

1 Connected

Unit aims:

Topic: Communication

Grammar

Simple and continuous tense review
 Perfect tense review

Vocabulary

Online communication
 Phrasal verbs with *up*

Interaction, Speaking and Pronunciation

Speak: Advantages and disadvantages of different forms of communication
Pronunciation: /ʃ/, /dʒ/ and /tʃ/
Interaction 1: Meeting face-to-face

Listening, Reading and Portfolio

Read: Social networks and social life
Listen: YouTube and fame
Portfolio 1: An email to a friend

Song

(If Love Could Only Live) Online by
 The Kim Band

compare answers in pairs before you check answers with the whole class.

Answers

1 ✓ 2 ✓ 3 ✗ They mainly use them to interact with friends they already have. 4 – 5 ✗ They would prefer to spend time with friends in real situations. 6 ✓

C

Students work in pairs to discuss the questions. Check that students understand *digital footprint* (the extent to which someone is visible on the internet). Set a three-minute time limit for this speaking activity. Ask a student from each pair to report their answers to the class.

Optional activity

Put students into small groups to design their own social network site. Students should think of a name for their site, as well as a specific feature which makes it different to its competitors on the internet. Set a ten-minute time limit for this activity. Ask one person from each group to present their website to the class.

1 Read and listen

- a Books closed. Introduce the phrase *social network*. Ask students to name some examples of social network sites (e.g. *Facebook, Twitter, MySpace*) and write the names of the sites on the board.

Tell students to open their books at page 4. Read the question with the class and check that students understand *hang out* (to spend time informally in a place). Students skim through the text quickly to get a general idea of the content. You may want to pre-teach some of the key vocabulary: *leading expert, online presence, accessorise*. Once students have read the text, elicit the answer to the question and ask students to summarise its main themes (e.g. teenagers and social networking, online identity, friendship on the internet).

Answers

Yes, she thinks it is a good idea.

- b  1.2 Ask students to read through sentences 1–6. Play the recording. Tell students to work alone to complete the exercise. Tell them to correct the wrong sentences. Students can

2 Grammar

Simple and continuous tense review

- a Books closed. Remind students about danah's research, which they read about on page 4. Ask: *What did danah do?* (*She travelled around the US talking to young people about social networks.*) *What is she also studying?* (*The visibility of young people online.*) *Who does she work for?* (*She is a senior researcher at Microsoft Research.*) *What did she discover in her research?* (*That many teenagers are becoming aware of their online visibility.*)

Students open their books at page 5. Read out the example sentences and draw particular attention to the form of the words in bold. Students complete the matching exercise. Check answers.

Answers

1 past simple 2 present continuous
 3 present simple 4 past continuous

- b** Students look at the uses and match them to the example sentences in Exercise 2a. Ask students to compare answers in pairs before you check answers with the whole class.

Answers

A 3 B 2 C 1 D 4

Weaker classes: You can revise the simple and continuous forms more thoroughly, eliciting example sentences from students to describe their own lives, e.g. *I started using social network sites two years ago, I'm using Facebook a lot at the moment, I spend two hours a day on social network sites, I was spending all my time on MySpace when I first discovered Twitter.*

Language notes

- 1 Remind students that the present continuous can be used to refer to an action that is in progress around the present time, as well as an action happening at the exact moment of speaking, e.g. *I'm learning French at night school.*
- 2 Remind students that verbs of emotion (e.g. *like, love, hate, need, want*) are not usually used in the continuous form. However, in informal conversational English, students will hear sentences such as *She's wanting to go there, or I'm loving this TV show.*

- c** Ask students to read through the text quickly to get a general idea of its content. Ask: *Who is Clay Shirky? (A writer and teacher.)* Students work alone to complete the text with the correct verb forms. Check answers.

Answers

1 is 2 ran 3 was working 4 became
 5 is researching 6 refer 7 don't know
 8 believes 9 affect 10 are not

Background information

Clay Shirky

Clay Shirky became well known in 2008 after the publication of his book *Here Comes Everyone*, which analyses the way in which groups form online. Shirky has established an international reputation as a commentator on the cultural, social and economic implications of digital technology.

- d** Read out the four things which students are going to talk about. Allow them some time to prepare their ideas, then put them into pairs to speak. Encourage students to ask follow-up questions for extra information.

3 Vocabulary

Online communication

- a**  **1.3** Students work in pairs to do the exercise and can use dictionaries to check new words. Play the recording, then check answers with the class.

