



✓ Не могу свободно говорить

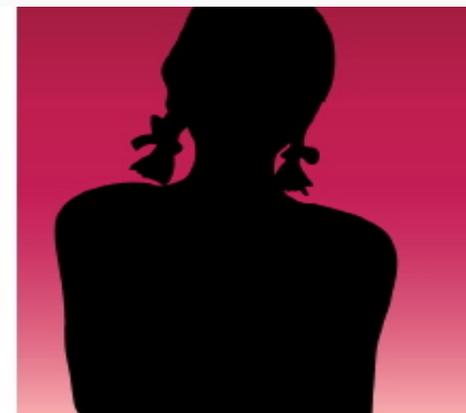
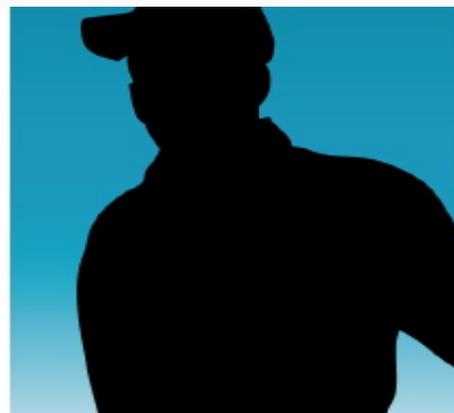
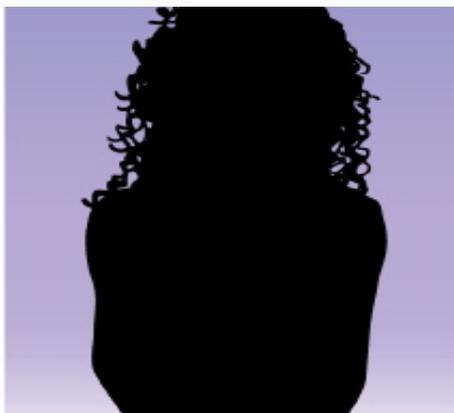
✓ Не понимаю английскую речь и песни

✓ В голове каша из грамматики и артиклей

✓ Не умею читать и писать

✓ Говорю, но медленно или неправильно

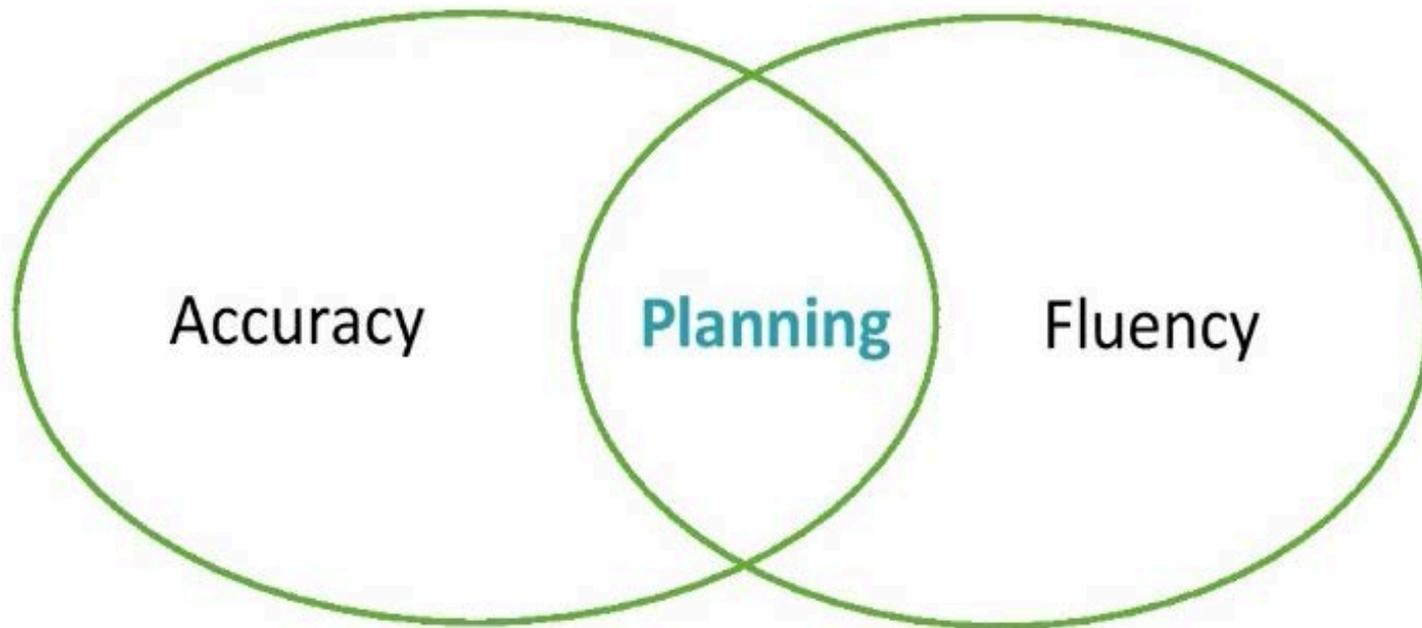
✓ У меня неправильное произношение



What is extended speaking?

Extended speaking is a type of speaking activity that involves learners speaking for longer periods of time and in a freer form than controlled speaking practice.

teachingenglish.org



Anti-planning

- **Not representative** of 'real world' situations → **not indicative** of the learner's 'real-world' proficiency.
- Frequent argument against planning time in tests (eg IELTS/Cambridge).

Pro-planning

- Planned speech can give the speaker the **opportunity to experiment** with and therefore **develop** language.

Howarth, 2001

- Planning can play a key role in **interlanguage development**.

eg Skehan, 1994; Howarth, 2001

- Learners who plan tasks generally attempt **more ambitious** and **complex** language and **hesitate less**.

eg Foster & Skehan, 1996, 1999; Wigglesworth, 2001; Yuan & Ellis, 2001

Non-planners: Pause 25 times
Silent 90 secs

Foster, 1996

Non-planners: **Pause** **25 times**

Silent **90 secs**

Planners: **Pause** **? times**

Silent **? secs**

Foster, 1996

Non-planners: Pause 25 times

Silent 90 secs

Planners: Pause 12 times

Silent 21 secs

Foster, 1996



Speaking-oriented material

2.1

GRAMMAR

Adverbs of degree

A WORK IT OUT Complete the sentences from *The forest in the sky* with the correct adverbs of degree.

- Sounds _____ impossible!
- Stefano Boeri has created a _____ new approach to designing buildings.
- Boeri's team have found a _____ green answer to these problems.

B Underline four more adverbs of degree in the article.

C Choose the correct words to complete the rules.

Adverbs of degree

- Adverbs of degree are usually used *before* / *after* the adjective that they modify.
- We use / *don't* use adverbs of degree when we want to make something stronger or weaker.
- We *can* / *can't* use adverbs of degree with adverbs and verbs:
 - She *is* speaking very fast.
 - He *almost* finished the race.

D Go to the Grammar Hub on page 124.

E SPEAK Work in pairs. Look at the pictures of unusual buildings and use adverbs of degree to describe them.

- A: It's so different from a normal building.
B: It's very strange!*



VOCABULARY

Describing places

A Read the sentences and look at the adjectives in **bold**. Then write the opposite adjectives.

- The air in my city is quite clean. There aren't many factories. **dirty**
- My neighbours are very loud. They often play music late at night. **quiet**
- It's quite an inconvenient place to live. Our house is far from the shops and transport. **convenient**
- The shopping centre is very old-fashioned. It looks like it's from the 1970s. **modern**
- My flat is in an ugly high-rise building. I don't like living there. **beautiful**
- The main streets are very dirty. People often drop litter. **clean**
- My neighbourhood is very peaceful. I rarely hear cars or people in the street. **noisy**

B Use the adjectives in Exercise A to write five sentences about your neighbourhood.

C SPEAK Work in pairs. Say an adjective. Your partner says the opposite. Take turns.

PRONUNCIATION

Stress in two-syllable adjectives

A Listen and underline the stressed syllable in each adjective.

- dirty
- quiet
- modern
- peaceful
- noisy

B Listen again and repeat the words.

C Most two-syllable adjectives have the same stress pattern. Read the text below and underline the stressed syllable in all the two-syllable adjectives.

The Chang (Elephant) Building is in Bangkok, Thailand. Some people think it is modern and interesting; some people think it is strange and funny. Other people think it is ugly and totally awful!

SPEAKING

A Tell your partner about your neighbourhood. Use these ideas to help you.

- Location – is it convenient? Close to public transport?
- Appearance – is the area clean, modern?
- People – who lives there? Families or young professionals?
- Environmentally friendly – are there local parks?

B Work in pairs. Take turns to ask and answer your questions.

○ Talk about your neighbourhood

All lessons end with a speaking task



Step-by-step skills development

SPEAKING

A Work in pairs. You are going to interview another student about their experiences of using English and communicating with English speakers. Write five questions. Use the prompts to help you. You can also use your own ideas.

- often communicate / English speakers?
- using English in the classroom / in real life?
- for work / while travelling?
- problems: speaking/understanding?
- Standard/non-standard English?
- advice for others?

B Work in new pairs. Use your questions to interview your partner. Listen carefully and ask follow-up questions.

Follow-up questions

Really? Why?

What happened? What went wrong?

Can you give me an example?

C Work in groups and discuss the questions.

- 1 What was the most interesting thing you learnt from your interview?
- 2 What advice can you give to other people about using English in real life?

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?

Research evidence shows that (...) giving feedback and then asking learners to repeat the task can produce real improvements in the quality of learners' production.

