: 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.

1.3

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.

Ex E 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 F Q1
Ex G Q4

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.

Ex E

Ex E

Ex F Q2

1.4

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!

1.1 Communication today

VOCABULARY



1.6

- 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 questions. 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



1.7

- 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.
- D** 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
and Maria Popova

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
and Maria Popova

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 answers.

1.6

- In this week's podcast, we're looking at / seeing / watching phones.
- It looks / sees / watches like he isn't coming, and I'm not sure what to do.
- I'm looking / seeing / watching for Olivia, but I can't look at / see / watch her.
- I hear / listen to / sound your podcast every week, and I look at / see / watch all your videos.
- Yeah, that hears / listens / sounds like a great idea. Thanks a lot.
- Maybe you can hear / listen to / sound the music in the background.
- He plays the guitar in the band, and he hears / listens / sounds really good.
- 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*.

hear, listen, look, see, sound and watch

- When you see or hear something, it just happens, not because you're trying to do it.
- When you look at or listen to something, you do it because you decide to do it.
- When you watch something, you look at it for a period of time, perhaps because it's moving.
- When something looks good or sounds good, it probably is good, but you aren't sure.
- When it looks like or sounds like something is happening, it probably is happening, but you aren't sure.

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

- Do you ever sit in a café and observe the people through the window? Why do people enjoy doing this?
- Are you good at remembering people's faces? Do you always recognise people when you meet them the second time?
- When you're travelling around (e.g. by bus), do you usually 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.

1.7

- We're not looking at our phones for a whole week! (3)
- We arranged to meet here, outside the university, at four o'clock. (5)
- It's Monday afternoon and I'm late meeting Olivia. (3)
- I'll buy you a cake to say thank you, and you can tell us what you think of our podcasts. (6)
- 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

1.2 Who owns English?

- Plan and conduct an interview
- Use rhetorical questions in a presentation

G subject and object questions

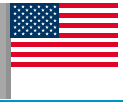
P pronouncing questions

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



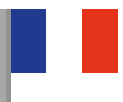
5. **UK** 59,600,000
97.74% of population



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.

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.

1.8

- 1 Why does Mona want to interview Juan?
- 2 Why did Juan enjoy his journey?
- 3 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 ...

1.8

- 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.'

1.2 Who owns English?

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.

1.8

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

1.8

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.

Ex B Q2

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!

Ex B Q3

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.

1.2 Who owns English?



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 questions				
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.

how what where which who why

- Why are you taking an umbrella?* Because it's raining!
- Where is your house?* My house is near the school.
- What are you watching/doing?* I'm watching the news.
- How do you get to work?* I get to work by bus.
- Where do you want to visit?* I want to visit Poland.
- Who is helping you? / What is David doing?* David is helping me.

B Put the words in order to make questions.

- you / want / about / to talk / do / what / ?
What do you want to talk about?
- I / am / pronouncing / right / this word / ?
Am I pronouncing this word right?
- 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?
- this / phone / whose / is / ?
Whose phone is this? / Whose is this phone?
- 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.

- How long you have your phone?
How long have you had your phone?
- Where you are working at the moment?
Where are you working at the moment?
- You understand these words?
Do you understand these words?
- Who laptop is this?
Whose laptop is this?
- 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?
- 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

- 1.9** **A** Put the words in the correct order to make questions. Then listen to the interview again and check your answers.

- you / I / a / questions / ask / can / few / ?
_____ **Can I ask you a few questions?** _____
- countries / did / which / visit / you / ?
_____ **Which countries did you visit?** _____
- 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

- 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. **2, 6**
- c** When the question is about the subject, we use the same word order as in sentences. We don't add *do, does* or *did*. **3, 5**

- C PRACTISE** Make questions about the missing information.

- (Somebody) writes a blog for a website.
Who writes a blog for a website ?
- Juan visited (a number of countries).
How many countries did Juan visit ?
- You (can/can't) give me an example.
Can you give me an example ?
- (A form of English) is becoming popular in London.
Which form of English is becoming popular in London ?
- (A number of people) speak non-standard English.
How many people speak non-standard English ?
- 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

- 1.10** **A** Listen to two people asking questions from the interview. What differences do you notice in the way they speak? Who is easier to understand?