Audioscript/Answers

- 1 digital footprint – G a record of your online activity
- 2 friend/defriend – C to accept/get rid of as a friend
- 3 friend request – A to ask to be someone's friend on a social networking site
- 4 go viral – F information that spreads around the internet in an uncontrolled way
- 5 link – H a connection between pages on the internet
- 6 privacy settings – E controls that decide how much of your online profile people can see
- 7 spam – D unwanted email, often advertising
- 8 tag (a photo) – B to label a photo with a name

- b** Do the first sentence as an example. Students work alone or in pairs to complete the sentences with words from Exercise 3a. Check answers.

Answers

1 link 2 tagged 3 privacy settings
 4 digital footprint 5 defriend 6 spam

- c** Give students two minutes to write down as many other words about online communication as they can. Examples could include: *to tweet, a tweet, to poke someone (on Facebook), to follow someone (on Twitter).* Write the words on the board. Ask students to record these, together with the words from Exercise 3a, in the vocabulary section of their notebook.

- d** Students work in groups to ask and answer the questions. Ask one student from each group to report back to the class.

Optional activity

Before the lesson, write the 'online communication' phrases from Exercise 3a on different pieces of paper. Divide the class into two teams. A student from each team in turn comes to the front of the class, takes a piece of paper, and describes their word. Their team must guess the word. The team which guesses the most words is the winner.

4 Listen

- a** Read out the questions and then discuss them briefly with the class.

- b**  **1.4** Tell students they are going to listen to two friends talking about online videos. You may

want to pre-teach *to get noticed* and *not my thing*. Play the recording. Students tick the subjects they hear Jordan and Katelyn talk about.

Audioscript

- Katelyn:** Jordan, I'm home. Hey! That's *my* laptop!
Jordan: Alright, alright, I'm just watching Ben's new video on YouTube. You know he wants to be a chef?
Katelyn: No.
Jordan: Well, he's been filming himself cooking and putting the videos on YouTube. I told him I'd have a look and tell him what I think.
Katelyn: Really? Ben? Ben Turner? On YouTube?
Jordan: Do you want to have a look?
Katelyn: Of course! ... Turn it up a bit, I can't hear him!
Ben Turner: 'So, when you've added the lemon and garlic to the chicken it's time to put it in the oven. It should stay in for about an hour ...'
Katelyn: Wow! He's quite good. How many views has he had?
Jordan: Only 37 so far, but I really think he could become famous!
Katelyn: 37 views! Well, I guess you never know ... he may be the next Lauren Luke!
Jordan: Who's Lauren Luke?
Katelyn: You've never heard of Lauren Luke? Well, I suppose you wouldn't have if you're not into make-up!
Jordan: Hmm ... no, not really my thing.
Katelyn: Her story is great. You see, she'd been working at night in a taxi office for years and hated her job, but had always loved doing make-up. Well, one day she started making really simple YouTube videos about how to put on make-up. It was just her and the camera in her bedroom. Her videos went viral and she gave up her job. Now she's had over 88 million views! She's built up a huge number of fans and even written a book. I read online the other day that she's going to start her own TV programme soon, too.
Jordan: You see, it's easy to become famous on the net! Ben's got the right idea.
Katelyn: Don't be ridiculous. It's nearly impossible to get noticed online. For every successful person there are thousands ... millions who don't get noticed, and you've got to come up with an original idea.
Jordan: I know, but what about Sam Haber?
Katelyn: I've never heard of him.
Jordan: He's this American guy who rides a unicycle.
Katelyn: Oh yeah?
Jordan: He's a really amazing unicyclist. I saw his videos online and they are so cool. Since he joined YouTube he's met lots of

other people who also ride unicycles and they've formed an online community to share advice and ideas.

- Katelyn:** Huh? Well, I guess online videos *can* be a good way to learn new stuff. Apparently, in a few years more than 90% of the data on the internet is going to be video. Anyway, tell Ben I love his video. I'll post a link to it on my Facebook page.
Jordan: Great, cheers sis!
Katelyn: No worries. And don't forget to charge up my laptop before it runs out of battery.
Jordan: Yeah, will do.

Answers

cooking, doing make-up, unicycling

c

 **1.4** Ask students to read the gapped sentences. Play the recording. Students listen and answer the questions.

Play the recording again, pausing where appropriate to check the answers. Elicit any other information that students have picked up from the interview.

Answers

1 chef 2 good 3 taxi office 4 88 million
5 advice and ideas 6 90%

d

Read out the four incomplete sentences. Give students three or four minutes to complete the sentences with their own ideas. Monitor and help as necessary. Students then compare their answers in pairs. Ask one student from each pair to report back to the class.