Hill, Lewis & Lewis, 2000

Pre-task planning can **impact positively** on language performance in terms of **fluency and complexity ...**

... But effects of pre-task planning on **accuracy** are generally **inconsistent** and **inconclusive**

eg *Ellis, 1987; Crookes 1989; Foster & Skehan, 1996, 1999; Wigglesworth, 2001; Mehnert, 1998; Yuan & Ellis, 2003*

An investigation into the effects of pre-
task planning on accuracy ...

Task A

You are going to talk for two to three minutes about your favourite film, or one that you particularly like. Talk about some or all of the following.

- what type of film it is
- what the main story is
- who the actors are and who the director is
- what you like about it
- where and when you saw it and who with
- why you decided to see it
- if the music is memorable
- if you would recommend this film

I particularly like a movie called Shrek it's a comedy full of humour and it's for people of all ages **even when** it's erm **animated** movie but it's for everyone it's about an ogre that falls in love with a princess but I think that it's a nice film because **it teach you about it teach** you about friendship and love and not giving up the things even when they seem very difficult erm I saw Shrek when I was younger with my family my dad my mum my sister everyone and we had a nice time watching it and laughing about it erm it was er it has an it had **an excellent music** instrumental music er **for being** an animated movie and I would recommend this film to everyone even to little kids and adults and for those who are getting on a bit and for to any to everybody so that's it

I particularly like a movie called Shrek it's a comedy full of humour and it's for people of all ages **even when** it's erm **animated** movie but it's for everyone it's about an ogre that falls in love with a princess but I think that it's a nice film because **it teach you about it teach** you about friendship and love and not giving up the things even when they seem very difficult erm I saw Shrek when I was younger with my family my dad my mum my sister everyone and we had a nice time watching it and laughing about it erm it was er it has an it had **an excellent music** instrumental music er **for being** an animated movie and I would recommend this film to everyone even to little kids and adults and for those who are getting on a bit and for to any to everybody so that's it

25 clauses, 6 errors = 76% accuracy

<u>NP accuracy %</u>	<u>PTP accuracy %</u>	<u>+/- accuracy %</u>
77	84	+7
83	92	+9
74	74	0
80	76	-4
92	95	+3
42	67	+25
87	89	+2
45	69	+24
59	89	+30
38	41	+3

Non-planners:

70% accuracy

Planners:

? accuracy

Non-planners:	70% accuracy
Planners:	81% accuracy

Levelt's three stages of speech processing

Levelt, 1989

Planning time allows students to devote attention to both form and content, rather than forcing them to choose one at the expense of the other.

Pauline Foster

Talking about something with which they are familiar will be easier for accuracy than if they create something new from scratch.

Scott Thornbury

SPEAKING HUB

A Listen to Salli recommending a film. What does she talk about?

- 1 the film type or genre
- 2 the main story
- 3 the actors, the director, the writer
- 4 what she likes about it
- 5 how it made her feel

 Jon Hird

B PLAN You are going to recommend a film or book. Decide which film or book you are going to talk about and make notes about the topics in Exercise A.

C ORGANISE Use adjectives for describing films or books and at least one first conditional sentence (*If you like ..., you'll love ...*).

D DISCUSS Work in groups. Recommend the film or book you chose to your group.

SPEAKING HUB

- A** Listen to Salli recommending a film. What does she talk about?
- 1 the film type or genre
 - 2 the main story
 - 3 the actors, the director, the writer
 - 4 what she likes about it
 - 5 how it made her feel
- B PLAN** You are going to recommend a film or book. Decide which film or book you are going to talk about and make notes about the topics in Exercise A.
- C ORGANISE** Use adjectives for describing films or books and at least one first conditional sentence (*If you like ..., you'll love ...*).
- D DISCUSS** Work in groups. Recommend the film or book you chose to your group.

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?

The Speaking Hub activity at the end of the lesson provides an opportunity for more detailed and structured speaking practice.

- Personalising input



A SPEAK Work in pairs. Discuss the questions.

- 1 Which do you do more often: write by hand or use a keyboard?
- 2 Which do you find easier? Why?
- 3 What kind of things do you write by hand (e.g. shopping lists)?



1.3 Personality

Describe someone's personality

- 1 - indefinite pronouns
- 2 - personality adjectives, adjective + preposition
- 3 - word stress in multisyllable adjectives
- 4 - previewing a text

READING

A SPEAK Work in pairs. Discuss the questions.

- Which do you do more often, write by hand or use a keyboard?
- Which do you find easier? Why?
- What kind of things do you write by hand (e.g. shopping lists)?

B Preview the text, and then answer the questions. Use the information in the box to help you.

Previewing a text

Before reading a text, look quickly at the title and any headings, pictures or diagrams. Use the information to decide what kind of text it is, what it's about and why someone might want to read it. This will make the text easier to understand.

- What is the text about?
- Is it from a science paper or a popular magazine? How do you know?
- What do you think you will learn from the text?
- Can you test the information in the article?

C READ FOR MAIN IDEA Read: What does your handwriting say about you? Was your preview correct?

D READ FOR SPECIFIC INFORMATION Read again and answer the questions.

- What is graphology's study of?
- How do graphologists help in court cases? (public or private?)
- Do all graphologists agree that there is a link between handwriting and personality? Yes/No

E SPEAK Work in pairs. Discuss the questions.

- Do you believe there is a connection between handwriting and personality? Why/Why not?
- Is it important for children to learn to write by hand these days? Why/Why not?

What does your handwriting say about you?

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?

INFO The study of handwriting is called graphology. Graphologists are often involved in legal cases. They are responsible for matching penmanship to their handwriting or deciding if signatures are real. **INFO** Some graphologists think handwriting can show anything, what kind of job you will be good at, how healthy you are and even what kind of partner you might be happy with. If you are interested in what your handwriting says about you, check out our information.

Letter size

Small:

Medium:

Large:

Small: This person is a hard-working person. They are very busy.

Medium: The person says you're sensible. You think about the law when you write.

Large: Big energy - big personality! People with large writing are usually fun to be with and social. Words are big letters too.

Letter shape

Rounded letters: Rounded letters suggest you are a creative person. Are you good at art or music?

Pointed letters: You are curious. Your favourite question is 'Why?'

Dotting your i

i

Dot high, not low: The person who dot high has a good imagination.

Dot low, not high: You are a well-organized person. Are you neat and tidy?

Spacing between words

Wide spacing:

Narrow spacing:

You're an independent type and you are happy on your own.

You're very sociable and you need other people in your life.

Colours

legal (adj) relating to the law or lawyers
spacing (n) the amount of space between things

Your signature

Difficult to read: You are a private person. Like your signature, you can be difficult to read.

Easy to read: Confident people often have signatures that are easy to read. You know what you are good at and you don't mind telling other people about it.

Does your handwriting match your personality? Don't be disappointed with the results if not.

NOTE: Not every graphologist believes there is a connection.

GRAMMAR

Indefinite pronouns

A WORK IT OUT Look at the extract from the article and choose the correct words to complete the rules.

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?

Indefinite pronouns

- We use **indefinite** pronouns to talk about people or things, so we can say / without saying who or what they are.
- We use **indefinite** pronouns with **and** and **one** to talk about **people / things**.
- After **indefinite** pronouns, we use **singular / plural** verbs.
- We use **with** **indefinite** pronouns for **possessives / plural nouns**.

B PRACTISE Find and underline another example of an indefinite pronoun in the article. anything

C Go to the Grammar Hub on page 122.

VOCABULARY

Personality adjectives, adjective + preposition

A Match the personality adjectives in **bold** in What does your handwriting say about you? with the speakers below.

- I believe I can do anything if I try. I start usually worry about things. **ambitious**
- I love my job. I work a lot, but that's OK! **hard-working**
- I can paint pictures, write stories and make music! **creative**
- I plan my time carefully and I always know where to find my things! **well-organized**
- I don't like work. I like doing nothing! My perfect day? Staying in bed with a pizza! **lazy**
- I like to think about things carefully before I do them! **careful**
- I have lots of friends and we meet and go out all the time! **social**
- I like learning new things and I ask a lot of questions. **curious**
- I like to do things myself. **independent**

B Look at the **underlined** phrases in the article. Complete the questions with the correct preposition.

- Are you involved **in** sports, groups or teams? Which ones?
- What are you good **at**?
- Who is responsible **for** doing the cooking in your home?
- Are you happy **with** your mobile phone? Why/Why not?
- What websites, magazines or TV shows are you interested **in**?
- Are you keen **on** books and reading?

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



PRONUNCIATION

Word stress in multisyllable adjectives

A Listen and complete the table with the words in the box.

hard-working	independent	careful	social
lazy	creative	hard-working	independent
careless	careful	creative	
careless	careful	careful	organized

B Listen again and repeat the words.

C Look again at the article. Test the other personality adjectives in **bold** and write them in the correct place in Exercise A. Listen and check and repeat.

D SPEAK Work in pairs. Practise saying the words. Listen and check your partner's pronunciation.

SPEAKING HUB

A Work in pairs. You are going to study your classmates' handwriting. Follow the instructions.

- Sign your name and write the sentence in a piece of paper.
The quick brown fox jumps over the lazy dog.
- Swap papers and use the information in What does your handwriting say about you? to write five things about your partner's personality.

B DISCUSS Using your notes, tell your partner what their writing says about them.

Describe someone's personality

1.3 Personality

Describe someone's personality

- 1 indefinite pronouns
- 2 personality adjectives, adjective + preposition
- 3 word stress in multisyllable adjectives
- 4 previewing a text

READING

A SPEAK Work in pairs. Discuss the questions.

- 1 Which do you do more often: write by hand or use a keyboard?
- 2 Which do you find easier: what?
- 3 What kind of things do you write?

