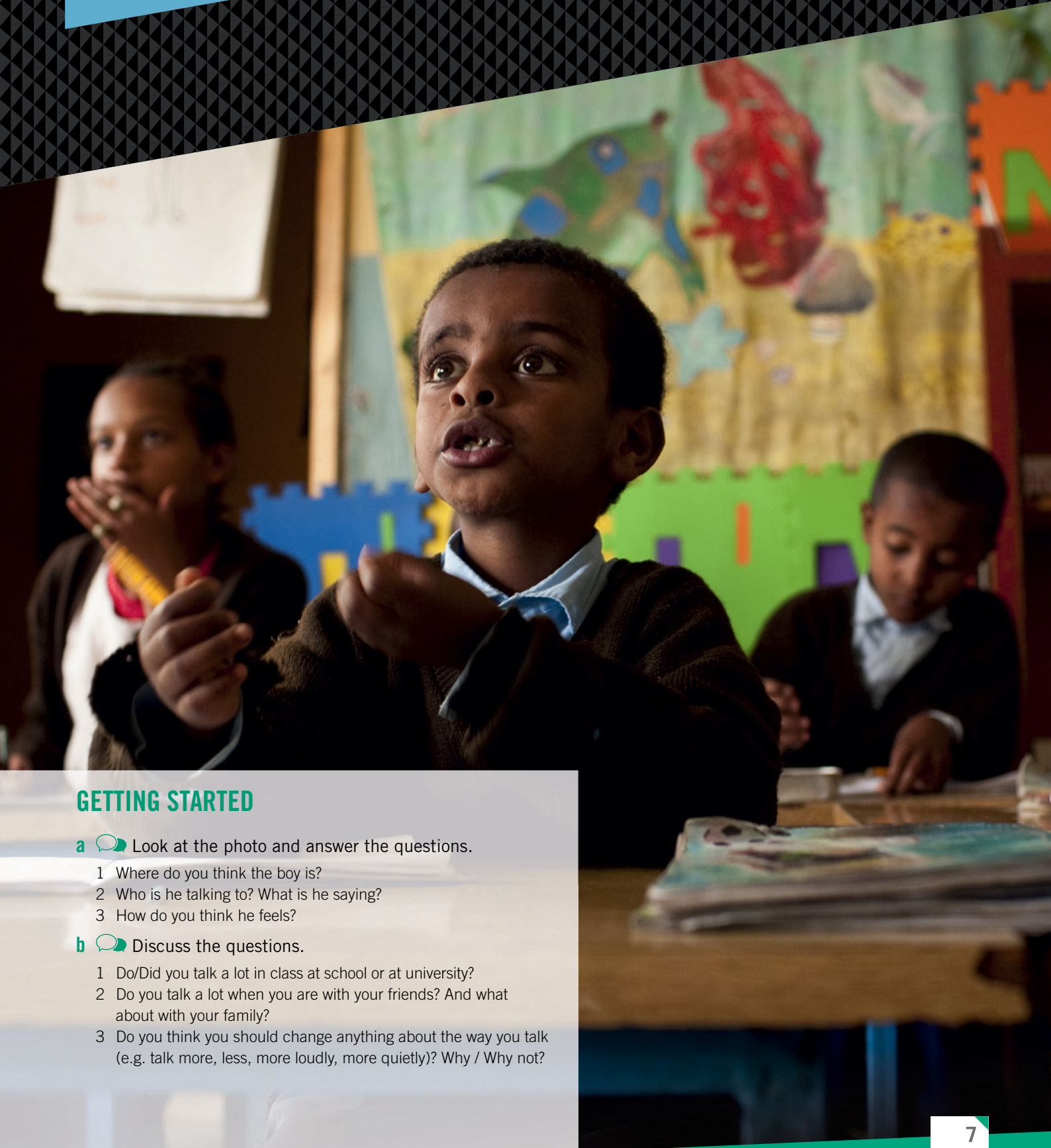## CAN DO OBJECTIVES

- Talk about different forms of communication
- Describe experiences in the present
- Give and respond to opinions
- Write a guide

UNIT 1
Talk

GETTING STARTED

a Look at the photo and answer the questions.

