

1

Welcome

This section is designed to serve as a review, giving students the opportunity to revise and practise language they already know, and it is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.

A

1 Read and listen

- a** ▶ **CD1 T2** As an introduction, ask students if they ever disagree with their parents and, if so, what they disagree about. Play the recording while students read the diary entry and answer the question. Check answer (They disagreed about Beth going on a march.). If necessary, play the recording again, pausing to check for understanding.

b Ask students to read through the questions and check understanding. Students answer the questions. Encourage them to try to answer the questions without looking back at the text, but let them look back if necessary. Allow them to compare their answers with a partner before checking answers in open class.

Answers

1 It is a march to support environmental protection.
2 ‘Good for you, Beth.’ ‘Brilliant – we’re really proud of you.’
3 She is a young adult, and responsible adults do something about global warming.
4 Because they don’t normally argue, except with her.

* OPTIONAL ACTIVITY

Divide the class into pairs and ask students to discuss recent arguments they have had with their parents. Students may like to role play some of their arguments and take it in turn to be the parents.

2 Present simple vs. present continuous

For a quick review of the difference between these two tenses, write the following sentences on the board:

My brother is playing football with his friends.
He plays football every Sunday.

In open class, ask students which tenses are used in the sentences (present continuous, present simple). Elicit when we use each tense (present continuous for actions happening at or around the time of speaking; present simple for habitual, repeated actions or states). If necessary, give students further examples to outline the different uses.

Students read the dialogue and put the verbs in brackets into the correct tense.

Answers

3 'm looking 4 sell 5 know 6 works
7 's working 8 'm going

* OPTIONAL ACTIVITY

Students can act out the dialogue with a partner.

3 Question tags

- a** To introduce question tags, write some true statements about students on the board, e.g. *Your name is Juan.* / *You live in Italy.* / *He can swim well.* Ask students which words they might add to the sentences if they were not sure of the answer. Elicit a question tag for each sentence (*Your name is Juan, isn't it?* / *You live in Italy, don't you?* / *He can swim well, can't he?*) Write them on the board. Point out the positive and negative verbs and the use of a question mark. Students complete the exercise and check answers with a partner before open class feedback.

Answers

2 does he 3 aren't they 4 doesn't she
5 didn't you 6 will they 7 can't you
8 hasn't she 9 shouldn't we

- b** Read through the conversation with students and check understanding. Students complete the dialogue with the correct question tags.

Answers

2 won't you 3 isn't it 4 isn't he 5 can I
6 does it

- c** ▶ **CD1 T3** Play the recording for students to check their answers. Pause the recording and draw students' attention to the different intonation patterns used according to the level of certainty expressed by the speaker.

4 Describing someone's age

To revise this vocabulary, you may like to bring in some photographs of people and ask students to guess their ages (*I think he's about 15. I think he's a teenager*). Elicit words to describe the age groups the people in the photos belong to, e.g. *teenager, baby, child, adult*, etc.

Students add vowels to complete the words, then number the boxes according to age. Check answers.

Answers
1 baby 2 toddler 3 child 4 teenager
5 young adult 6 pensioner

5 The environment

a Ask students what they do to look after the environment. Listen to their ideas and write any interesting vocabulary on the board. Students read the text and work with a partner to complete the exercise. Weaker classes may find this exercise difficult, so you may like to write the answers on the board in a random order for them to put in the gaps.

Answers
1 atmosphere 2 forests 3 litter 4 recycle
5 fumes 6 waste 7 rubbish 8 throw
9 clean

b ▶ **CD1 T4** Play the recording for students to check their answers.

B

1 Read and listen

a ▶ **CD1 T5** As an introduction, write the word *illness* on the board and give students two minutes to work with a partner and think of as many related words as possible. As feedback, ask students to call out their words and write them on the board. Try and elicit *temperature, ill, a cold, hurt, doctor, medicine, injection*. Tell students they are going to read and listen to a conversation between two friends. Play the recording while students read and answer the question. Check answer (Some people from a record company are coming to hear the band.). If necessary, play the recording again, pausing to check for understanding.

* OPTIONAL ACTIVITY

Read through the text, pausing each time you see a word related to medicine and health. Add the words to the list on the board, if necessary.

b Read through sentences 1–5 with students and do the first one as an example, if necessary. Students mark the sentences true or false. Check answers. Students correct the false statements.