- Why do you want to talk to me?
- What do you want to talk about?
 - Which speaker joined the words together? **Speaker 2**
 - 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? /wɒdʒə wɒnə duː/
- How did you travel? /haʊdʒə trævəl/

- 1.11** **C 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.

- 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 questions.

- 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 lose it?

1 What's the worst thing about learning a language?

Ex C Is it the hundreds of hours you need to spend 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 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?

Ex C Recent research suggests that there is. **Ex B Q2** 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.

4 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.

5 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.

7 Is 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. **Ex C** Did you 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? **Ex C** It turns out that bilingual people are much better **Ex B Q2** 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.

9 What's the best thing about learning a language?

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



1.2 Who owns English?

PRONUNCIATION



1.10

- A** Tell students they're going to listen to two questions from the interview. Tell them to listen carefully and think about questions 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.



1.11

- 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 questions. 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:

- Positive (especially in the second half).*
- 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.

1.2 Who owns English?

- 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.
- D Put students into new groups to discuss the questions. 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 categories:

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)	Senegal (Senegalese – French, Pulaar, Wolof)
Peru (Peruvian – Spanish, Quechua)	Wales (Welsh – English, Welsh)
France (French – French)	Canada (Canadian – English, French, Indian)
Iran (Iranian – Farsi, Azerbaijani)	Kenya (Kenyan – English, Gikuyu, Swahili)
Holland (Dutch – Dutch)	Israel (Israeli – Hebrew, Arabic)
Japan (Japanese – Japanese)	Sweden (Swedish – Swedish)
Brazil (Brazilian – Portuguese)	Ethiopia (Ethiopian – Amharic, Tigrigna)
Turkey (Turkish – Turkish, Kurdish)	Ireland (Irish – English, Gaelic)
Switzerland (Swiss – German, French, Italian, Romance)	

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

Glossary

block (v) to stop something from moving through something else

evidence (n) facts or physical signs that help to prove something

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 phrases – lots of idioms that I've never heard before.

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

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

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

- 1 If you're monolingual, you only speak one language; if you're bilingual, you speak two languages.
- 2 A(n) phrase is a group of two or more words that go together as a unit (e.g. heavy old doors).
- 3 Your accent is the way you pronounce words. It sometimes shows which part of a country you are from.
- 4 A(n) idiom 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 fluently, you don't pause to think in the middle of sentences. If you speak accurately, 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 interview

○ Use rhetorical questions in a presentation



COMPREHENSION

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

Gaby Milly Neena 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

FUNCTIONAL LANGUAGE

Asking for, offering and responding to help

A Complete the phrases with the correct form of *give*, *help* or *need*.

Asking for help

- Could you ¹ help me out?
 Would you mind ² giving me a hand?
 Do you think you could ³ help me out?
 I ⁴ 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 need a hand? **6**
 Do you need any ⁹ help ?

Responding to help

- 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.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

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

- | | |
|----------------------------------|--|
| 1 I'm really busy at the moment. | a That isn't going to be easy. |
| 2 I don't know how to say this. | b You are amazing! |
| 3 Good luck with that! | c I must return the favour. |
| 4 You're a legend! | d I can't talk to you at the moment. |
| 5 I owe you one. | e I've finished. |
| 6 There you go. | 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?
<u>Could you help me out?</u>	<u>Do you need any help?</u>
<u>Would you mind giving me a hand?</u>	<u>Shall I give you a hand?</u>
_____	_____
_____	_____

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.

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

- 1.12** **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.
- 1.13** **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 G = Gaby Z = Zac 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. 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?

1 Writing

Write a report about trends

W using formal language in reports

A Work in groups of three. Discuss the questions and complete the *Me, Partner 1* and *Partner 2* columns in the table.


- How much time do you spend doing each activity in the table each week?
- 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
	hours	hours	hours	hours
checking social media				
sending instant messages				
studying online				

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.

- What trends did the writer find? Did you find the same trends?
- What was different?
- 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 various online activities and explores some recent trends. ⁴I 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 approximately 1.5 hours per day. Almost everybody said that this number is increasing for them. It seems that 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 especially 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.

Conclusion
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.