B Preview the text, and then read it in the box to help you.

Previewing a text

Before you read a text, look at the pictures or diagrams. Use them to think about the text. This will make the text easier to read.

- 1 What is the text about?
- 2 Is it from a science paper?
- 3 What do you think you will learn?
- 4 Can you trust the information?

What does your handwriting say about you?

Everybody has their own style of handwriting. The study of handwriting is called **graphology**. It is responsible for matching people's handwriting to their personality. Some graphologists think that handwriting can tell you how healthy you are and even what you are interested in, what you

Letter size

Large letters usually belong to a confident person. People with small letters are usually shy.

Letter shape

- Q** Rounded letters: Round letters belong to creative people. Are you creative?
- A** Pointed letters: You are a person who asks a lot of questions. Why?

Spacing between letters

Wide spacing:
You're an independent type and you are happy on your own.

Slashes:
A slash (/) means 'or'.
A slash (/) means 'or'.
A slash (/) means 'or'.

C READ FOR MAIN IDEA Read What does your handwriting say about you? Was your preview correct?

D READ FOR SPECIFIC INFORMATION Read again and answer the questions.

GRAMMAR

Indefinite pronouns

A WORK IT OUT Look at the extract from the article and choose the correct words to complete the rules.

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?



SPEAKING HUB

A Work in pairs. You are going to study your classmates' handwriting. Follow the instructions.

1 Sign your name and write this sentence on a piece of paper.

The quick brown fox jumps over the lazy dog.

2 Swap papers and use the information in *What does your handwriting say about you?* to write five things about your partner's personality.

B DISCUSS Using your notes, tell your partner what their writing says about them.

Variable adjectives

Use with the words in the box.

handwriting	independent
creative	

Write down the other personality adjectives in the correct place in the box and repeat.

UB

Use this sentence on a piece of paper: *Always over the lazy dog.* Use the information in *What does your handwriting say about you?* to write five things about your partner's personality. Swap papers and tell your partner what their writing says about them.

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

Describe someone's personality

- Personalising output
What could possibly go wrong?



Why aren't they speaking!?!

- Gaps in linguistic knowledge.
- Don't understand the task.
- Lack of confidence.
- No time to think about what to say or how to say it.
- No content ideas.
- No reason to listen to partner(s).
- Doubts about the value of personalised freer speaking.

2.3 Time flies

Talk about life events

- 1 past simple – regular and irregular verbs
- 2 Past simple irregular verbs /ɜ:/, /e/ and /ɪ/
- 3 life events
- 4 –(ising) for key words

READING

A Work in pairs. Read the sentence from the article and discuss the questions.

When I was young ... it just **seemed** a long time. Now I'm an adult, time **passes so quickly**.

- 1 Do you agree with this sentence? Why/Why not?
- 2 Can you think of an example when time passed quickly or slowly for you?

B READ FOR MAIN IDEA Read *When did the years get shorter?* quickly and match the headings (a–e) with each theory in the text (1–5). There is one heading you do not need. Use the information in the box to help you.

(Skimming for key words)

When you read an article for the first time, look for clues to help you understand the main idea of each paragraph.

- Look for key words. These could be numbers or the same words repeated.
- Look for words connected to the main topic.
- Look at the first sentence of each paragraph to help you understand the topic.

- a The race against time
- b From spring to winter
- c New experiences slow down time
- d It's all about the numbers
- e Counting the days

C READ FOR DETAIL Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Time moved more quickly when the writer was a child. **T/F**
- 2 As we grow older, every year becomes a smaller percentage of our life. **T/F**
- 3 Many adults feel they have too much free time. **T/F**
- 4 Time slows down if we are looking forward to an event. **T/F**
- 5 New experiences can help to slow down time. **T/F**
- 6 All the theories agree that adults and children experience time differently. **T/F**

D SPEAK Work in pairs. Which theories in the article best explain why time seems to fly as we get older? Why? Give examples from your own life.

1. I like the one about ...
2. I think Theory 3 is best because ...

When did the years get shorter?

By Stefan Fryberg

10th January 2014

Grammar

Write the past form of verbs in the box. Use the past simple form of the verb in the box to help you.

When I was young, the school summer holidays were six weeks long – it felt like forever. A year was such a long time! Now I'm an adult, time passes so quickly. Why does time seem to fly as we get older? Psychologists have several theories about this. Here are the most popular ones:

Theory 1:

The first theory is mathematical. When you were 5 years old, a year was 20 per cent of your life, so it seemed like a long time. When you are 50 years old, a year is only 2 per cent of your life, so it seems much shorter. Time can feel very different if you are a child or an adult.

Theory 2:

As children, we didn't have as much to worry about – we went to school and studied, then we came home and played with our friends. Adult life is fast, busy and stressful – it's difficult to do everything we want to do. Days can be long. Many of us feel that there isn't enough time in the day. Time seems to pass very quickly because as adults we tend to rush to do something and then move on to the next job with no time to stop and think.

Theory 3:

As children we knew exactly how many days it was until our next birthday or holiday. All that counting and waiting made the days seem to pass much more slowly. Some psychologists suggest adults don't notice time passing because they are focused on 'boring adult stuff', like shopping or housework. The days, weeks and months pass quickly, suddenly, another year is over and a new one is beginning.

Theory 4:

The routines of work and family life mean that, for many adults, the days all feel the same. This is different from our early lives, which were full of exciting first-time experiences. Back then, we started school and studied new things. Then we took exams, went on our first dates and learnt to drive. When we look back on all these first-time experiences, we feel that the years were much longer because so many new things happened.

All these theories have something in common: there is a clear difference between the way adults and children experience time. Perhaps we need to learn from children and slow down a bit more. Stop, look around, notice the blossoms on the trees in spring and the leaves changing colour in autumn. The world will keep spinning, but we are only here for a short time. Let's enjoy it!

GRAMMAR

Past simple – regular and irregular verbs

A WORK IT OUT Complete the sentences (1–4) from *When did the years get shorter?* Then match them with the correct past simple forms in the box below.

- 1 As children we **started** school and studied.
- 2 We **knew** exactly how many days it was until our next birthday or holiday.
- 3 As children, we **worry** how much to worry about.
- 4 When **did** the years get shorter?

negative regular question regular

B Choose the correct options to complete the rules.

Past simple regular and irregular verbs

Past simple positive

- 1 To talk about finished/unfinished actions in the past.
- 2 For most regular past simple verbs, we add -ed/-ing.

Past simple negative

- 1 We make the past simple negative/positive with subject + didn't + infinitive without to.

Past simple questions

- 1 We make / don't make questions with Did + subject + infinitive without to + ?
- 2 Question words (How, Where, When, Why and How) come before / after did.
- 3 After yes/no questions, we use did/didn't in short/long answers.

C Go to the Grammar Hub on page 124.

PRONUNCIATION

Past simple irregular verbs /ɜ:/, /e/ and /ɪ/

A Complete the table with the words in the box.

2.A Listen and check.

ate	thought	taught	made
paid	sent	went	thought
			thought-thought
	thought	sent-sent	
	paid	made-made	
	ate		

B SPEAK Make questions about your childhood using the prompts. Ask and answer them with a partner.

- 1 Where **did you go** on your best holiday?
- 2 What **did your parents** teach you?
- 3 You / a friend **did something** together.
- 4 Your idea.



VOCABULARY

Life events

A Look at *When did the years get shorter?* again. Find four important life events and match them with the pictures (a–d). How old were you when you did these things?

B Go to the Vocabulary Hub on page 146.

C SPEAK Work in pairs. At what age do people generally do these things in your country? At what age did your grandparents generation do these things? Tell your partner.

- learn to swim
- get married
- have a baby
- retire

SPEAKING HUB

A Work in groups. You are going to tell your group about three first-time experiences. Two should be true and one should be false. Use the ideas in the box or your own ideas.

first holiday without your parents
first child
first important event
first job
first romantic relationship
getting your own place
learning to ride a bike or drive
leaving home
starting school, university or college

B ORGANISE Answer the questions. Make notes.

- Where and when did you have this first-time experience?
- Who else was part of the experience?
- What happened? What went well? Were there any problems?
- How did you feel? Did you learn anything from the experience?

C DISCUSS Tell the group about your first-time experiences. Take turns. Can you guess which experiences are true and which are false?

Talk about life events

SPEAKING HUB

A Work in groups. You are going to tell your group about three first-time experiences. Two should be true and one should be false. Use the ideas in the box or your own ideas.

first holiday without your parents
first child first important exams first job
first romantic relationship getting your own place
learning to ride a bike or drive leaving home
starting school, university or college

B ORGANISE Answer the questions. Make notes.

- Where and when did you have this first-time experience?
- Who else was part of the experience?
- What happened? What went well? Were there any problems?
- How did you feel? Did you learn anything from the experience?

C DISCUSS Tell the group about your first-time experiences. Take turns. Can you guess which experiences are true and which are false?

 Ideas

SPEAKING HUB

A Work in groups. You are going to tell your group about three first-time experiences. Two should be true and one should be false. Use the ideas in the box or your own ideas.

first holiday without your parents
first child first important exams first job
first romantic relationship getting your own place
learning to ride a bike or drive leaving home
starting school, university or college

B ORGANISE Answer the questions. Make notes.

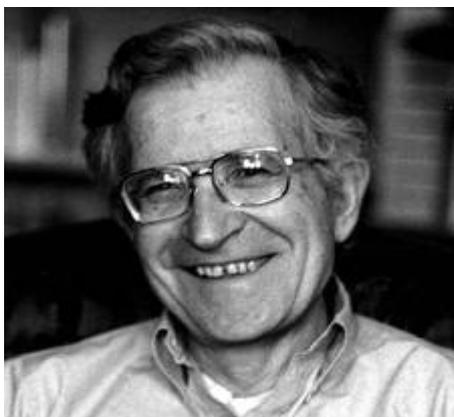
- Where and when did you have this first-time experience?
- Who else was part of the experience?
- What happened? What went well? Were there any problems?
- How did you feel? Did you learn anything from the experience?