Answers
1 T 2 F (There are three days.) 3 T
4 F (He is more interested in getting her to play on Saturday.) 5 T

2 Ways of talking about the future

a To revise the future quickly, write *This evening ... , Next Christmas ... , When I am 25 years old ...* on the board, and ask students to write a sentence beginning with each phrase. Listen to some of their ideas and try to elicit the three different future forms (present continuous for arrangements, *going to* for intentions and *will* for predictions and offers). Write some examples on the board and check students are clear about the uses of each tense.

Students complete the exercise and check answers with a partner before open class feedback. During feedback, ask students why each tense has been used.

Answers
1 We're having 2 it's going to rain
3 there won't be 4 I'm not going to
5 I'm seeing 6 I'll give

b Read through the example with students and check understanding of the vocabulary in the exercise. Students complete the rest of the exercise. Check answers.

Answers
2 'm going to 3 will be 4 will break
5 are visiting 6 is going to 7 won't give
8 'm playing 9 'm going to

* OPTIONAL ACTIVITY

For further practice of future tenses, write some future time references on the board, e.g. *After this lesson ... , Tonight ... , Next Saturday ...*, etc. Divide the class into pairs and ask students to tell their partners what they will be doing at these times in the future. Circulate and encourage students to use different future forms where appropriate. Listen to any interesting answers in open class as feedback.

3 Gerund vs. infinitive

Write the following sentences on the board:

I like playing cards. I want to go home.

Ask students to identify the gerund (*playing*) and the infinitive (*to go*). Elicit other verbs which follow similar patterns, e.g. *hate* + gerund, *hope* + infinitive, *decide* + infinitive. Students complete the exercise. Allow them to check their answers with a partner before open class feedback.

Answers
1 speaking 2 helping 3 to help 4 washing
5 to wait 6 to wash 7 waiting 8 to play

4 Medicine and health

Ask students to look at the words in the box. Ask them to find two people (*patient, surgeon*), two adjectives (*cold, sore*) and something that you drive (*an ambulance*). Check the meanings of the remaining words. Read through sentences 1–8 and check understanding. Students complete the exercise. Check answers.

Answers
1 ambulance 2 hurt 3 temperature 4 pain
5 injection 6 patient 7 sore 8 surgeon

C

1 Read and listen

Warm up

Ask students if they have been to England. If they have, ask them what they did there and what they remember about their visit. In what ways was it different to their own country? If students haven't been to England, ask them what they know about it and how they think it might be different to their country.

- a Tell students they are going to read an interview with a boy who is studying in England. If necessary, pre-teach difficult vocabulary (*proficiency, make sure, a ride*). Students read the interview and complete the exercise.
- b ▶ CD1 T6 Students listen and check their answers.

Answers
1 C 2 A 3 B 4 E 5 D

2 Present perfect simple with *for* and *since*

- a Ask students to look back at the interview in Exercise 1 and find examples of *since* and *for* (*since the beginning of the summer; for two weeks*). Write the examples on the board and elicit the rules (*since* is followed by a specific time, *for* is followed by a period of time). Look at the example with students and check understanding of the exercise. Students work through the rest of the exercise and decide which of the endings is not possible in each case. Let them check answers with a partner before feedback in open class.

Answers
2 I was born
3 the first time I saw you
4 as long as I can remember
5 1998
6 a long time

- b Ask students to write three questions using the prompts. Circulate and help with any problems. Check answers, paying attention to pronunciation and intonation.

Answers
1 How long have you known your best friend?
2 How long have you liked your favourite band?
3 How long have you lived in your house?

- c Divide the class into pairs. Students ask each other the questions from Exercise 2b. As feedback, ask students to tell the rest of the class what they have learnt about their partner.

* OPTIONAL ACTIVITY

Tell the class they are going to interview you. Give them three minutes to think of questions starting with *How long ... ?* In open class, students ask you questions. Tell them that you are allowed to say “*It’s a secret!*” if you don’t want to answer. Only answer questions if the grammar is correct.

3 Comparatives and superlatives

Write the following jumbled sentences on the board:

*Rome Madrid not big as is as
Munich Barcelona than beautiful more is*

Elicit two correct sentences:

*Rome is not as big as Madrid.
Barcelona is more beautiful than Munich.*

Point out the use of *not as ... as* to make a negative comparison, and *more* + adjective to make a positive comparison.