156 WRITING

D Look at the introduction to the *Report about online trends*. Match the sentences (1–4) with the descriptions (a–d).

- Explain where you got your information, e.g. *Who did you ask?*
 - Ask a rhetorical question to make the reader think about the topic.
 - Present your reason for writing the report: what does the report do?
 - 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.

Using formal language in reports

We use **don't use** contractions (e.g. *there's, isn't*).

In general, most sentences are quite **long** / **short**.

Most sentences have **a human subject**, e.g. *I, Two people* / **a non-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–g).

- | | |
|---|---------------------------------|
| d 1 This report examines ... | a but |
| f 2 various | b more or less |
| c 3 One possible reason is that ... | c Maybe this is because ... |
| b 4 approximately | d In this report, I look at ... |
| e 5 It seems that ... / There certainly seems to be ... | e I think ... |
| g 6 especially | f a few different |
| a 7 However, ... | g very |

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

- 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.
- 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.

- 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.
- 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.

- 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.
- 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.
- Tell students that all the formal phrases are used in the report. Tell them to match each with the less formal equivalent.


WRITING TASK

- Give students some time to choose a trend to write about.
- Tell students to choose two or three main points to include. They should also write an introduction.
- Tell students to write their report.
- 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.

 I'm in Moscow! As you can see in the picture, I ¹ 'm having (have) a coffee with some of my new friends. I ² 'm studying (study) here on a two-week intensive language course. I ³ 'm really enjoying (really enjoy) it so far. I ⁴ don't speak (not speak) very much Russian at all, so it was really difficult on the first day, but now it ⁵ 's getting (get) easier every day, and my teachers are excellent. Why Russian? Well, firstly, I ⁶ think (think) it's a beautiful language, and secondly, I ⁷ 'm considering (consider) studying at university here next year.

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.

 These days, more and more people ¹ are choosing to stop using social media completely. I asked ² twelve people about the way they use social media. ³ Three people said they never use social media, and ⁴ two are using it less and less. One student, Franek, believes social media is dangerous ⁵ because it makes us feel jealous of other people's 'perfect' lives. Another student, ⁶ Lin, 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!

- What / more and more people / do / these days?
What are more and more people doing these days?
- 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?
- How many people / say / they never use social media?
How many people said they never use social media?
- How many people / use / social media less and less?
How many people are using social media less and less?
- 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.

hear listen look see sound watch

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

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 ¹ observe / recognise / stare all the people in the street.
- B: Yes, but be careful. It looks like you're ² noticing / spotting / staring at other people a bit too much. It's quite rude.
- A: Don't worry! They're too busy to ³ notice / observe / recognise me! They're all looking at their phones, anyway!

C 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'.
- Who speaks accurately? Eryk
 - Who's monolingual? Angela
 - Who likes idioms? George
 - Who's bilingual? Francesca
 - Who has a strong accent? Brian

FUNCTIONAL LANGUAGE

Complete the dialogues with the words in the box.

busy could favour hand help mind want

- A: Hey, Gary, I need a favour. Have you got a few minutes?
B: Sorry, Paul, I'm really busy right now.
- A: Do you think you could help me write this?
B: Sure, I can give you a hand with that.
- A: Do you want me to have a look at that?
B: If you wouldn't mind.
- A: Hi, Sam. If you aren't busy, I could use your help with my application letter.
B: Sure.

1.1 Seeing and hearing

Match the beginnings of the sentences (1–5) with the endings (a–e).

- 1 If you **spot** somebody, **b**
 - 2 If you **recognise** somebody, **e**
 - 3 If you **notice** something, **c**
 - 4 If you **observe** something, **d**
 - 5 If you **stare at** something, **a**
- a you look at it for a long time, maybe too long.
 - b you see him/her by chance.
 - c you see it for the first time.
 - d you watch it carefully over a long time.
 - e you see him/her and know who he/she is.

➤ Go back to page 5.

1.2 Languages

A Put the letters in bold in the correct order to make words about language learning.