C DISCUSS Tell the group about your first-time experiences. Take turns. Can you guess which experiences are true and which are false?

 Ideas

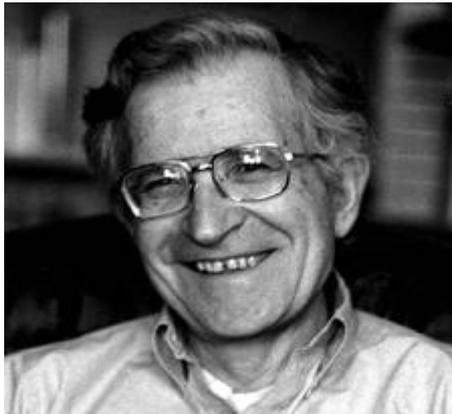
 Planning time

*“The truth of the matter is that about
___% of teaching is making the students
feel interested in the material. Then the
other ___% has to do with your methods.”*



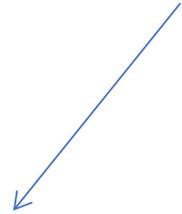
Noam Chomsky

*“The truth of the matter is that about **99%** of teaching is making the students feel interested in the material. Then the other **1%** has to do with your methods.”*

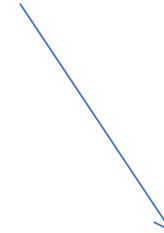


Noam Chomsky

On motivation – adult way ...



Intrinsic



Extrinsic



“intrinsic motivation is over”

Gabe Zichermann

Traditional idea of motivation ...



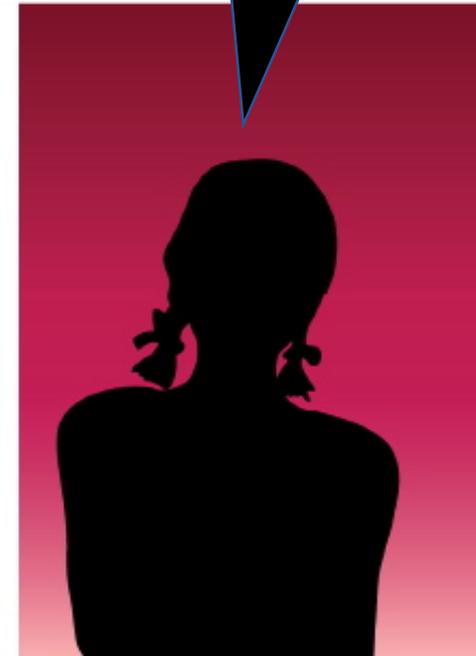
“Half of them hadn’t done their
homework”

Tomorrow,
I promise

Well,
um...

Was there
homework?

Sorry!



➤ Possible problems with the conventional approaches to homework?

● Engagement

- Attention “is the gatekeeper of our working memory, and the ultimate currency of our classrooms” (McCrea, 2017, p. 39)
- Engagement is “the holy grail of learning” “one of the hottest research topics in the field of educational psychology” (Sinatra, Heddy & Lombardi, 2015, p. 1)



For **STUDENTS**



Student's Book



Student's App



Workbook
with/without key

[Download](#)[Help](#)

Welcome, Natalia

Your Classes (4)

[Add a class](#) [Add a course](#) **Language Hub**

0 students

LH

0 students

LH pre

2 students

Language Hub Pre-intermediate

Start date: 23/09/19

End date: 22/09/20

LHub

1 students

Language Hub Pre-intermediate

Start date: 23/09/19

End date: 22/09/20

New Homework Step 2 of 4: Add activities (0)

 Download manager

 Filter:

Lesson 1.1 Breaking the ice

- Preparation View  3 
- Practice View  6 

Lesson 1.2 Blogs and bloggers

- Preparation View  3 
- Practice View  6 

Back

Next

New Homework Step 2 of 4: Add activities (9)

 Download manager

 Filter: Preparation and Practice (9) 

Lesson 1.1 Breaking the ice

Preparation

View 

3 

Practice

View 

6 

Lesson 1.2 Blogs and bloggers

Preparation

View 

3 

Practice

View 

6 

Back

Next

New Homework Step 3 of 4: Add homework notification details

Start date and Due date

2019-11-09 

2019-11-12 

Start

Accept submissions past due date

Yes

Homework title

Display name

Natalia Galanina 

Homework message



Please complete your homework by the end date.

Nov 2019						
Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Back

Next

New Homework Step 4 of 4: **Confirm and send to students**

Natalia Galanina has set you homework

To 1 students

Start: 2019-11-9 - Due : 2019-11-12

Homework title

Homework



Homework message :

Please complete your homework by the end date.

9 activities to do

Language Hub Pre-intermediate

Preparation and Practice

Lesson 1.1 Breaking the ice

Preparation

LH pre (1)

- Vlasov Vladislav

Back

Send to students

Teacher App

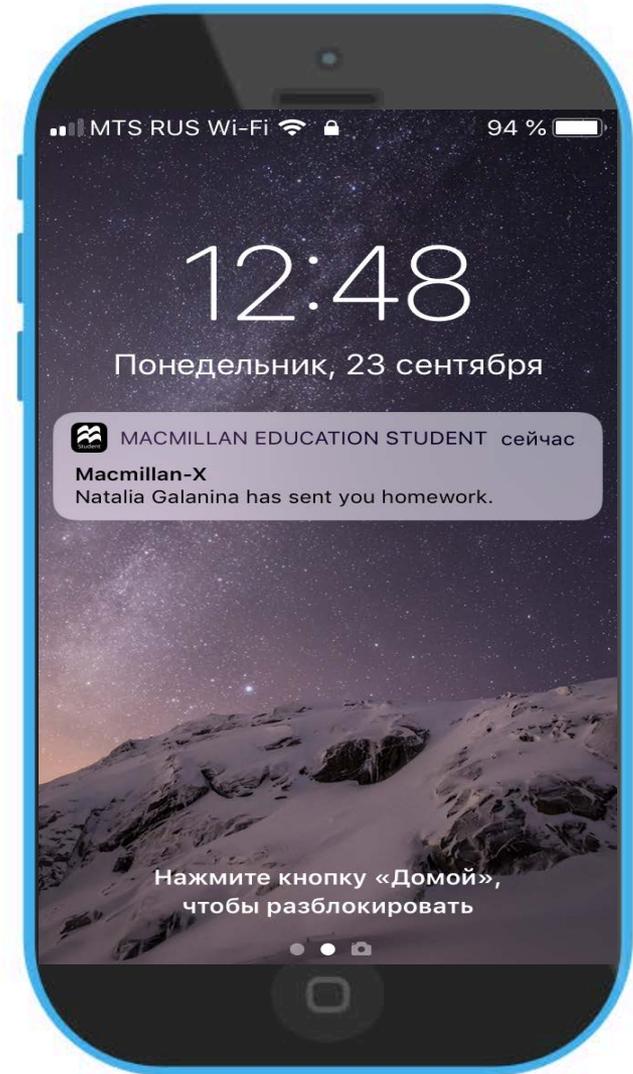
New Homework Step 4 of 4: Confirm and send to students



Successfully sent!

[See all set homework](#)

On-the-go practice with the Student's App





access everywhere



LH pre

[Back](#)

Progress Tracker

Course Progress
Notifications

🔍

Preparation and Practice ▾

Vlasov Vladislav ▾

All Units ▾

All Lessons ▾

[Reset all](#)

Vlasov Vladislav

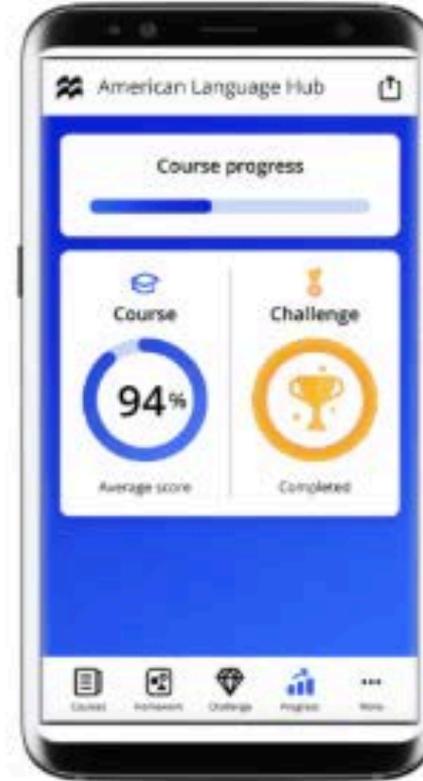
Not started
 In progress
 For review
 Try again
 Completed

Unit/Lesson	Activities completed	Time (hh:mm:ss)
Unit 1 Relationships Lesson 1.1 Breaking the ice	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	00:04:18
Unit 1 Relationships Lesson 1.2 Blogs	<input type="checkbox"/>	00:00:00

Gamifying homework



On-the-go practice with the Student's App



> What makes computer games so addictive?

- Agent, not audience
- Narrative storyline including you – the hero
- Optimal challenge and mastery
- Replay – Permission to fail
- Clear goals and progression - levelling up
- Immediate feedback
- Unexpected rewards
- Attractive aesthetics

Rigby, S., & Ryan, R. M. (2011). *Glued to games*. Santa Barbara: Praeger.