Write the words *old, intelligent, tall, beautiful* on the board. Divide the class into pairs and ask students to make sentences comparing themselves to their partners. As feedback, listen to some examples in open class.

Students complete the text using the correct form of the adjectives in brackets. Allow them to check answers with a partner before open class feedback.

Answers

1 more beautiful 2 better 3 greatest
4 as exciting 5 most beautiful 6 best
7 as interesting 8 as attractive
9 as interesting 10 as expensive

* OPTIONAL ACTIVITY

For further practice, ask students to think of two towns they know well, and to think about five differences between the towns. Students write five sentences comparing the two towns. Circulate and help with any problems. Divide the class into pairs and ask students to read their sentences to their partner.

4

British vs. American English

Ask students if they know any words which are different in British and American English. Write examples on the board. Students complete the exercise. Check answers in open class.

Answers

1 c cookies 2 i apartment 3 h soccer
4 a elevator 5 j truck 6 b sidewalk
7 e garbage 8 d candy 9 f pants
10 g subway

* OPTIONAL ACTIVITY

Divide the class into pairs. Ask students to imagine one of them is British and the other American. Write the following dialogue on the board:

A: *I'm hungry. Have you got any cookies?*
B: *Cookies? Oh, you mean biscuits!*

In pairs, students create similar dialogues. This can be done with books closed. Listen to some of the dialogues in open class as feedback.

5

Homes

a

As revision, write the word *home* in the centre of the board and ask students to call out any words they think of connected to the home. Elicit types of home (e.g. *flat, terraced house*), rooms in the home (e.g. *living room, bathroom*) and things inside the home (e.g. *sofa, fridge*). Write any interesting words on the board.

Look at the picture with students and ask them to say what they can see. Students complete the text.

Answers

1 flats 2 floor 3 stairs 4 detached
5 garage 6 garden 7 fence 8 caravan

b

▶ CD1 T7

Play the recording for students to check their answers. You could pause as necessary to check understanding and clarify any difficulties.

* OPTIONAL ACTIVITY

In pairs, students describe their homes to each other. Encourage them to use words from the exercise and to include any words from the earlier brainstorm. You may like to ask students to make comparative sentences to compare their houses in open class feedback.

D

1

Read and listen

Warm up
Ask students if their parents have a GPS (Global Positioning System) satellite navigation system in their car. What are the advantages and disadvantages of it? Ask them if they have ever seen a website that shows aerial photographs of towns and individual streets. Do they think this is a good thing? Listen to some of their ideas in open class.

a

▶ CD1 T8

Tell students that they are going to read and listen to a text about privacy and a map website. Play the recording while students listen and read to find the answer to the question. Tell them not to worry if they do not understand every word at this stage. Check answer.

Answer

Taking photographs of people's houses.

b

Students read through the questions. Check any vocabulary problems. Students complete the exercise and compare answers in pairs.

Answers

1 They used to buy a map.
2 They either go online to find a map or buy a GPS.
3 They are photographing every street and house in the country.
4 To go away.
5 Journalists.
6 Because they photographed his house without asking.
7 Because it is not illegal to photograph houses.

2 **used to**

To introduce this language point, ask students to think about their lives now compared with five years ago. Ask them how their lives were different. Remind them that if we want to express a past repeated action or state which no longer exists, we use *used to*. You may like to give them examples of your own, e.g. *I didn’t use to have long hair. / I used to live in Mexico*. Point out the negative form *didn’t use to*.

Students complete the exercise. Circulate and help with any problems. Students check answers with a partner before open class feedback.

Answers

1 used to walk, go 2 used to work, works
3 is, used to sell 4 used to, go
5 ’m not, used to be 6 used to read, thinks
7 used to smoke, go

3 **mustn’t vs. don’t have to**

To introduce the language in this exercise, write the word *Rules* on the board and ask students to tell you what the rules are at their school. Elicit the use of *must/mustn’t* for obligations and *don’t have to* for things which are not necessary. Listen to some of their answers and write some correct examples on the board.

Students look at the pictures and complete the sentences with the phrases in the box. Check answers.