- 1 Which is more important when you're speaking English? Speaking **u** **a** **c** **c** **r** **a** **t** **e** **f** **l** **y** or **f** **l** **u** **e** **n** **t** **l** **y**? Why?
- 2 Do you know any **i** **d** **i** **o** **m** **s** in English? What's your favourite?
- 3 Are most people in your country **m** **o** **n** **o** **l** **i** **n** **g** **u** **a** **l** or **b** **i** **l** **i** **n** **g** **u** **a** **l**? What about in your family?
- 4 Can you tell where somebody is from just by listening to their **a** **c** **c** **e** **n** **t**? In your language? In English?

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

➤ Go back to page 9.

2.2 Problems and solutions

Complete the advice with the correct form of the verbs in the box. Sometimes more than one answer is possible.

agree on analyse come up with
deal with solve suggest

- 1 If you really want to **solve / deal with** a problem, you'll find a way. If you don't, you'll find an excuse.
- 2 If you are stuck and can't **agree on / come up with** a solution, go and do something different until you have some fresh ideas.
- 3 It is best to **analyse** a problem in as much detail as you can. This will make it easier to solve.
- 4 It is not always difficult to say what the problem is at work. The real challenge is to **suggest** a solution to your colleagues.
- 5 People often have different ideas about how to solve problems. In those situations, you should find a solution everyone **agrees on**.

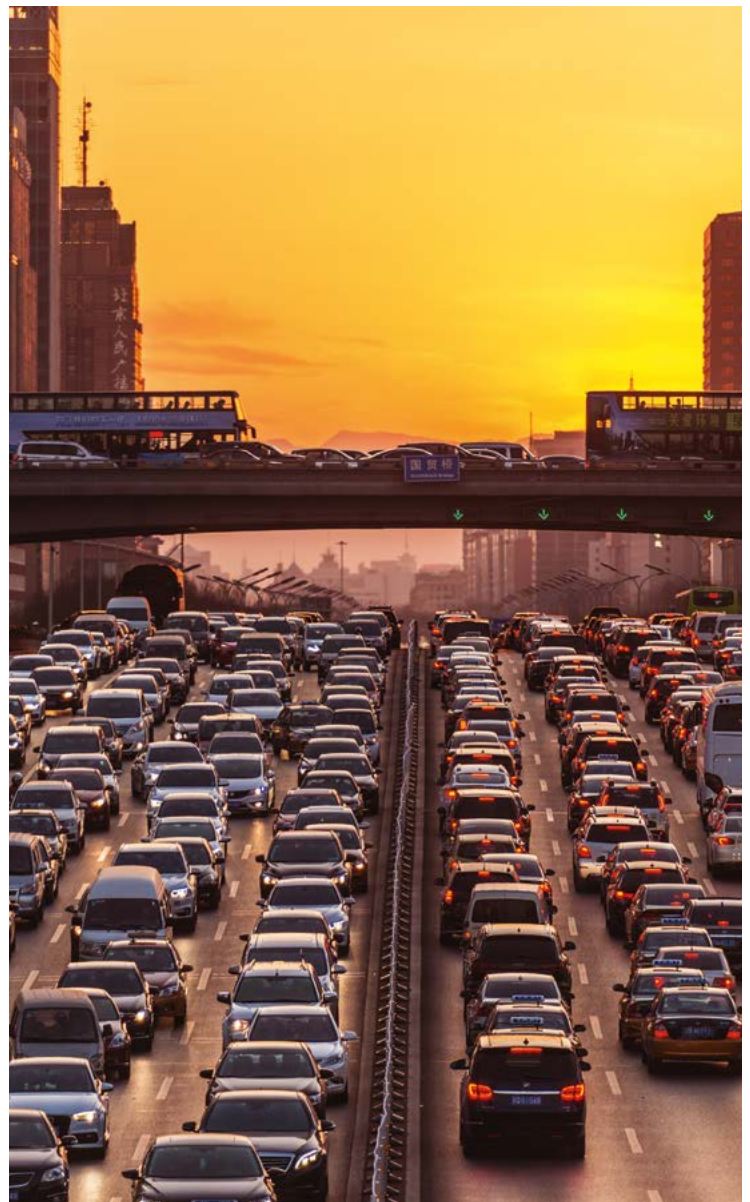
➤ Go back to page 21.

3.1 Collocations: travel information

Complete the sentences with the correct travel collocations.