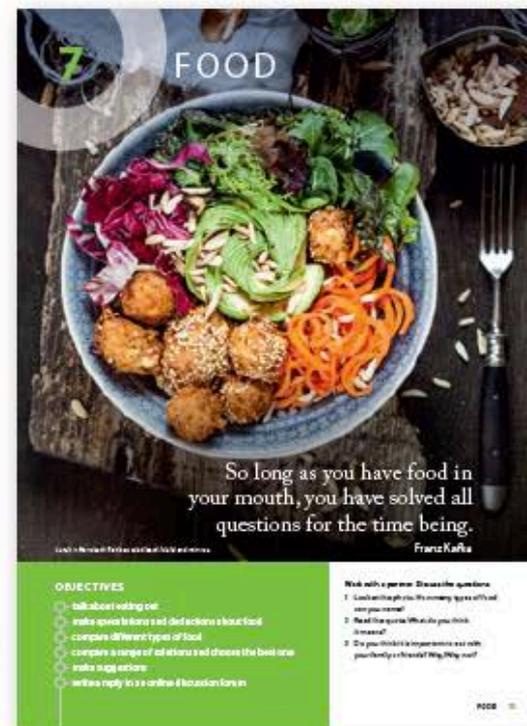


Visible, clear and achievable learning outcomes

Unit openers enable to see CEFR learning objectives for each unit at a glance.

OBJECTIVES

- talk about eating out
- make speculations and deductions about food
- compare different types of food
- compare a range of solutions and choose the best one
- make suggestions
- write a reply in an online discussion forum



OBJECTIVES

- talk about journeys and transport
- tell a story about a journey
- talk about the kind of holidays you like
- ask for travel information and check understanding
- write an email about a travel experience

3



OBJECTIVES

- talk about journeys and transport
- tell a story about a journey
- talk about the kind of holidays you like
- ask for travel information and check understanding
- write an email about a travel experience

Work with a partner. Discuss the questions.

- 1 What can people learn from travelling?
- 2 Look at the picture. Do you enjoy doing outdoor activities?
- 3 Where is the last place you travelled to?

Magazine style unit opener with striking images to create interest in the topic

Unit opener questions designed to stimulate interest in the topic and activate schemata

Learning objectives are clearly outlined so learners always know the aims of the unit



Functional, informative and entertaining videos

Café HUB 12.4 Watch this

Give and respond to opinions

12.4



COMPREHENSION

A SPEAK Work in pairs. Make a list of ten different types of programme you can watch on TV. Then put the types of TV programmes in order on the line so it's true for you. Compare your answers.

I never watch ... I often watch ...
A: I watch dramas and films, but I never watch documentaries. How about you?

B: I like documentaries, but most of the time I watch series.

B 00:00 Watch the first part of the video. What do Zac, Neena and Gaby want to watch?

C SPEAK Work in pairs. The housemates argue about the pros and cons of football. Predict some of the arguments.

In favour of football	Against football
	<i>Players are paid far too much money</i>

D 00:00 Watch the second part of the video. Do the housemates use any of your arguments in Exercise C? What do they watch in the end?



MILLY



SAM



NEENA



ZAC



GABY

FUNCTIONAL LANGUAGE

Give and respond to opinions

A Write the phrases in the correct place.

I don't have a strong opinion. I'm not so sure about that.
 It seems to me that ... That's a good idea.

Give an opinion

Personally, I think ...

1

In my view, ...

Look, all I'm saying is (that) ...

What do you think?

Agree

I completely agree!

Exactly!

Yeah, that's true

That's fair enough.

2

Neutral

3

I don't mind.

Disagree

I totally disagree, I think ...

Oh please! I mean, what about ...

I'm sorry, Gaby, but I think ...

4

I see what you mean, but ...

I see what you're saying about ... but ...

B Highlight the phrases that show strong agreement or disagreement.

British English	→	American English
You've already seen it!	→	You've seen it already!

PRONUNCIATION



12.7

A Listen to and read a conversation about agreeing and disagreeing. Then work in groups and practice the conversation copying the word stress and intonation.

Tim: Personally, I think football's pretty boring.

Sarah: It seems to me that football these days is just all about the money.

Tim: In my view, it's just some guys running around a field kicking a ball.

Beth: I completely agree.

Sarah: Exactly.

Andy: I totally disagree.

Sarah: Oh, please!

B SPEAK Work in pairs. Practise agreeing or disagreeing with each other. Talk about other professional sports, for example basketball, golf, rugby, tennis or your own ideas.

A: Personally, I think tennis players earn far too much money.

B: I see what you mean, but it's a very popular sport.

SPEAKING

A Complete the sentences with your own opinions.

- I think _____ is the greatest band of all time.
- In my view, _____ food is the best food in the world.
- I think the safest way to travel is _____.
- It seems to me that most celebrities are _____.
- Personally, I think money makes people _____.

B Work in pairs. Student A – read one of your sentences in Exercise A. Student B – agree or disagree. Take turns.

Give and respond to opinions

Turn to page 169 to learn how to write a story.

Café Hub

1.4 Hello again

- E** - greet people and give personal information, make introductions
- P** - word stress and intonation



My name is Gaby. I'm originally from 1 _____, but now, London is my home. I'm a 2 _____, I like travelling and I drink a lot of 3 _____. I live in this 4 _____ with Neena and Zac.



My name's Zac. I live with 5 _____ and Neena. I'm originally from 6 _____. I make 7 _____ games.



My name's Sam. This is my café! I'm 8 _____. I like food. I love 9 _____. I live here in 10 _____.



I'm Milly. This is my clothes store. I'm 11 _____. I watch



Neena here. I live here in London with my two friends, Gaby and 14 _____. I'm a lawyer. I work in 15 _____.



and I read a lot. _____ a good friend of mine.

COMPREHENSION

- A** ▶ 00:00–02:50 Watch the first part of the video. Complete the paragraphs above.
- B** Write a question about each person in Exercise A.
Where is Gaby from? What does Zac do?
- C** **SPEAK** Work in pairs. Test your memory! Close your books and ask each other your questions from Exercise B.
- D** ▶ 02:50–04:27 Watch the second part of the video and underline the correct verb form to complete each sentence.
- 1 Neena *is / isn't* going to an interview.
 - 2 Sam *is / isn't* good.
 - 3 Zac *had / didn't have* a good holiday.
 - 4 Zac *has / hasn't* asked Milly out.
 - 5 Zac *invites / doesn't invite* Sam to the flat.
 - 6 Sam *eats / doesn't eat* Zac's croissant.



FUNCTIONAL LANGUAGE

Greet people and give personal information, make introductions

- A** Complete the phrases with the words in the box.

doing going hello let's long meet (x2) what

Greeting	Reply
Say hello	
1 _____	Hi there! / Hey!
Greet new people	
Nice/Good to ² _____ you.	Nice/Good to ³ _____ you, too.
Greet friends	
How are you? How's it ⁴ _____? How are you ⁵ _____?	I'm good. How about you?
What's new?	Not much.
It's great to see you! ⁶ _____ a nice surprise!	⁷ _____ time, no see.
Say goodbye	
See you later. See you soon. I've gotta (got to) go.	⁸ _____ do something soon.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Match the useful phrases (1–8) with the pictures (a–h).

- 1 Dream job! _____
- 2 I love it here! _____
- 3 Good luck! _____
- 4 What can I tell you? _____
- 5 Come with me. _____
- 6 What else? _____
- 7 Come over to the flat this weekend. / Will do. _____
- 8 Here we are. This is home. _____



PRONUNCIATION

Word stress and intonation

A ▶ 03:02–03:34 Watch part of the video. Read out the conversation at the same time as Sam and Zac. Copy the word stress and intonation.

Sam: Hey Zac. It's great to see you. What a nice surprise.

Zac: I know. Long time, no see.

Sam: Do you want a coffee?

Zac: Sure, and a croissant.

Zac: So, how are you doing?

Sam: I'm good. How about you? Did you have a nice holiday?

Zac: Yeah. Always good to see family. What's new with you?

Sam: Not much. Same, same.

B SPEAK Work in pairs. Practice the conversation. Listen



B ▶ Watch the video again and check your answers to Exercise C.

C How do you say these phrases in your language?

B SPEAK Work in pairs. Practise the conversation. Listen and check your partner's pronunciation.

SPEAKING

A Walk around the class. Introduce yourself to everybody.

A: Hello, my name's Sven. Nice to meet you.

B: Hi, I'm Ahmed. Good to meet you.

B Walk around the class again. Greet the people you know.

A: Hi, Maria. How's it going?

B: Good, thanks. How about you? What's new with you?

A: Not much. I've gotta go. See you later.

C Prepare a 'selfie' presentation. Follow the instructions.

- Make notes about what you want to say. Use the sentence beginnings below to help you.
- Include at least two useful phrases.
- Record your presentation.

Hi! My name's ...

I work in ...

I'm from ... / I'm originally from ...

I like ...

I'm a ...

I watch / listen to ...