Answers

1 You mustn’t eat 2 You don’t have to eat
3 You mustn’t play 4 You don’t have to play
5 We mustn’t be 6 We don’t have to be

4 **Information technology**

Ask students if they have a computer at home and, in open class, brainstorm any words they know connected to computers and computing. Students complete the nouns and verbs with the words in the box. Explain that some are two-word phrases and others are single words. Let them check answers with a partner before feedback. During feedback, check understanding of the vocabulary and clarify whether the nouns/verbs are single words or two-word phrases.

Answers

2 a CD drive 3 a memory stick
4 to download 5 to log on 6 a password
7 a power lead 8 a network 9 a touch pad
10 a USB slot

5 **Noun suffixes**

Read through the sentences with students and check understanding. Remind them that we add a suffix to a word to change its meaning, e.g. to change a verb into a noun, or to change the meaning of a noun. You could give the example of *teach/teacher*, where the suffix *-er* indicates a job.

Students complete the exercise and check answers with a partner before open class feedback.

Answers

1 invitation 2 equipment 3 journalist
4 cancellation 5 reservation 6 improvement
7 receptionist 8 management 9 manager
10 entertainment

2

Communication

Unit overview

TOPIC: Methods of communication; how different people communicate; how animals communicate

TEXTS
Listening: different methods of communication
Reading and listening: communication between twins
Listening: body language
Reading: communication between elephants
Writing: a description of an old friend

SPEAKING AND FUNCTIONS
Talking about impressive experiences
Being a good listener
Asking and answering questions with *say* and *tell*

LANGUAGE
Grammar: past simple vs. present perfect simple review
Vocabulary: body language; *say* and *tell*
Pronunciation: sentence stress: rhythm in questions

1 Speak and listen

If you set the background information as a homework research task, ask students to tell the class what they have found out.

BACKGROUND INFORMATION

Body language: An important part of our communication is *non-verbal*. It consists of gestures, body movements and facial expressions. However, these gestures and expressions are not always universal. For example, nodding the head means 'yes' in most countries. However, it also means 'no' in some parts of Greece, Bulgaria and Turkey. Eye contact is important in America and Europe, but it can be rude in most Asian countries and in Africa. Closing your eyes in Western cultures often means 'I'm bored or sleepy'. However, in Japan, Thailand and China it can mean 'I'm listening and concentrating'.

Telepathy: A person who is telepathic is said to be able to read the thoughts and stored information in the brains of others.

Sign language: This is a method of communication, especially used by people who are deaf or hard of hearing. It uses a system of facial, hand and other body movements to express meaning. Each sign has three distinct parts: the hand shape; the position

of the hands; and the movement of the hands. Sign language is not universal; British Sign Language is different to American Sign Language, and neither is based on English or any other spoken language.

Morse Code: This is a form of electronic communication developed by Samuel Morse in the early 1840s. Morse Code consists of a series of dots and dashes which represent the letters of the alphabet and numbers 0–10 (e.g. S is represented by ●●●, O by ──●─, A by ●─). It was tapped out on a machine and sent by an electric current along cables. It was then decoded at the other end of the cable. Morse Code was still used by international air forces and navies until the late 1990s.

Warm up

Books closed. To introduce the topic of communication, write these letters on the board:
n c m o a i t i m n u c o

Ask students to work with a partner and make as many words from them as possible. Tell them that it is possible to make one 13-letter word (*communication*). Give them a two-minute time limit. In open class, brainstorm answers (e.g. *it, count, can, mountain*) and give students one point for each correct word. If nobody finds *communication*, write it on the board and ask students to define it.

- a In pairs, students discuss which method of communication they use most, and the advantages and disadvantages of each method. You may like to give them some ideas of your own to get them started. Listen to some of their thoughts in open class as feedback.
- b ▶ CD1 T9 Tell students they are going to hear somebody talking about different methods of communication. Play the recording while they listen and decide which of the communication methods in the box are not mentioned. As you check answers, ask students to describe each of the methods of communication. Who uses them and why? You may like to refer to the background information above.

Answers
body language, telepathy

TAPESCRIPT

There are many different methods we can use to get a message across to someone. Of course, speaking is one of the most obvious. And, if the

person we want to communicate with isn't close to us, we can contact them by phone, send them an e-mail or even, though this happens less and less these days, write them a letter.