5 Vocabulary**Phrasal verbs with up****a**

 **1.5** Books closed. Write *get up* on the board and say: *I get up early every morning*. Explain the basic structure of phrasal verbs (verb + preposition or adverb) and elicit any phrasal verbs that students know.

Students open their books at page 6 and work in pairs to match the phrasal verbs with the definitions, using dictionaries to check new words. Play the recording and then check answers with the class.

Audioscript/Answers

- 1 turn up – B to increase the volume
- 2 set up – C to start or establish
- 3 build up – D to develop
- 4 give up – F to stop doing something
- 5 make (something) up – A to invent
- 6 come up with – H to think of
- 7 look (something) up – G to search for
- 8 charge up – E to plug into an electricity system

- b** Tell students to read through the gapped sentences. Go through the first sentence as an example. Students then work in pairs to complete the sentences. Check answers.

Answers

1 set 2 charge 3 give 4 build
 5 making 6 look

- c** Give students two minutes to write down any more examples of phrasal verbs with *up* that they know. Examples could include: *catch up, hurry up, warm up, wake up*, all of which have been seen in previous levels of the *Interactive* course. Write the words on the board. Ask students to record these, together with the words from Exercise 5a, in the vocabulary section of their notebook.
- d** Put students into pairs and set a time limit of four or five minutes for them to write a mini-dialogue using as many phrasal verbs with *up* as they can. Monitor and help as necessary. Give students time to practise their dialogues in their pairs, then ask pairs to perform their dialogues for the class. Discuss as a class which pair has used the most phrasal verbs, and which mini-dialogue is the most creative/interesting.

Optional activity

Students work in pairs. They use the phrasal verbs with *up* in Exercise 5a to ask and answer questions, e.g. *How can you build up a following online? Do you know anyone who makes things up about their own life? Would you like to set up a website or online business?*

6 Grammar

Perfect tense review

- a** Books closed. Remind students about the recording in Exercise 4. Ask: *What has Ben been doing? (He's been putting videos on YouTube.) How many views has he had? (37) What had Lauren Luke been doing before she started uploading videos about make-up on YouTube? (She'd been working in an office.) Had she always loved doing make-up? (Yes, she had.)*

Tell students to open their books at page 7. Read out the example sentences and draw particular attention to the form of the words in bold. Students then complete the matching exercise. Check answers.

Answers

1 B 2 A 3 D 4 C

Language notes

You should encourage students to see that the perfect tenses connect different points in time. The present perfect relates the past to the present, whereas the past perfect joins two events which both take place in the past. For example, while talking about a video you have on YouTube, you might say *It's had 40,000 views* (from the past into the present). In a sentence such as *I'd been working at night in a taxi office before I started uploading videos*, the speaker links a period of time spent working in a taxi office with the later act of starting to upload videos.

- b** Students work alone. They can refer to the examples in Exercise 6a when completing the sentences. Check answers, asking students to justify their choice of tense in each case.

Answers

1 Have, followed/been following 2 had watched 3 Has, crashed 4 had, fallen out 5 've been learning 6 had been playing

- c** Give students a minute or so to skim through the email. Ask: *What has Mel been doing? (An online video editing course.)* Students then work in pairs to choose the correct answers to complete the email. Check answers.

Weaker classes: Point out to students that they should use the context to help them choose the correct word. For example, the email begins with 'sorry', which alerts us to the fact that the verb in the first gap might be negative.

Answers

1 B 2 C 3 B 4 B 5 B 6 C

- d** Students work alone or in pairs to order the words in the sentences. Check answers.

Answers

1 Have you been learning anything new recently? 2 Have you ever had a bad experience socialising online? 3 How much English had you studied before you started this course?

- e** Give students a minute to think about their answers to the questions. Students then work in pairs to ask and answer the questions. Ask one student from each pair to report back to the class.

Check it out!

Ask students to look at the information in the box. To test students' understanding of the difference between these prepositions, read out a series of words and expressions (e.g. *two weeks, Christmas, last week, three days*). Students say whether the words and expressions are used with *for* or *since*.

Corpus examples for use of *for* and *since*

- I have been studying English *since* six years.
Correct sentence: I have been studying English *for* six years.
- We've been dating *since* a week. Correct sentence: We've been dating *for* a week.

7 Speak

- a** Ask students to describe the pictures. Students then work in pairs to discuss the forms of communication seen in the pictures.