1 Where do you think the boy is?
2 Who is he talking to? What is he saying?
3 How do you think he feels?

b Discuss the questions.

1 Do/Did you talk a lot in class at school or at university?
2 Do you talk a lot when you are with your friends? And what about with your family?
3 Do you think you should change anything about the way you talk (e.g. talk more, less, more loudly, more quietly)? Why / Why not?

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1A Keeping in touch

Learn to talk about different forms of communication

G Subject and object questions
V Communication

1 VOCABULARY Communication

a 💬 Look at photos a–e below and answer the questions using words from the box.

1 How are the people communicating?

> face to face   expressing feelings
> giving a presentation   interviewing
> telling a joke   keeping in touch
> speaking in public   giving opinions

2 When was the last time you were in a similar situation to each of the photos?

3 Which situations in the photos do you enjoy? Which don't you enjoy? Why?

b ▶1.2 **Pronunciation** Do the underlined vowels have a long or a short sound? Listen and check.

1 expressing feelings
2 interviewing
3 speaking in public
4 keeping in touch
5 giving opinions

c ▶1.2 Listen again and repeat the phrases.

d ▶ Now go to Vocabulary Focus 1A on p.152

2 READING

a 💬 Read *How do you communicate?* on p.9 and answer the questions.

1 Which generation are you?
2 How many of these generations are there in your family?
3 Which generation are most of the people where you work or study?

b 💬 Read the article again and match quotes 1–4 with generations a–d.

1 ☐ 'Let's talk about this over lunch tomorrow.'
2 ☐ 'I had a lovely letter from Emma. I'll write a long letter back at the weekend.'
3 ☐ 'My Facebook status got 62 likes!'
4 ☐ 'Sorry, I haven't got time for this. Just tell me what you want.'

a Veterans
b Baby Boomers
c Generation X
d Millennials

c 💬 Think about yourself and people of different generations that you know. Do you agree with the descriptions?

HOW DO YOU COMMUNICATE?

What do we all want from life? As well as love and money, most of us want someone to understand us. But we don't communicate in the same way. People born at different times have very different styles of communication. Which generation are you?

VETERANS

Born before 1945, 'Veterans' are the oldest and most experienced members of society. They think that family life is important and prefer traditional forms of communication. 'Veterans' are the richest generation, possibly because they worked hard and were loyal employees.

BABY BOOMERS

A large number of babies were born after 1945. (In the USA, the peak of the baby boom was in 1957, when eight babies were born every minute!) This increase in births was called a 'boom', which gave the name to a generation. These people have money and good jobs. Many are in positions of power. They are optimists and like face-to-face communication.

GENERATION X

'Generation X' was born after 1965. They are independent thinkers and want to be different from their parents. They have seen the introduction of the home computer, video games, satellite TV and, of course, the internet, so they are good at adapting to changes. This generation is busy – they don't want to wait to hear what you say.

MILLENNIALS

'Millennials' were born after 1980. They are confident, they like computers, and work well in teams. Family and friends are more important than work, but they spend a lot of time online. In fact, 65% of Millennials say that losing their phone or computer would change their daily routine more than losing their car.

3 GRAMMAR
Subject and object questions

a Look at the questions and answers and underline the correct words in rules a–c.

1 Which of the generations **grew up** in the digital age?
Millennials.
2 What do we **want** from life?
Someone to understand us.

  a The answer to question 1 is the *subject / object* of the verb in **bold**.
  b The answer to question 2 is the *subject / object* of the verb in **bold**.
  c We use the auxiliary verbs *do*, *does*, *did* in *subject / object* questions.

b Are the questions below subject or object questions?

1 Who do I give this to?
2 What happened to your leg?
3 Which of these books do you want to borrow?
4 Who gave you the flowers?
5 Which car uses less petrol?
6 What did he say to you?

c ▶ Now go to Grammar Focus 1A on p.132

d Make questions with the words below.