But there are other less common methods of communication that people use in special circumstances. There is, for example, sign language, used to communicate with people who have hearing problems. And there's Braille, which communicates the written word to people with sight problems.

Other more unusual methods include Morse Code, a series of short and long beeps used, for example, during wartime in the old days, and also semaphore, a method of communicating using two flags ... one in each hand. These methods are slow, spelling words one letter at a time – no good for the fast world of today!

- C
- Students think about the advantages and disadvantages of the communication methods in Exercise 1b and decide which they think is most effective. Divide the class into pairs and ask them to discuss their ideas. Circulate and monitor to help with any questions. Listen to some of their ideas in open class and encourage further discussion.

OPTIONAL ACTIVITY

Ask students if they send text messages. Ask them if they know any special abbreviations in English (or in their own language) to make texting faster. Write the following on the board and ask students to work in pairs to work out the answers. Check answers.

- 1 B4 2 GR8 3 LOL 4 RUOK 5 BCNU
6 2MORO 7 PLS 8 XXX 9 THNQ 10 EZ

Answers
1 before 2 great 3 laugh out loud/
lots of love 4 are you OK? 5 Be seeing you
6 tomorrow 7 please 8 kiss kiss kiss
9 thank you 10 easy

2 Read and listen

- a
- Read the questions and listen to students' answers. You may like to ask students what they think the advantages and disadvantages of being a twin are. Do they know any funny stories concerning twins?
- b
- Tell students they are going to read an article about communication between twins. Students read the text quickly to find the answers to the questions. Tell them it is not important to understand every word.

Answers
1 own language, telepathy
2 They have a reaction and know that something has happened to their twin.

- C
- CD1 T10
- Read through the sentences with students and check understanding. Pre-teach some of the more difficult words, e.g. *bond*, *weird*, *sound-proof*, *wired up*, *far apart*. Students read the text again and listen, then decide if the statements are true or false, and correct any false statements. Students check their answers with a partner before feedback.

Answers
1 F (Nobody else understood them.) 2 T
3 F (It is quite usual.) 4 T 5 T

Discussion box

Weaker classes: Students can choose one question to discuss.

Stronger classes: In pairs or small groups, students go through the questions in the box and discuss them.

Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

OPTIONAL ACTIVITY

As follow-up, you could divide students into pairs and ask them to imagine that they are twins and to think about how their lives would be different. Listen to some of their ideas in open class as feedback.

3 Grammar

Past simple vs. present perfect simple

- a
- Weaker classes:** Books closed. Write on the board: *Paul lived in Paris for three months.* *Sally has lived in Paris for three months.*
- Ask students who lives in Paris now (Sally). Ask students to identify the tenses in each sentence. Elicit or explain the use of the present perfect tense to indicate unfinished time and elicit the construction of each tense. Point out that regular verbs have the same past form and past participle. Students now open their books at page 15 and follow the procedure for stronger classes.
- Stronger classes:** Students decide which sentences are in the past simple and the present perfect. Remind students of the construction of the present perfect (*have/has + past participle*).

Answers
present perfect simple; past simple; past simple;
present perfect simple

- b** Students underline sentences in the past simple from the text in Exercise 2 and circle sentences in the present perfect. Go through a few examples if necessary.

Answers
Past simple:
Line 4: were Line 5: were, had Line 7: knew, understood Line 8: didn't understand
Line 12: was, had
Line 13: broke, happened, got Line 17: involved
Line 19: measured Line 21: put Line 22: went, was
Line 23: happened, reacted
Present perfect:
Line 4: have had Line 8: 've got, 've started
Line 12: 've always known
Line 16: has been, has proved Line 24: have been

- c** Write on the board:
Owen and I have had a special bond between us since birth.
When we were very small, we had our own language.
Ask students if Owen and Gerald have a special bond now (yes). Ask students if they still have their own language (no). Students complete the rules with the name of the tense.

Answers
past simple; present perfect simple

- d** Explain that there are often time expressions which determine which tense you should use. Ask students to read the rules and complete with the correct tense name.

Answers
past simple; present perfect; present perfect;
present perfect

Language note

Students often make mistakes like: *I am working here since two years ago*. Remind them that in English we only use *ago* with the past simple.