- 1 We are sorry to announce there are **severe delays** on line 1, of approximately 45 minutes.
- 2 Let's leave really early, before rush hour, to avoid the **heavy traffic**.
- 3 Don't go that way. It's closed due to **roadworks** – they're replacing the pavement.
- 4 It's always very crowded on the trains during **rush hour**, with lots of people standing for a long time.
- 5 Following the earlier delays, we now have a **good service** on all lines. All lines are running normally.
- 6 We're stuck in a **traffic jam** on the motorway; we'll be at least half an hour late.
- 7 Look, they've just **cancelled the train**. We'll have to wait another hour now, for the next one.
- 8 The first **underground line** opened in 1863 and went from Paddington station to Farringdon Street station, in London.

➤ Go back to page 27.



Present simple and present continuous

A Read the blog post about Simon and complete the sentences with the present simple or the present continuous verb forms.



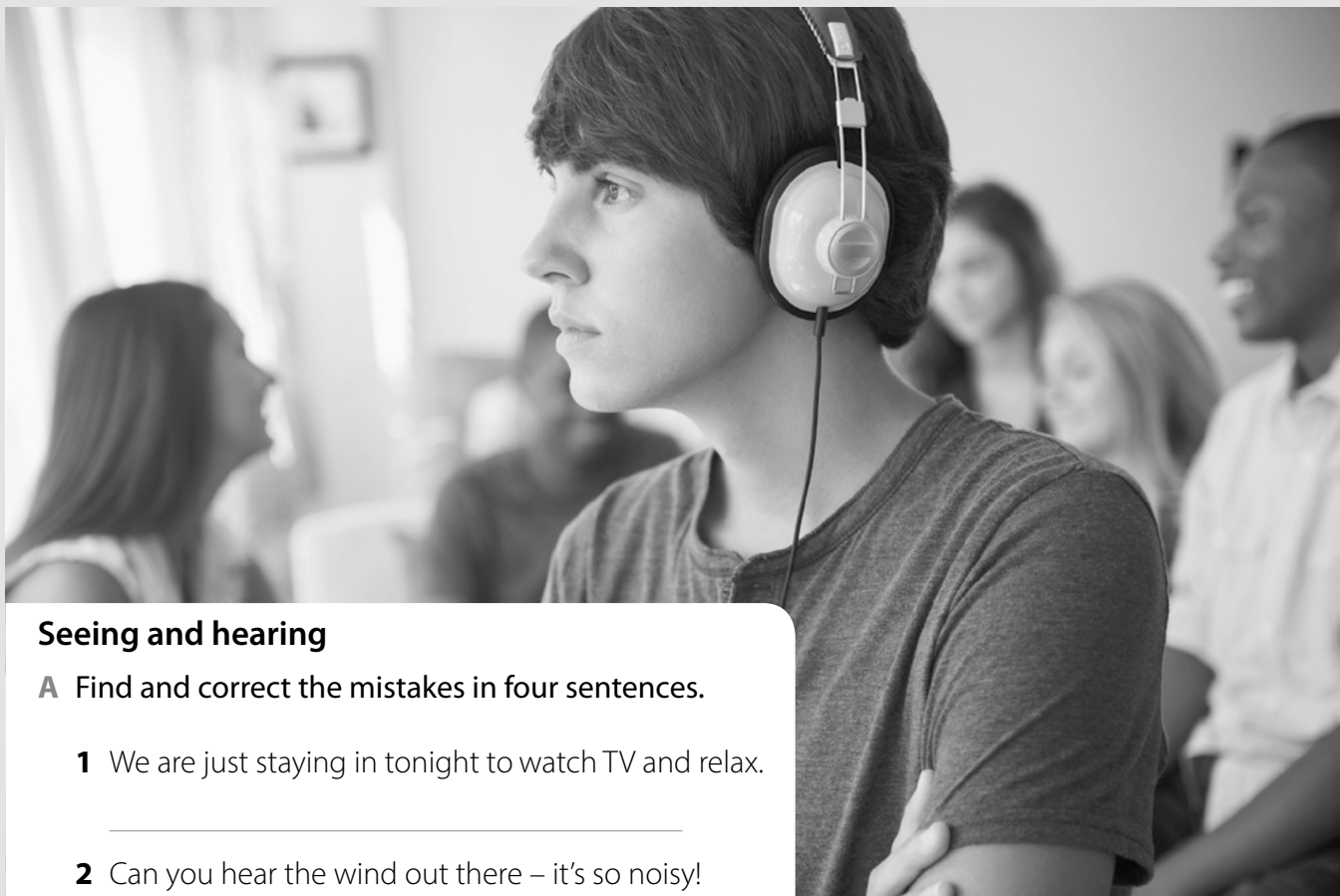
On Saturdays, I _____ (*play*) football with my brother in the park. I also try to do some exercise in the week because I'm _____ (*try*) to get fit. At the moment, I am _____ (*learn*) Italian because I'm _____ (*go*) on holiday to Rome in two weeks – I can't wait! Probably, I'm most excited about _____ (*eat*) the food there – pasta, pizza ... I really _____ (*like*) Italian food because it's delicious!