Possible answers

Talking face to face: advantage – it's more personal; disadvantage – your facial expression can reveal things you may wish to hide.
 Telephone: advantage – you can communicate while on the move; disadvantage – you may lose signal reception.
 Computer: advantage – you can communicate with people all over the world; disadvantage – it can be an impersonal and anonymous form of communication.
 Writing: advantage – more space in which to develop ideas; disadvantage – it takes longer to write than it does to type.

- b** Students continue the conversation they began in Exercise 7a, this time focusing on which three forms of communication they think are the most important. Give students a few minutes to do this activity. Monitor and help as necessary.
- c** Put students into new pairs. Students then tell each other about their ideas from Exercises 7a and 7b. You could have a class vote on which forms of communication are the most and least popular.

8 Pronunciation

 As an optional visual alternative to the audio CD, this exercise is available on the DVD.

/ʃ/, /dʒ/ and /tʃ/

- a**  **1.6** Play the recording. Ask students to listen to the recording and to repeat the words. Write the words on the board and highlight the /ʃ/, /dʒ/ and /tʃ/ sounds: *social, danger, future*. Isolate and repeat the sounds, sensitising students to the differences between them.
- b**  **1.7** Play the recording. Students listen to the words and decide which of the three sounds they hear in each word.
- c**  **1.8** Play the recording for students to check their answers to Exercise 8b and repeat the words.

Audioscript/Answers

/ʃ/	/dʒ/	/tʃ/
fashion	enjoy	kitchen
nation	digital	virtual
Russia	object	question
ocean		nature
		teacher

- d** Tell students that they have to find their way through the puzzle by following words which contain the /ʃ/ sound. Students work in pairs to do this.
- e**  **1.9** Play the recording for students to check their answers to Exercise 8d.

Audioscript/Answers

washing, machine, demonstration, delicious, mushrooms, fashionable, imagination, patience, passion

Culture Vulture

Ask students to read the information in the box. Discuss the questions with the class. Ask follow-up questions such as: *Do you think it is right that websites like Facebook have so much information about people's lives? Why do you think Facebook has become so successful?*

Interaction 1

 As an optional visual alternative to the audio CD, this exercise is available on the DVD.

Meeting face-to-face

- a**  **1.10** Books closed. Write *meeting face-to-face* on the board. Explain that the phrase *face-to-face* means 'in the presence of a person', e.g. *we can talk to people online or we can talk to them face-to-face*. Pre-teach *dressed up* (dressed in smart clothes) and *log on* (to connect to the internet or a particular website).

Students open their books at page 8. Tell students that they are going to hear a conversation

between two people who are meeting face-to-face for the first time. Play the recording and elicit the answer to the question.

Audioscript

- Becky:** Excuse me, are you Marta?
Marta: Yes, it's me. Hi, you must be Becky.
Becky: Yes, I am. It's great to finally meet you. How are you?
Marta: I'm good, thanks. It's so nice to meet you too! You look different to how I'd imagined from your college profile picture!
Becky: Yes, the photo on my profile page was taken at a wedding, so I was dressed up. You look the same as yours. Anyway – here we are, we can actually talk for a change!
Marta: I know, isn't that weird? I feel like I know you already, even though we've only met on the college website up until now.
Becky: Are you still in touch with Sarah?
Marta: Yeah, I am. Are you?
Becky: Yes, we chat quite a lot. We chatted online with our webcams the other day so I feel like I've met her too – well, almost! It's funny, Marta, we've got so much in common. I saw on your blog that you're making a jacket for your main fashion project, aren't you?
Marta: Yeah. Maybe we can share some ideas. I've seen *your* jackets too and they're really cool. So, what else are you into?
Becky: I've just finished a project on shoe design, it was great. The tutor was based in New York. I designed some pretty crazy sandals for it. I'll show you if you want.
Marta: Great. Have you got photos?
Becky: Yeah, I just posted them on my blog. I'll get my laptop out and show you. By the way, your latest comment on my blog was really interesting.
Marta: Thanks. Wow – these are fantastic! Oh look, Sarah's online. Shall we say hi? She won't believe we're actually together in a café.
Becky: Good idea! Let's surprise her. I know what I've been meaning to ask you. Do you know Joe? He's a good friend of Sarah's.
Marta: Not Joe who uses the picture of a motorbike as his profile picture?
Becky: A motorbike? Yeah, now you mention it, he does! That's him.
Marta: I do, actually, he's doing the same course as my brother at college. We message each other sometimes. Huh, it's a small world ... Ha! Here's Sarah.

Answers
 They met online.

- b**  **1.10** Read out the phrases. Play the recording again. Students listen and decide which person says which phrase.