- e** Students complete the paragraph using verbs in the present perfect or the past simple. Encourage students to use the time expressions in the text to help them decide which tense to use.

Answers
1 left 2 didn't go 3 did 4 took
5 has travelled 6 has spent 7 hasn't learnt
8 has tried 9 have ... wanted 10 have ... visited

* OPTIONAL ACTIVITY

Weaker classes: Write these sentences on the board:

- When Petra (leave) school?
- What she (do) in September?
- How many countries she (travel) to?
- How long she (spend) in each country?
- Which language she (try) to learn?

Students complete the questions in the past simple or present perfect tense using the text in Exercise 3e as a reference. Then students take it in turns to ask and answer them with a partner, based on the information in the text.

Answers
1 did, leave 2 did, do 3 has, travelled
5 has, spent 6 has, tried

Stronger classes: Ask students to write questions about the text in Exercise 3e using the past simple or present perfect simple tense, e.g.
When did Petra leave school?
Did she go straight on to university?
Has she learnt any new languages?
Students take it in turns to ask and answer the questions with a partner.

* OPTIONAL ACTIVITY

For further practice of the difference between *for* and *since*, write this table and the following phrases on the board:

for	since
<i>one day</i>	<i>yesterday</i>

*8 am three hours two days this morning
five months ten minutes Christmas
30 minutes ago seven years my wedding day
ten years my birthday 1885*
Ask students to put the phrases in the correct place in the table.

Grammar notebook

Remind students to note down the rules for the past simple and present perfect simple and to write a few example sentences of their own.



Speak

Warm up

Tell students something you've just done, e.g. *I've just had lunch with the headmaster / bought a new car*, etc. Elicit the communicative meaning of the sentence (you are trying to impress them).

Ask students to imagine that they also want to impress you. Elicit what they could say in reply, e.g. You: *I’ve just had lunch with the headmaster.* Student: *Oh, really? I have lunch with him most days or I’m having lunch with him tomorrow.*

Language note

Check that students understand that we use *just* with the present perfect to describe recently completed actions. One communicative function of this structure is when you want to impress people, e.g. *I’ve just bought a new car!*

Students note down five things they have just done that are impressive. If they need ideas, write these verbs on the board: *meet, buy, see, have lunch/ dinner with, read (a book), write*. Remind students to use the present perfect with *just*.

In pairs, students tell their partner what they have just done. Their partner should try and reply with a more impressive statement. Refer them to the example dialogue. Encourage them to use their imagination!

OPTIONAL ACTIVITY

Write these expressions on the board:

Fantastic! Oh dear! Thank you!
You’re joking! No!

Ask students to work in pairs and write short dialogues using the expressions as replies to someone telling them about something which has just happened.

A: I’ve just won the lottery!
B: You’re joking!

5 Listening and vocabulary

If you set the background information as a homework research task, ask students to tell the class what they have found out.

Warm up

Elicit from students examples of body language (see the background information for Exercise 1). What body language do they commonly use and what does it mean?

- a** ▶ **CD1 T11** Students read through items 1 to 10 and look at the pictures. Match the first item as an example, and see if students can match any of the others. Ask them to complete the exercise. Play the recording for students to check answers. Play the recording again, pausing after each item for students to repeat.

TAPESCRIPT/ANSWERS

- 1 J make eye contact
 - 2 H fold your arms
 - 3 D lean forward
 - 4 E sit back
 - 5 C avoid eye contact
 - 6 I gesture
 - 7 B raise your eyebrows
 - 8 F look nervous
 - 9 G give someone a warm smile
 - 10 A nod your head
- b** Explain that some kinds of body language ‘help’ communication, that is they encourage it, and some kinds are negative and discourage it. Students decide which of the examples of body language (a–j) help communication and which might discourage it. Ask students to decide which of the types of body language they use themselves.

Possible answers

Body language that helps communication: 1, 3, 4, 6, 9, 10

Body language that does not help communication: 2, 5, 7, 8

- c** ▶ **CD1 T12** Explain that students are going to listen to two teenagers doing a quiz about body language. Ask the students to read through questions 1 to 6, and explain any difficult vocabulary: *mirroring* (displaying the same body language as the person you are talking to), *like* (similar), *flash* (a short and quick expression). Encourage students to predict the answers first and then play the recording. Students choose the correct answers: a, b or c. Ask students to check their answers with a partner. Then repeat the listening, with pauses if necessary.