B Which questions would you need to ask to get the information in Exercise A?

- 1 What _____ on Saturdays?
- 2 When _____ exercise?
- 3 What _____ today?
- 4 Where _____ on holiday?
- 5 What _____ excited about?
- 6 What _____ Italian food?

C Work in pairs. Ask and answer the questions (1–6) in Exercise B.





Seeing and hearing

A Find and correct the mistakes in four sentences.

1 We are just staying in tonight to watch TV and relax.

2 Can you hear the wind out there – it's so noisy!

3 Thanks for inviting me. That hears great.

4 I'm going to watch the paintings at the exhibition on Tuesday.

5 It looks like it will rain.

6 His music listens fantastic!

7 I don't think the food in that restaurant looks very good.

8 Where is my watch? I can't look at it anywhere!

B What would you expect to see, watch, listen to or hear:

- on a busy street
- on a plane
- at a party
- on the beach

Subject and object questions

Student A

A Complete the questions with the verb in brackets.

- 1 What _____ you happy? (*make*)
- 2 Where _____ your best friend? (*meet*)
- 3 Who _____ most time with? (*spend*)
- 4 Who _____ your name? (*choose*)
- 5 What _____ for your last birthday? (*get*)
- 6 What _____ you cry? (*make*)
- 7 Where _____ your shoes? (*get*)
- 8 Who _____ you to cook? (*teach*)



B What do you think your partner's answer for each question would be? Write it after the question, but don't ask your partner yet.

C Ask your questions to your partner. How many did you guess correctly?

Student B

A Complete the questions with the verb in brackets.

- 1 What _____ you angry? (*make*)
- 2 When _____ your best friend? (*meet*)
- 3 Who _____ most on the phone? (*speak to*)
- 4 Who _____ you the last present you received? (*give*)
- 5 Where _____ on your last holiday? (*go*)
- 6 What _____ you laugh? (*make*)
- 7 Why _____ those shoes? (*choose*)
- 8 Who _____ you to swim? (*teach*)



B What do you think your partner's answer for each question would be? Write it after the question, but don't ask your partner yet.

C Ask your questions to your partner. How many did you guess correctly?

1.2 Vocabulary

Languages

A Read the information about the three different teachers and choose the correct words in bold.



Ana is from your country, but her parents are English so she's completely **bilingual / monolingual**. She understands the problems you have with English, and sometimes she translates things to help you understand. When she **speaks / talks** English, she has a very strong **idiom / accent**, which you find difficult to understand.



Chris is a native speaker. He loves teaching **idioms / bilingual** and modern, **phrases / informal** language, but he never gives you a very clear answer when you ask him questions about grammar. He doesn't speak your language and he doesn't like it when you try to **accent / translate** anything.



Diana has lived in lots of different countries and speaks lots of languages. She won't tell you exactly where she's from, but she speaks English very fluently with an American accent. She only lets you use a **phrases / monolingual** dictionary to look up words. Even though she says she **talks / speaks** your language, you've never heard her use it.

B Who would you prefer to be taught by? Why?

C Which of the following qualities of an English teacher are most important:

- being bilingual in your language
- having a native accent
- teaching informal language and idioms
- speaking many languages fluently

D What are the five most important qualities for you in a good teacher?