1 Who / phone / you / yesterday?
_____
2 Who / you / email / yesterday?
_____
3 What / you and your friends / talk about?
_____
4 What / make / you and your friends / laugh?
_____
5 Which of your friends / you / see / every day?
_____
6 Which of your friends / know / you / best?
_____

e 💬 Discuss the questions from 3d. Ask follow-up questions.

Who phoned you yesterday?

My mum phoned me.

What did you talk about?

9

UNIT 1

4 LISTENING

a 💬 Talk about family, friends or colleagues. What problems do you think different generations might have when they communicate?

> Older people sometimes think younger people are rude because they use more informal language.

b ▶1.7 Listen to someone talking about communication across the generations. Tick (✓) the things he mentions.
1 ☐ Millennials like connecting with people online.
2 ☐ Millennials and Veterans usually hate each other.
3 ☐ Generation Xers and Baby Boomers are similar because they both express how they feel.
4 ☐ Men and women have different ways of communicating.
5 ☐ We shouldn't get upset because other generations don't do what we expect.
6 ☐ It's important to use correct spelling when writing an email or text.
7 ☐ Different generations can learn a lot from each other.

c ▶1.7 Listen again and answer the questions.
1 Which generation is the speaker from?
2 What does Generation X believe communication is important for?
3 Which two generations don't want to talk about their personal goals?
4 What do Millennials expect other people to tell them?
5 What can younger generations offer to older generations?

d 💬 Which of the things are you best at? Which do you find very difficult? Talk about your ideas.
- talking to older people
- talking to younger people
- talking to people from different countries
- expressing my opinions
- expressing my feelings
- listening when people criticise me
- avoiding arguments

> I like talking to older people, but I'm not very good at talking to children.

5 SPEAKING

a Tick (✓) the things you have done recently. Make notes about the experience.
☐ met someone new
☐ had a communication problem with someone from another generation
☐ spoken to a large audience
☐ spoken a foreign language outside class
☐ met a famous person
☐ communicated with someone you don't know online
☐ sent or received a letter

b Look at the experiences your partner ticked and write three questions to ask them.

> met someone new
> Who was it?
> Where were you?
> What did you talk about?

c 💬 Ask your partner about their experiences.

> Who was the person you met?

> It was a new neighbour.

> What did you talk about?

> We talked about the neighbourhood. She asked me to recommend some shops in the area.

1B I'm using an app for learning English

Learn to describe experiences in the present
- **G** Present simple and continuous
- **V** Gradable and extreme adjectives

1 SPEAKING

a Discuss the questions.
1 How many languages can you say 'Hello' in?
2 How many languages can you order a meal or have a simple conversation in?
3 What language are you best at (apart from your own)?

Dy bannee diu • Guten Tag • **Gouden Dai** • **Salut**
Сәлем! • **Bonjour** • **Halito** • Salute
Hallo • Håfa ådai • **Ç'kemi** • Guuten takh
Héébee • Bon die! • Servas • Tungjatjeta
Ola • Ahoj • **Вітаю** • Góðan dag • Hoi
Salud • Hola / Bonos díes • **Bon dia**

b Choose one idea below and continue using *because*. Write your idea.

Learning a new language is like …
- falling in love
- going on an endless journey
- being a child
- growing plants in a garden
- learning a musical instrument

Learning a language is like falling in love, because it's exciting at the beginning, and then it becomes hard work.

c Read your sentences to each other. Do you agree with each other's ideas?

d Look at photos a–d and discuss the questions.
1 What are the advantages and disadvantages of each way of learning a language?
2 Which have you tried? Have you tried any other ways?

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2 READING

a Read *Can you really learn a language in 22 hours?* quickly and answer the questions.

1 What is Memrise?
2 Why is Jon Foster using it?
3 How much has he learnt?

b Read the article again and choose the correct answers for questions 1–4.

1 The writer wants to learn Lingala because he …
   a loves new languages.
   b wants to talk with the people who speak it.
   c wants to try Memrise.
2 Ed Cooke wants learners to …
   a enjoy learning more.
   b improve quickly.
   c do more vocabulary practice.
3 'Mem' is …
   a the Lingalese word for 'engine'.
   b a translation of a new word.
   c a picture that helps people remember new words.