TAPESCRIPT

Oliver: Hey Francesca, look! It’s a quiz about body language ... you know ... all those things we do without knowing it which tell people how we feel or what we’re thinking.

Francesca: I know what body language is, Oliver.

Oliver: Oh, OK, so ... first question ... if someone you were talking to suddenly folded their arms, it would tell us they were a) happy, b) feeling defensive, or c) about to cry?

Francesca: I’d say b, wouldn’t you? People fold their arms to sort of protect themselves.

Oliver: Yes, and sometimes when they’re cross! My teacher used to do that! Anyway, we’re right – it is b. Now, next question ... How much of what we say is actually communicated through body language and gestures rather than spoken? Is it a) 50 percent, b) 75 percent, or c) 90 percent?

Francesca: Er ... I'd say a, 50 percent

Oliver: I've read about this and I think it's more than that. I'll say 75 percent. Now ... let me check ... wow, no! It's 90 percent! That's amazing! I didn't think it was so reliable!

Francesca: I don't think it is always reliable, actually, Oliver.

Oliver: OK, well, here's another question for you. If you are out with a friend and they start doing the same things as you're doing, can you tell me what it means? a) they like you, b) they dislike you, or c) they're bored.

Francesca: I have a feeling it means they like you, so I'm going to say a. Do you agree?

Oliver: Yes, I do ... and we're ... right! It says here that's called mirroring, and when people do that it means they like us a lot. I can't say I've ever noticed anyone doing it with me.

Francesca: Don't worry! It doesn't mean nobody likes you!

Oliver: Right – what about this question ... what automatic gesture do people make when they first see someone they like? Do they a) smile and show their teeth, b) touch the person on the arm, or c) raise their eyebrows?

Francesca: Hmm ... tricky. I'd say a, they smile.

Oliver: I think it's b – well, we touch people when we like them, don't we?

Francesca: So ... who's right?

Oliver: Neither of us! It's c! It says we do something called the eyebrow flash when we see someone we like – we can't help it – it's automatic. Our eyebrows go up then down again very quickly. And ... it's the most common sign of a friendly greeting anywhere in the world!

Francesca: Really – this body language is quite something, isn't it. Now ... any more questions ...

Answers
1 b 2 c 3 b 4 a 5 b 6 c

6 **Speak**

- a** Tell students they are going to practise being a good listener using positive examples of body language. Student A talks about one of the subjects in the box for one minute. Student B should listen and give positive examples of body language. Then students change roles and repeat the exercise. Ask students to decide who they thought was the better listener.
- b** Ask students to choose another topic and repeat the exercise with Student B as a bad listener.
- c** Ask students to think about the differences between the conversations. With the class, discuss

the importance of the role of the listener in the conversations.

* **OPTIONAL ACTIVITY**

If your students enjoy this exercise, repeat it in groups of three. This time, Student C is an observer. They watch the speaker and the listener and record the number of times B shows positive kinds of body language. When they have finished, they should change roles until they have all had the opportunity to play each role. Ask groups to decide who the best listener was.

7 **Vocabulary**
* **say and tell**

- a** Check that students understand the difference between *say* and *tell* (see Language note). Ask students to complete the sentences from the interview in Exercise 5c using the correct form of *say* or *tell*.

Answers
2 tells 3 say 4 tell 5 say 6 says

- b** Students complete the sentences using the correct form of *say* and the words in the box. Students check their answers in pairs before feedback. Encourage students to write the expressions using *say* in their vocabulary notebooks.

Answers
1 said goodbye 2 say thank you
3 saying sorry 4 say it out loud 5 say it again

Language note

The difference between *say* and *tell* is simple. Both have the same meaning but:

We use *say* with some specific nouns, e.g. *say goodbye/sorry/a prayer*.

We use *tell* with other specific nouns, e.g. *tell a joke/lie/story*.

You say something, e.g. *Alex said he was tired*.

You tell someone something, e.g. *Alex told me he was tired*.

- c** Students complete the sentences with the correct form of *tell* and the phrases in the box.

Answers
1 told me a joke 2 told my parents a lie
3 tell the difference 4 told me off
5 telling the truth 6 tell you a secret