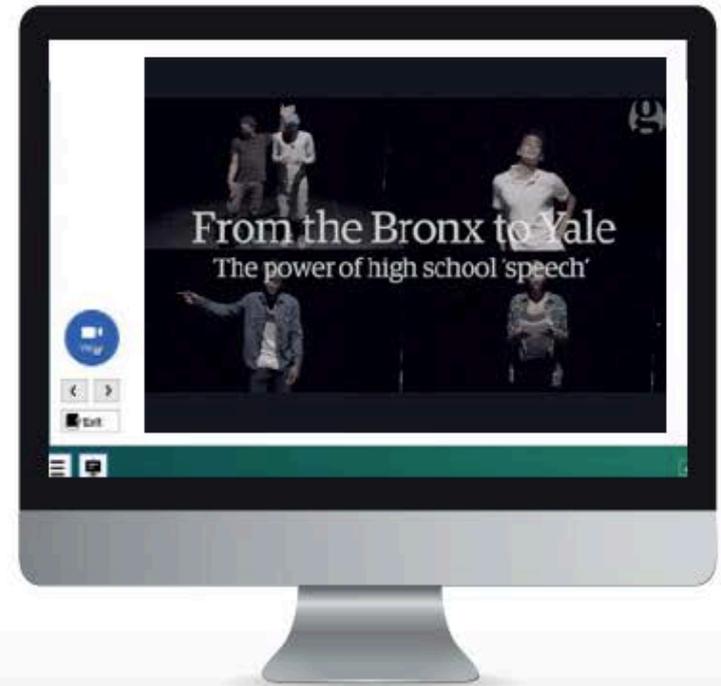
D SPEAK Work in groups. Compare your presentations. Which is the best one?

🕒 **Greet people and give personal information, make introductions**

▶ Turn to **page 158** to learn how to write information about yourself.

The Guardian

Teachers have access to a range of authentic videos taken from sources such as *The Guardian* allowing productive language practice.



1 Vloggers unite!

● Video Hub Pre-Intermediate

COMPREHENSION

A Look at the picture from the video. Discuss the following questions with a partner.

- 1 Do you watch vlogs? If so, what kinds do you watch?
- 2 What kind of people do you think make vlogs?

B You are going to watch a news report about a vloggers' convention. Which of these things do you think you might see in the video?

books computers fans flowers football food giant screen interviews parents
stage parties smartphones TV cameras video games



C ▶ 00:00–01:26 Watch to check your answers to Exercise B. Which things surprised you? Why?

D ▶ Watch the first part of the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|--|-----|
| 1 The fans can see the vloggers immediately. | T/F |
| 2 The London event has good facilities for parents. | T/F |
| 3 Most fans hope to get their books signed by the stars. | T/F |
| 4 A lot of female vloggers make instruction videos. | T/F |

AUTHENTIC ENGLISH

A Look at the sentence from the video. Why do you think Emma says *kind of*?

*I do **kind of** have a natural talent in it.*

B  01:27–02:48 Watch the second part of the video again. Read the information below. How many times does Emma say *kind of*?

kind of

We use *kind of* when we talk about something in a general way without being very exact. It is also used as a filler, something you say to give you time to think.

C Read the sentences below and insert *kind of* in an appropriate place.

- 1 Vlogging is a fad that won't be popular for much longer.
- 2 The vloggers are great role models for teenagers.
- 3 Video sharing websites have been a wonderful way for people to share their talents.
- 4 Vlogs have contributed to young people spending too much time online.

D Work in pairs. Discuss whether you agree with the sentences in Exercise C.

• Taking the complexity out of teaching





Big Idea
Piercing Insight

- Papers to grade
- Activities to create
- Professional development
- Class admin to take care of



Leave time for what you love doing



1.1 People and places

— Talk about countries and nationalities

V countries and nationalities P syllable stress G present simple be: positive and negative



LISTENING

A **LISTEN FOR GIST** Look at the picture and listen. Are the two women friends?

B **LISTEN FOR DETAIL** Choose the correct options to complete the boarding pass. Then listen again and check.

C **LISTEN FOR KEY WORDS** Listen again. Choose the correct words to complete the sentences.

Canadian Mexico Mexico City names

- Helen likes Spanish names.
- Veronica is from Mexico.
- Helen is Canadian.
- Helen's company is in Mexico City.

D SPEAK Work in pairs. Introduce yourself to your partner.

A: Hi. I'm Anton.
B: Nice to meet you, Anton. I'm Katie.

VOCABULARY

Countries and nationalities

A Work in pairs. Look at the flight map. Match the numbers on the screen (1–4) with the countries in the box.

4 Brazil 1 Canada 3 Mexico 2 the USA

B Go to the **Vocabulary Hub** on page 146.

PRONUNCIATION

Syllable stress

A A syllable is a word or a part of a word that has only one vowel sound. Listen and repeat the words.

One-syllable words	Two-syllable words	Three-syllable words	Four-syllable words
France	Japan	Canada	Canadian
French	China	Mexico	Brazilian
Spain	Chinese	Mexican	
	Brazil	Japanese	
	Spanish	India	
		Indian	

B Add the words in the box to the table in Exercise A. Then listen, check and repeat.

Brazil Brazilian India Indian Spain Spanish

C Underline the stressed syllables in the table in Exercise A. Use the information box to help you.

Syllable stress
In words with multiple syllables, one syllable is stressed more than others.
●● Japan ●● China ●●● Indian

1.1 People and places

LEAD-IN

Ask students to close their books. Write the names of these famous people on the board and ask students where they come from. The answers are in brackets:

Giorgio Armani (Italy)	Lionel Messi (Argentina)
Ryan Gosling (Canada)	Steve Jobs (USA)
Frida Kahlo (Mexico)	Lewis Hamilton (Britain)

LISTENING

A Focus students on the picture and the question. Play the audio. Give students time to compare their ideas in pairs before checking answers as a whole class. Ask questions to check understanding (for example: *Where are they? Is it the start or the end of the trip?*).

B Review the boarding pass with the students. Ask questions to check understanding (for example: *Where do you get a boarding pass? Why do you need a boarding pass?*). Highlight the information that they need to choose (i.e. first name, destination and seat number). Ask students to recall from the first listening if they can and make a note of the answers. Play the audio again. Allow time for students to compare their answers in pairs before checking as a whole class.

C Allow times for students to read the sentences and predict the answers. Play the audio again and check answers as a whole class.

D Model the dialogue using appropriate stress, pauses and intonation. Then model the dialogue with a stronger student using your own names. Students introduce themselves to their partner. Ask for one or two pairs to demonstrate and provide feedback on stress, pauses and intonation as necessary.

VOCABULARY

A In pairs, students match the numbers from the in-flight screen to the countries in the box.

B Vocabulary Hub – Students go to Student's Book page 146 (TB page 172) and complete the exercises. Allow time for students to compare answers in pairs before checking each exercise. Highlight the capital letter at the start of the country names, and check students include this in Exercise B.

C Tell students they are going to test each other on the countries and nationalities from the previous exercises. Give students a

few minutes to review the exercises. Then model the activity with a stronger student: say a country and elicit the nationality from the student. Students then work in pairs to continue. Monitor and assist as necessary.

Extra activity

Divide the class into teams. Say a country and teams work together to write the nationality. Teams swap papers and check answers as a whole class. The spelling should be correct, and a capital letter used to get the whole mark for the answer.

PRONUNCIATION

A With books closed, write *France* and *Japan* on the board. Say the words and use hand gesture to emphasise the syllables. Elicit the number of syllables in each word. Write the number of syllables on the board above each word. Add *Canada* and *Canadian* to the board and elicit the number of syllables (answer: 3 and 4). Students open books and review the task and table. Then play the audio so they can listen and repeat the words in the table.

France, French, Japan, China, Chinese, Canada, Mexico, Mexican, Japanese, Canadian

B Allow time for students to predict the number of syllables in the words in the box. Then play the audio. Students check answers in pairs before adding the words to the board and checking answers as a whole class.

One-syllable words – Spain
Two-syllable words – Brazil, Spanish
Three-syllable words – India, Indian
Four-syllable words – Brazilian

C Clear the board and write up *Japan* and *China*. Highlight the words both have two syllables and then elicit which syllable is stressed in each word. Do this by using enhanced stress and hand gesture. Mark the stressed and unstressed syllables using small and large circles (i.e. *Japan* – o O, *China* – O o). Then write up *Indian*, say the word and ask students to identify the stress pattern (O o o). Play the audio and students underline the stressed syllables in the words in the table in Exercise A. For whole class feedback, write the words on the board and ask students to underline the stressed syllable.

AUDIOSCRIPT

1.1

Helen: Excuse me, is this row 15?

Veronica: Yes. I'm in seat 15A.

Helen: My seat is 15 B. Hi, I'm Helen.

Veronica: Nice to meet you. I'm Veronica Martinez.

Helen: That's a nice name. I like Spanish names.

Veronica: Thanks, but I'm not Spanish. I'm Mexican. I'm from Mexico. Where are you from?

Helen: I'm Canadian, but I live in Mexico. My company's office is in Mexico City.

Pilot: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...

TEACHING IDEA

Vocabulary: Knowledge race

Use this activity to revise the vocabulary section.

Work in groups of four and appoint one person to be the secretary. I'm going to name a country. You have one minute to write as many notes as you can about the people and the geography before I name the next country, e.g. *China* – big, over a billion people, Great Wall, capital city Beijing. *America*, *Sweden*, *India*, *Iceland*, *Spain*, *Russia*, *Brazil*, *Australia*. You have five minutes to turn your notes into complete sentences, e.g. *China* – It's a big country. There are over a billion people. The Great Wall is visible from space. The capital city is Beijing. (Go round and help during this stage.)

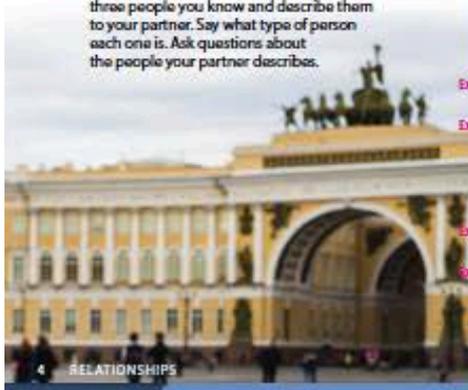
Read out your sentences. You score one point for every sentence. You can challenge the other group's sentences on factual accuracy and claim their point.