4 Where do the mems come from?
   a Ed Cooke creates them.
   b Users can create mems for themselves and other users.
   c Every user creates mems only for themselves.

c Match the words in **bold** in the article with meanings 1–8 below.

1 getting better
2 changes a word from one language into another
3 what someone wants to do
4 learnt something so that you remembered it exactly
5 something difficult which tests your ability
6 able to communicate freely and easily
7 to make someone remember something
8 do something again

d 💬 Would you like to use Memrise? Why / Why not?

CAN YOU REALLY LEARN A LANGUAGE IN 22 hours?

WE ALL KNOW THAT PEOPLE LEARN BETTER IF THEY ENJOY LEARNING.
Jon Foster reports on an app that makes learning a new language like playing a game.

I've never been much good at languages. But next month, I'm travelling to a remote area of Central Africa and my **aim** is to know enough Lingala – one of the local languages – to have a conversation. I wasn't sure how I was going to manage this – until I discovered a way to spend just a few minutes, a few times a day, learning all the vocabulary I'm going to need.

To be honest, normally when I get a spare moment at home, I go on Facebook or play games on my phone. But, at the moment, I'm using those short breaks for something more useful. I'm learning a foreign language. And thanks to Memrise, the app I'm using, it feels just like a game.

'People often stop learning things because they feel they're not **making progress** or because it all feels like too much hard work,' says Ed Cooke, one of the people who created Memrise. 'We're trying to create a form of learning experience that is fun and is something you'd want to do instead of watching TV.'

And Memrise is fun. It's a **challenge**. It gives you a few new words to learn and these are 'seeds' which you plant in your 'greenhouse'. (This represents your short-term memory.) When you practise the words, you 'water your plants' and they grow. When the app believes that you have really remembered a word, it moves the word to your 'garden'. You get points as your garden grows, so you can compare yourself to other Memrise users. I want to get a high score and go to the next level. And if I forget to log on, the app sends me emails that **remind** me to 'water my plants'.

The app uses two principles about learning. The first is that people remember things better when they link them to a picture in their mind. Memrise **translates** words into your own language, but it also encourages you to use 'mems' – images that help you remember new words. You can use mems which other users have created or you can create your own. I **memorised** *motele*, the Lingalan word for 'engine', using a mem I created – I imagined an old engine in a motel room.

The second principle is that we need to stop after studying words and then **repeat** them again later, leaving time between study sessions. Memrise helps you with this, because it's the kind of app you only use for five or ten minutes a day.

I've learnt hundreds of Lingalan words with Memrise. I know this won't make me a **fluent** speaker, but I hope I'll be able to do more than just smile and look stupid when I meet people in the Congo.

Now, why am I still sitting here writing this? I need to go and water my vocabulary!

3 GRAMMAR
Present simple and continuous

a Match present simple sentences a–c with uses 1–3.

   a When I get a spare moment at home, I normally **go** on Facebook or **play** games on my phone.

   b I **know** this won't make me a fluent speaker.

   c People **learn** better if they enjoy learning.

We can use the present simple:

1 to talk about things which are generally true (sentence ____)

2 to talk about habits and routines (sentence ____)

3 with state verbs – verbs about thoughts (e.g. *understand*), feelings (e.g. *want*) and possession (e.g. *own*). (sentence ____)

b Match present continuous sentences a–c with uses 1–3.

   a I**'m learning** a foreign language.

   b Now, why **am** I still **sitting** here writing this?

   c Young people **are spending** more and more time playing on the computer.

We can use the present continuous to talk about:

1 actions in progress at the same time as speaking/writing. (sentence ____)

2 actions in progress around (before and after) the time of speaking/writing. (sentence ____)

3 changing situations. (sentence ____)

c ▶ Now go to Grammar Focus 1B on p.132

d 💬 Make questions with the words below. Then discuss the questions.

1 you / think / you / communicate / well in your own language?

2 How often / you / hear / foreign languages where you live?

3 you / think / you / have / a good memory?