Answers

1 B 2 M 3 M 4 B 5 B 6 M 7 B

- c** Revise the phrases for meeting face-to-face. Divide the class into Student A and B pairs. Tell students they are going to role play meeting in real life for the first time. Student A turns to page 118 and Student B turns to page 120. Read out the instructions and refer students to Interaction 1 on the cover gatefold. Give students a few minutes to read through the information. Students work in pairs to prepare and practise their conversations.

Portfolio 1

An email to a friend

- a** Books closed. Ask: *Do you keep in touch with people you have only met online?* Elicit students' answers. Students open their books at page 9 and look at Paolo's email to Jordi. They then skim the email quickly to find the answer to the question.

Answers

They normally spend time together online.

- b** Students work alone to find examples in the text of the tenses in the list. Check answers.

Possible answers

- A** What do you think of my artwork?
B I'm writing you an email for a change!
C I did it yesterday.
D I was hoping to see you online.
E I haven't heard from Akira lately.
F I've been studying loads recently.
G He'd had loads of exams.
H He said he'd been having a pretty hard time at school.

- c** Tell students they are going to write a reply from Jordi to Paolo. Ask a student to read out the four things they must include in their email. Tell students that they should use the kind of informal language used in Paolo's email (e.g. *Hi, it was good to chat, Do you reckon, loads*). Set a 15-minute time limit for the completion of this activity. Monitor and help with vocabulary as necessary.
- d** Students swap their email with a partner. Students identify the different tenses used in the email and compare how many different tenses they used.

1 Song

(If Love Could Only Live) Online

Background information

The Kim Band

The Kim Band was created by Canadian singer-songwriter Kim Bingham in 1999. Bingham has released several albums and performed with the well-known Canadian singer Nelly Furtado.

- a** Ask: *How can you show people you care about or love them?* Elicit students' ideas. Students work in pairs to order the ideas in the list from the most to the least romantic. Students then think of more ways that people show that they care about or love others. Check answers.

- b**  **1.11** Play the beginning of *(If Love Could Only Live) Online*. Students listen and then decide how the singer is feeling. Check answers.

Answers

The singer feels sad and dissatisfied.

- c** Students work in pairs to match the words with the definitions. Encourage students to use dictionaries to check new words and phrases. Check answers.

Answers

1 C 2 H 3 A 4 I 5 B 6 G 7 D
8 E 9 F

- d**  **1.12** Give students a minute to read the incomplete song lyrics. Play the song. Students listen and complete the lines in the lyrics. Check answers and then check students' understanding of the following phrases: *be just fine, on my mind, only goes so far.*

Audioscript/Answers

I'm dialling up all my time
 Your **technology's** on my mind
 Everything would be just fine
 If love could only live **online**
 Sending **information** outlines who you are
 Still we're not **connecting**
 The superhighway only goes so far
 I wanna know how you **shut down**
 Is there a **virus** hanging around,
Crashing without a sound?
Download, images of Paris just for me
 Though we'll never go there
 We travel through the **cyber** circuitry

- e**  **1.12** Play the song again. Ask four different students to read out the questions. Students then work in groups to discuss the questions. Set a five-minute time limit for this activity. Ask one student from each group to report their ideas to the class.

2 Sound check

- a**  **1.13** Explain or elicit the meaning of the word *rhyme*. Ask: *Can you think of any song lyrics that rhyme?* Elicit ideas and write them on the board. Play the recording. Students listen for the rhyming words and the words which have the same vowel sounds.

- b** Students make word pairs from the box and put these into one of the two columns in the table. Encourage students to read the words aloud so that they can identify whether the words rhyme or have the same vowel sound. Monitor throughout this activity, helping students to identify the word pairs. Play the recording again for students to listen and check their answers.

Answers

Rhyming words: are–far, circuitry–me
 Word pairs with the same vowel sounds:
 online–mind, down–around

3 Musical notes

Love songs

- a**  **1.14** Ask: *Which are your favourite love songs in English?* Elicit ideas and write them on the board. Students then read the text about love songs. Ask some comprehension questions, e.g. *How long have people been writing love songs? (For thousands of years.) When were love songs banned? (In the Middle Ages.)*

Read out the names of the four different styles of music. Elicit everything that students know about these styles of music, including famous bands, musicians and songs. Then play the recording. Students listen and decide which style of music is being used in each case. Check answers.

Answers

1 Reggae 2 Blues 3 Folk
4 Alternative Rock

- b** Read out the questions. Students work in groups to ask and answer them. Encourage students to ask any follow-up questions they can think of. Ask one student from each group to report back to the class.