READING

- A Work in groups.** Discuss the questions.
- 1 Which websites do you visit most often and why?
 - 2 Which blogs, vlogs (video blogs) or video channels do you know or follow?
 - 3 What kind of topics do you enjoy reading about online?
- B READ FOR MAIN IDEA** Read *Three of the best* quickly. Which blog sounds most interesting to you and why?
- C READ FOR DETAIL** Read again. Complete each sentence with the name of a blogger, Emma, Maria or Mihaela.
- 1 Mihaela is interested in visiting people around the world.
 - 2 Emma has children.
 - 3 Marta writes about a variety of subjects.
 - 4 Marta has a high number of readers.
 - 5 Emma is interested in trying new things.
 - 6 Mihaela wants people to understand that everyone is beautiful.
- D SPEAK** Work in pairs. Discuss the questions.
- 1 Is running a blog a difficult job?
 - 2 Why do these people spend so much time on their blogging activities?
 - 3 What topic would you blog about?

VOCABULARY

- Types of people
- A Work in pairs.** Make a list of different types of people. You have one minute.
father of two, music fan, ...
- B Go to the Vocabulary Hub on page 146.**
- C SPEAK** Work in pairs. Write down the names of three people you know and describe them to your partner. Say what type of person each one is. Ask questions about the people your partner describes.



PRONUNCIATION

Using a dictionary

Macmillan English Dictionary

www.macmillandictionary.com

The *Macmillan English Dictionary* gives clear, simple explanations and real life examples showing you how and when the word is used.

- A Look at this entry from the *Macmillan English Dictionary*. Match the definitions (1–5) with the labels (a–e).**
- | | |
|--|------------------------------|
| 1 definition d | 4 different meaning e |
| 2 part of speech b | 5 frequency rating a |
| 3 stressed syllable and pronunciation c | |

gorgeous – definition and synonyms **★**

ADJECTIVE **Pronunciation** /ˈɡɔːrʒi.əs/

*1 very beautiful <i>Mandy was there, looking gorgeous as usual.</i>	*2 very enjoyable or pleasant <i>The weather was absolutely gorgeous.</i>
--	---

- B Look up the following words in the *Macmillan English Dictionary*. Underline the stressed syllable and write down the part of speech and one meaning for each word.**
- cloud expedition positive rare
- cloud (noun)
expedition (noun)
positive (adjective) (noun)
rare (adjective)

Three of the best

Blogs by Calvin Norton

With over 150 million blogs online, there is something for every type of person from the **animal lover** to the **gamer** to the **sports fan**. But, if you are looking for something a bit different, here are my top three blogs.



1 Brain Pickings

- Marta Popova is a book lover, music fan and writer. Her blog *Brain Pickings* is a collection of articles about history, news, books and culture.
- ExC03** Marta is keen on reading and spends hundreds of hours each month doing research for her blog. It's an extremely popular blog and many people enjoy Marta's interesting mix of articles.
- ExC04**

2 The Atlas of Beauty

- The Atlas of Beauty* is a picture blog showing beauty in different cultures. Romanian photographer, blogger and traveller Mihaela Noroc takes pictures of women of all ages, races and nationalities living their everyday lives. It's a wonderful collection which shows that beauty can be found everywhere.
- ExC01**
- ExC05**



For more interesting blogs, listen to Calvin on this week's Emma Fry Show

B Complete the description with the words in the box.

course dessert dinner party
dishes host starter surprise

A ¹ *dinner party* is an event where one person (the ² *host*) invites a group of friends to eat a meal at his or her house. At a traditional dinner party, the host cooks the food: a ³ *starter* and a main ⁴ *course*. But the guests often bring something to drink, and perhaps also a ⁵ *dessert*. In a pot luck dinner party, everybody (the host and guests) prepares one or two ⁶ *dishes*. It's called pot luck because it's always a ⁷ *surprise*: nobody knows what the others will bring.



7.2 C LISTEN FOR SPECIFIC INFORMATION Listen to a conversation at a pot luck dinner party. Match the people (1–5) with the dishes (a–e).

- | | |
|--------------------|---------------------------------|
| 1 Vicky (the host) | a cheesy chicken pasta surprise |
| 2 Charlie | b cream of chicken soup |
| 3 Tina | c spicy buffalo wings |
| 4 Felipe | d cheese and chilli salad |
| 5 Markus | e chicken curry in creamy sauce |

Ideas taken from our award-winning *'Macmillan Books for Teachers'* series

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Tell the truth

Use this activity to practise vocabulary.

Write these topics on the board as prompts: *hobbies, job, house / flat, home town, family / friends, personality*. In groups of three, students ask one another questions about them using the prompts. Some of the answers to the questions should be true and some should be false. Students listen to the other members of the group and take notes of anything they think is a lie.

When all the members of the group have asked and answered one another's questions, students challenge one another about the things they think are lies. The winner is the person who detected the most lies.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Nice people, nasty people

Use this activity to practise personality adjectives.

Write this conversation on the board:

A: *I like my cousin Roger.*

B: *Why?*

A: *Because he always sends cards and gives me lots of presents.*

B: *So you like him because he's generous.*

A: *That's right.*

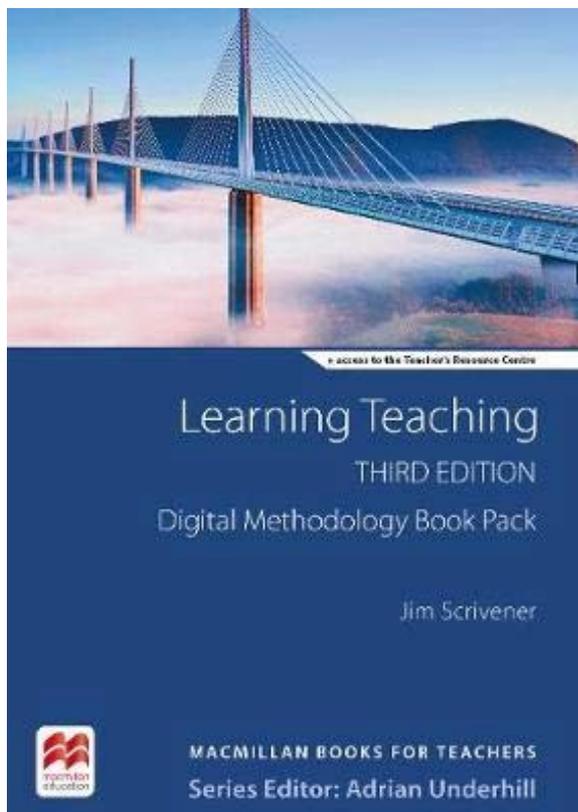
Write the adjectives from this lesson on the board. Arrange students in pairs and ask them to take turns describing someone they know, without using the adjectives from the lesson. Their partner should choose the adjective that matches the description.

METHODOLOGY HUB by Jim Scrivener

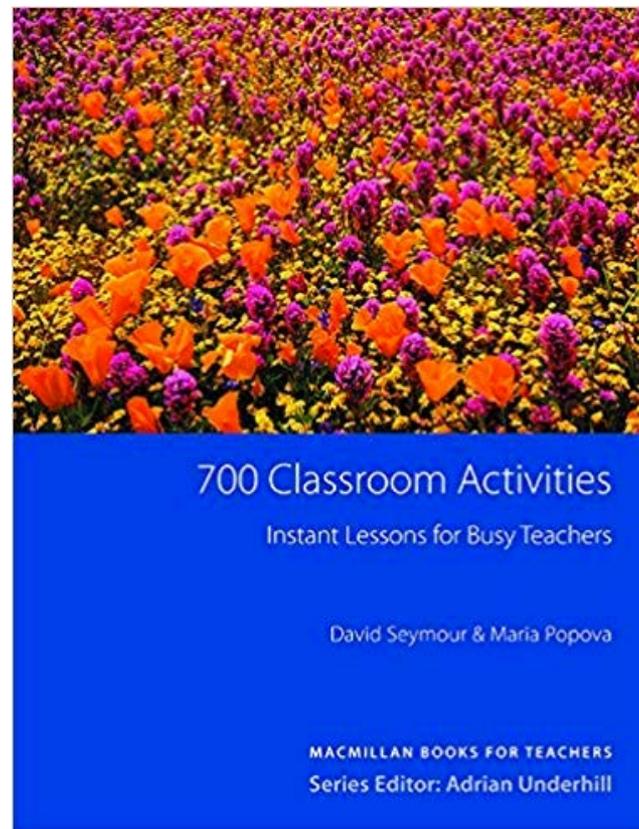
Difficulties when reading a foreign language

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this as a way of improving their vocabulary and their understanding of grammar, but, as with listening, this kind of approach does not necessarily make them into better readers, because this plodding, word-by-word approach is not the way that we most often do our reading

in real life. In order to make students better readers, we need first of all to raise their awareness that it's not always essential to understand every word and that practising some different reading techniques in English may be very useful to them. And if their basic strategy is to read slowly and ponderously, then a good first strategy could be to help them to read fast; not worrying about understanding every word; not, perhaps, even understanding most words, but still achieving a specific goal.



Jim Scrivener



Maria Popova
David Seymour



METHODOLOGY HUB by Jim Schreier

Deciding on your role while students do an activity

Let's distinguish two steps.

Step 1: The first 30 seconds: are they doing the task set?
Immediately after you have given the instructions for a task and students start doing it, there is often an immediate need to check to make sure that students are doing the activity that you asked them to do and have understood the basic mechanics of the activity. You could do this by quietly and relatively inconspicuously wandering around the room, listening briefly to parts of the discussion from many groups and assuring yourself that students are doing what they are supposed to. We could call this 'monitoring to check the mechanics'.