4 What / help / you / learn / English grammar?

5 What / you / think / about / right now?

6 you / prepare / for an exam at the moment?

7 more people / learn / languages in your country than before?

> Do you think you communicate well in your own language?

> I think so, but I prefer writing to speaking.

e ▶ **Communication 1B** 💬
Student A: Go to p.127.
Student B: Go to p.131.

4 VOCABULARY
Gradable and extreme adjectives

a ⏵1.10 Listen and <u>underline</u> the correct words.

1 James is *a bit* / *very* tired.

2 Linda *likes* / *doesn't like* the book.

3 Tony thinks the girl can do something *quite* / *very* impressive.

4 The teacher thinks Olivier *will* / *won't* be able to pronounce 'squirrel'.

b ⏵1.10 Complete the sentences with the words in the box. Listen again and check.

exhausted	fantastic	impossible	useless

1 I'm absolutely _____ .

2 This book's _____ .

3 That's _____! I can only speak one language.

4 It's _____! I'll never get it right.

c Read about gradable and extreme adjectives. Complete sentences 1–6 with *absolutely* or *very*.

> • With some adjectives (*good*, *bad*, *difficult*), we can use words like *quite*, *very*, *really* and *extremely* to make their meaning stronger or weaker (e.g. *His pronunciation is quite good. The exam was extremely difficult.*).
> • Other adjectives already have a strong or extreme meaning (e.g. *perfect*, *useless*). We can use words like *completely* or *absolutely* before these adjectives to add emphasis (*Her English is absolutely perfect.*).

1 Online dictionaries are often _____ **useful**.

2 That cake's _____ **enormous**.

3 I think Anna's _____ **confident**.

4 I went for a swim in the river and the water was _____ **freezing**.

5 There are only seven houses in my village – it's _____ **tiny**.

6 It's _____ **important** to learn pronunciation as well as vocabulary.

d ⏵1.11 **Pronunciation** Listen and check. Then answer the questions below.

1 Which word is stressed in each sentence?

2 Do we usually stress gradable adjectives or extreme adjectives?

e ⏵1.11 Listen again and repeat the sentences.

f ▶ Now go to Vocabulary Focus 1B on p.153

5 SPEAKING

a 💬 Talk about learning a foreign language. Use the questions below.

• What do you want to be able to do with English?

• What level of English do you hope to reach?

• How often do you review what you have learned?

• How often do you watch or read things in English?

• How often do you communicate with native speakers?

• What are you doing at the moment to learn English?

• Are you having any problems with English at the moment?

b Report back to the class about what you found out.

1C Everyday English
Well, if you ask me …

Learn to give and respond to opinions

P Word groups
S Using *me too* / *me neither*

1 LISTENING

a 💬 Discuss the questions.

1 Do you enjoy meeting new people?
2 Do you usually decide what you think of someone from a first impression? Or do you get to know them first?

b 💬 Look at the photo above. What do you think the customer is buying?

c ▶1.14 Watch or listen to Part 1 to check.

d ▶1.14 Watch or listen again and underline the correct answers.

1 Becky is buying flowers because she's *going to someone's house* / *getting married*.
2 She doesn't want roses because *she doesn't like them* / *they're too romantic*.
3 She *likes* / *doesn't like* the tulips.
4 She will *buy flowers in another shop* / *come back later*.

e 💬 Look at the photo below right and answer the questions.

1 Where are the people?
2 What are they doing?

f ▶1.15 Watch or listen to Part 2 to check.

g ▶1.15 Watch or listen again and answer the questions.

1 What will happen to the bookshop?
2 What problem will this cause for Rachel?
3 What is Mark's advice?
4 What does Rachel say happened at work?

2 USEFUL LANGUAGE
Giving and responding to opinions

a ▶1.16 Listen and complete the sentences with one word.

1 Well, in my _____, roses are always a good option.
2 I _____ something like tulips might be better.
3 I _____ it's going to be impossible with another florist's in the same street.
4 Well, if you _____ me, it's not worth worrying about until we know for sure.

b Put the words in the correct order to make more formal phrases for giving an opinion.

1 it / me / seems / that / to   2 as / as / concerned / far / I'm

c Look at five ways of responding to an opinion. Does the speaker agree (A) or disagree (D)?

1 I know what you mean, but … ___
2 I know exactly what you mean. ___
3 I'm not so sure about that. ___
4 That's right. ___
5 I see where you're coming from, but … ___

d Tick (✓) the sentences you agree with. Change the other sentences so you agree with them.

1 English is an easy language to learn.
2 It's difficult to communicate with older people.
3 First impressions are important when you meet someone.

e 💬 Give your opinions from 2d and respond.

3 PRONUNCIATION Word groups

a ▶1.17 Listen to these sentences. Notice where the speaker pauses to make the message clearer.

I'm really worried. Jo phoned today with some bad news.

b ▶1.18 Listen to this similar sentence. Does the speaker pause?

I'm really worried I won't make enough money.

c Look at the conversation. Write // where you think the speakers pause.

Rachel Oh, I'm sorry, love. I'm just a bit worried. Jo phoned today and said that the old bookshop is going to be turned into another florist's.

Mark The bookshop on the corner? I didn't know they'd sold it.

Rachel Me neither. But what am I going to do? It's hard enough already to make money, but I think it's going to be impossible with another florist's in the same street.

d ▶1.19 Listen and check.

4 CONVERSATION SKILLS

Using *me too / me neither*

a ▶1.20 Listen and underline the correct words.

1
Mark The bookshop on the corner? I didn't know they'd sold it.
Rachel Me *too / neither*.

2
Mark Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!
Rachel Me *too / neither*.

> 1 We use *Me too* and *Me neither* to say we agree or are in the same situation.
> 2 We use *Me too* after a positive sentence.
> 3 We use *Me neither* after a negative sentence.

b Complete the exchanges with appropriate responses.

1 **A** I need a nice cup of tea.
   B _____ .
2 **A** I don't really like watching football.
   B _____ .
3 **A** I wasn't invited to the wedding.
   B _____ .
4 **A** I'm looking forward to the party.
   B _____ .
5 **A** I don't really eat chocolate.
   B _____ .
6 **A** I hate going out in the rain.
   B _____ .

5 LISTENING

a 💬 Look at the photo. What is happening? What do you think will happen next?

b ▶1.21 Watch or listen to Part 3 and check your ideas.

c 💬 Discuss the questions

1 How would you feel in Becky's situation?
2 How would you feel in Rachel's situation?
3 Have you ever made a bad first impression?

6 SPEAKING

a Think of an example of:
- a good way to meet new people
- a good way to make a good first impression
- a good topic of conversation with someone you don't know well
- a good reason to dislike someone you've just met.

b 💬 Discuss your ideas in 6a.

> If you ask me, the best way to make a good impression is to use people's names a lot.

> I'm not so sure about that.

↻ Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

15

1D Skills for Writing
Different ways of learning

Learn to write a guide

W Introducing a purpose;
referring pronouns

1 SPEAKING AND LISTENING

a 💬 What do you think are some good ways to learn new vocabulary in English? Talk about the ideas in photos a–e, or your own ideas.

b ▶1.22 Listen to Maria and Gilberto talking about learning vocabulary. Are you more like Maria or Gilberto?

c ▶1.22 Listen again and answer the questions.
1 What system does Maria use for learning vocabulary?
2 What system does Maria's sister use?
3 Does Gilberto think either system will work for him?

d Read the descriptions of each style. What kinds of learners are Maria and Gilberto?

Visual learners

They prefer to learn by seeing or reading things and need to see new information written down.

Auditory learners

They prefer to learn by listening to new information. They also like to talk about the new things they've learnt.

Kinaesthetic learners

They prefer to learn by doing something. They don't like sitting still for very long.

e 💬 Talk about what kind of learner you are and why.

2 READING

a Read *What kind of learner are you?* on p.17. Answer the questions.
1 Which of Maria's ideas is mentioned?
2 Does the article talk more about understanding new information or remembering it?

b Read the article again. Make notes about the key study techniques for each learning style.
• visual   • auditory   • kinaesthetic

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