Step 2: The task itself
In many activities, the prime aim is for learners to get a chance to work on their own, speaking fluently and trying out things without too much interference and correction. If they are doing the task correctly, then possibly they don't need you any more once the task is under way. Your presence might actually be an interference. If you are around and very visible, they might look to you for language items and help whenever they hit a problem, whereas it might be more useful for them to struggle a little and learn to make use of their own resources. So once an activity is safely under way, your options often boil down to the following choices: monitor discreetly or vanish.

METHODOLOGY HUB by Jim Schreier

Fluency, accuracy and communication

Imagine a switch inside your head – it swings between two settings: 'working mainly on accuracy' and 'working mainly on fluency'.

It's probably a huge simplification, but I suspect that something like this is at work in my head through most of my language teaching, changing its setting from activity to activity, stage to stage – and, in some teaching, changing moment by moment in response to things happening in class. And I think initially getting that switch installed and working may be a key skill for anyone learning to be a language teacher.

Certainly there are activities in which you are arguably working on both accuracy and fluency in relatively equal measure, but many everyday language teaching lessons stages are focused on one more than the other, and at any one moment, in any one activity, it is likely you will be aiming to focus on accuracy rather than fluency, or fluency rather than accuracy. The danger of correcting students in the middle of a mainly fluency task is that you interrupt their flow and take the focus off their message. Students often find it hard to continue after a correction, while others in class may become more reluctant to speak for fear of similar interruptions.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: Green manifesto

Ask students to think again about the main threats facing our environment. How can they be avoided? Arrange students in pairs and ask them to discuss the questions below, comparing their experience of different countries.

What are the most well-known ecological threats?

Are people environmentally conscious?

Is there a Green Party?

How is the rubbish dealt with?

What recycling facilities are there?

In groups, ask students to write a Green Party manifesto, giving proposals for an environmentally friendly lifestyle.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: Public consultation meeting

Explain the following to students:

A paper factory is planned for your town, which is very beautiful but high in unemployment. There are concerns from the local community about pollution and the destruction of an ancient forest nearby.

In groups of eight, students are going to roleplay a public consultation meeting to listen to local views. Allocate the roles below. If the class does not divide into groups of eight, drop one or two of the roles.

In favour of the factory: the mayor, a representative of the paper company, the building contractor, an unemployed person.

Against the factory: a member of the Green Party, an environmental scientist, a local craftsman, a local hotel owner.

Before the meeting, arrange all the students with the same role together and ask them to discuss their arguments, considering pollution, visual impact, tourism, jobs and effects on other businesses. Roleplay the meeting.

 For **TEACHERS**



Teacher's Book



Teacher's App

-  Course
Language Hub ...
-  Book
[Select Book](#)
-  Table of contents
-  Last Lesson >
-  Teacher's Resource Centre
-  Test Generator >
-  Classes >
-  Homework >
-  Progress >
-  Help 
-  Terms and Conditions 
-  Privacy Policy 
-  Log out
-  Close menu

< Language Hub Pre-intermediate



Student's Book



Workbook



Preparation and Practice
Digital Only

- Course
Language Hub ...
- Book
Student's Book
- Table of contents
- Last Lesson >
- Teacher's Resource Centre
- Test Generator >
- Classes >
- Homework >
- Progress >
- Help ↻
- Terms and Conditions ↻
- Privacy Policy ↻
- Log out
- Close menu

< Language Hub Pre-intermediate - Student's Book

Download manager



 **Language Hub**

Contents

Welcome

Unit 0 Welcome

1 RELATIONSHIPS

My best friend is the one who brings out the best in me.

Unit 1 Relationships

2 LIVING

0%

Unit 2 Living

3 TRAVEL

0%

Unit 3 Travel

4 SOCIALISING

0%

Unit 4 Socialising

5 WORK

0%

Unit 5 Work

0%

Unit 6 Health



1.2 Blogs and bloggers

Talk about different types of people

Types of people Using a dictionary Frequency words and phrases

READING

A Work in groups. Discuss the questions.

- Which websites do you visit most often and why?
- Which blogs, vlogs (video blogs) or video channels do you know or follow?
- What kind of topics do you enjoy reading about online?

B **READ FOR MAIN IDEA** Read *Three of the best* quickly. Which blog sounds most interesting to you and why?

C **READ FOR DETAIL** Read again. Complete each sentence with the name of a blogger, Emma, Maria or Mihaela.

- _____ is interested in visiting people around the world.
- _____ has children.
- _____ writes about a variety of subjects.
- _____ has a high number of readers.
- _____ is interested in trying new things.
- _____ wants people to understand that everyone is beautiful.

D **SPEAK** Work in pairs. Discuss the questions.

- Is running a blog a difficult job?
- Why do these people spend so much time on their blogging activities?
- What topic would you blog about?

VOCABULARY

Types of people

A Work in pairs. Make a list of different types of people. You have one minute.

father of time, movie fan, ...

B Go to the Vocabulary Hub on page 146.

C **SPEAK** Work in pairs. Write down the names of three people you know and describe them to your partner. Say what type of person each one is. Ask questions about the people your partner describes.

PRONUNCIATION

Using a dictionary

Macmillan English Dictionary

www.macmillandictionary.com

The Macmillan English Dictionary gives clear, simple explanations and real-life examples showing you how and when the word is used.

A Look at this entry from the Macmillan English Dictionary. Match the definitions (1–5) with the labels (a–e).

- definition
- part of speech
- stressed syllable and pronunciation
- different meaning
- frequency rating

gorgeous - definition and synonyms **

ADJECTIVE [ˈɡɔːrʒiəs]

- very beautiful
- very enjoyable or pleasant

B Look up the following words in the Macmillan English Dictionary. Underline the stressed syllable and write down the part of speech and one meaning for each word.

cloud expedition positive rare

Three of the best

Blogs by Calvin Norton

With over 150 million blogs online, there is something for every type of person from the animal lover to the gamer to the sports fan. But if you are looking for something a bit different, here are my top three blogs.



1 Brain Pickings

Maria Popova is a book lover, music fan and writer. Her blog Brain Pickings is a collection of articles about history, news, books and culture. Maria is keen on reading and spends hundreds of hours (each month) doing research for her blog. It's an extremely popular blog and many people enjoy Maria's interesting mix of articles.

2 The Atlas of Beauty

The Atlas of Beauty is a picture blog showing beauty in different cultures. Romanian photographer, blogger and traveller Mihaela Noroc takes pictures of women of all ages, races and nationalities living their everyday lives. It's a wonderful collection which shows that beauty can be found everywhere.

For more interesting blogs, listen to Calvin on this week's Emma Fry Show

GRAMMAR

Frequency words and phrases

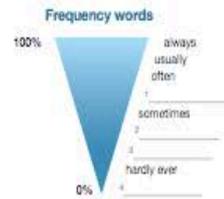
A Listen to an interview with Calvin Norton about another blog, *Humans of New York*, and answer the questions.

- What is the blog about?
- What type of people does Brandon Stanton interview?

B Listen and complete each sentence from the radio show with one word.

- _____ a week, we bring you reviews and recommendations from the wonderful world of the internet.
- I'm _____ out in the real world.
- I'm _____ at home, online in front of my laptop.
- But luckily for us, you _____ escape.
- Now and _____ a blog is so good that I just have to mention it again.
- Stanton focuses on the lives of normal New Yorkers _____ of the times.
- He includes someone well known _____ so often.
- It's a very simple idea, but it _____ gets boring.

C **WORK IT OUT** Write the four frequency words in Exercise B in the correct place.



D Complete the frequency phrases in the table with words from Exercise B.

once	_____	day
twice	_____	week
three times	_____	month
	_____	year
every 1 _____	often	
1 _____	and again	
most of the 1 _____		

E Choose the correct words to complete the rules. Use Exercise B to help you.

Frequency words and phrases

- We usually put frequency words *before / after* the main verb and *before / after* the verb.
- We use frequency phrases *at the beginning / in the middle* of a sentence.
- We also use frequency phrases *in the middle / at the end* of a sentence.

F Go to the Grammar Hub on page 122.

G **SPEAK** Work in pairs. Discuss the questions.

- Would you enjoy the blog *Humans of New York*?
- Why do you think it is so popular?

SPEAKING

A Interview each other about websites, blogs or vlogs you like. Make notes about:

- what they are about
- why you like them
- examples of interesting things on them
- what type of people would enjoy them and why

B Work in groups. Interview each other. Which ones sound most interesting?

Talk about different types of people

Listen to an interview with Calvin Norton about another blog, *Humans of New York*, and answer the questions.

 00:00 / 03:10  

1

What is the blog about?

2

What type of people does Brandon Stanton interview?



Check

Show answers:

One by one

All



Exit



Grammar A





Teacher's Resource Centre



Student's Book Audio



Video Hub Videoscripts



Student's Book Audioscript



Workbook Audio



Student's Book Answer key



Workbook Audioscripts



Café Hub Videos



Workbook Answer key



Café Hub Videoscripts



Teacher's Book Worksheets



Video Hub Worksheets



Wordlists



Video Hub Videos



Translated Wordlists



CEFR mapping

A course book helps the teacher by providing

- A clearly thought out programme which is appropriately sequenced and structured
- A wider range of material than an individual teacher may be able to collect
- Security
- Economy of preparation time
- A source of practical teaching ideas
- Activities that learners can do on their own so that the teacher does not have to be centre stage all the time
- A basis of homework



Natalia Galanina
Macmillan Russia Teacher Trainer,
Certified British Council Teacher
Trainer, Delta M1, Nile certificate Teaching
children through English: Primary Maths



@n_galanina

natalia.galanina@macmillaneducation.com