

UNIT 1

Talk



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about communication and learning experiences
- talk about different forms of communication
- talk about language learning
- describe experiences in the present
- use appropriate phrases for giving and responding to opinions
- write a guide

UNIT CONTENTS

G GRAMMAR

- Subject and object questions
- Present simple and present continuous

V VOCABULARY

- Communication: *argue, complain, encourage, express feelings, face to face, give a presentation, give opinions, greet, insist, interview, keep in touch, persuade, speak in public, tell a joke*
- Gradable and extreme adjectives: *awful, boiling, brilliant, confident, delicious, enormous, exhausted, fantastic, filthy, freezing, furious, important, impossible, miserable, tiny, useful, useless*
- Wordpower: *be yourself, do it yourself, enjoy yourself, help yourself (to something), hurt yourself, look after yourself, make yourself at home, talk to yourself, teach yourself, tell yourself (something)*

P PRONUNCIATION

- Sound and spelling: /ɪ/ and /i:/
- Sentence stress: gradable and extreme adjectives
- Word groups

C COMMUNICATION SKILLS

- Talking about different forms of communication
- Describing experiences in the present
- Using appropriate phrases for giving and responding to opinions
- Using *me too / me neither*
- Writing a guide

Monitor and help as necessary. You may wish to teach vocabulary items that students need to discuss the photo, e.g. *express yourself* (communicate your feelings and opinions clearly), *gesture* (move the body – especially the hands and the head – to communicate something) and *facial expression* (the movement of the face to communicate feelings).



CULTURE NOTE

The photo was taken at a school in Addis Ababa, Ethiopia.

- b** Students discuss the questions in pairs. Take feedback as a class and ask students whether they and their partner have similar or very different answers.



EXTRA ACTIVITY

In pairs or small groups, students talk about how much they talked at school when they were children, e.g. you could ask them how much they talked (or listened) to the teacher, and how much they were allowed to talk to their classmates.

Then, ask students to discuss how much they expect to talk in their English classes now. Do they expect to practise talking a lot with other students, or do they expect to talk mostly to the teacher? Take feedback as a class and collate ideas on the board.

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Put students into pairs or small groups. Ask them to tell each other about five different people they have talked to today and what they talked about. Give an example of your own, e.g. *I phoned a friend and we talked about going out this evening. I talked to a man in the petrol station about the cost of petrol.* Take feedback as a class. If appropriate, the class can vote on who the most talkative student in the class is.

- a** Ask students to look at the photo and the title of the unit, *Talk*. Give them one minute to think about their answers to questions 1–3. Divide the class into small groups and ask them to talk about the photo. You may wish to ask additional questions, e.g. *How old do you think the boy is?*

1A Keeping in touch

OPTIONAL LEAD-IN

Books closed. Write the word *COMMUNICATION* on the board in large letters. Then, to the left of it, write *with words* and to the right, *without words*.

Put students into small groups and give them two minutes to think of different ways of communicating that you could categorise as being *with* or *without* words.

You may wish to give some ideas to help them start (*with: chat, shout, whisper; without: clap, wave, smile, point*).

Take feedback as a class and collate their ideas on the board. Students then work in pairs to discuss when and why people use these different ways of communicating.

1 VOCABULARY Communication

- a** In pairs, students look at the photos and discuss the questions. Check the answers to question 1 by using the photos to elicit as many of the communication phrases in the box as possible. Nominate a few students to tell the class how their partner answered questions 2 and 3.

Suggested answers

- keeping in touch
- giving a presentation, speaking in public and possibly telling a joke as well
- face to face, interviewing
- face to face, expressing feelings, giving opinions
- keeping in touch

- b** **1.2** Pronunciation Tell students to focus in particular on the underlined vowels. Check the first word, *feelings*, together as an example. Play the recording. Students then check in pairs. Take feedback as a class.

Answers

- long
- short
- long (speaking); short (public)
- long
- short (giving); short (opinions)

- c** **1.2** Play the recording again for students to listen and repeat.

- d** **1.3-1.4** Students complete the exercises in Vocabulary Focus 1A on SB p.152. Play the recording for students to check their answers to Exercises a and b, and do Exercise c as a class. Monitor Exercise d. Tell students to go back to SB p.8.

Answers (Vocabulary Focus 1A SB p.152)

- b** 1 don't agree 2 not happy 3 good 4 agree
5 must happen 6 arrive at

c Suggested answers

- The people are encouraging the athletes.
- The woman is complaining about the muddy footprints.
- The neighbours are arguing. / One neighbour is complaining.
- The father is persuading the baby to eat. / The waiter is greeting the customers.

At the end of this lesson, students will be able to:

- use a lexical set of different kinds of communication correctly
- understand an article about how people of different generations communicate with each other
- ask subject and object questions correctly
- understand a talk about the problems that people from different generations have in communicating with each other
- talk about recent experiences of communicating with different people

EXTRA ACTIVITY

Check understanding of the vocabulary by saying the following sentences and asking the class to say which verbs can describe. Use intonation and gestures to help students guess.

I'm really not happy about this. It isn't very good! (= complain)

Come on. Everyone says it's a great film. It'll be really good! (= persuade)

No I didn't! That's rubbish! You should get your facts straight! (= argue)

Hi, how are you? It's nice to see you! (= greet)

Come on! Keep going! You're doing really well! (= encourage)

2 READING

- a** Elicit the meaning of the word *generation* (all the people of about the same age within a society or a particular family). Tell students to look quickly at the article and pictures on p.9. Ask: *What is the article about?* (the different communication styles of people from different generations).

Give students five minutes to read the article and answer the questions individually. Put students into small groups to discuss their answers. Take feedback as a class.

- b** Students read the article again and match the quotes with the generations. Check answers as a class. Encourage students to justify their answers with explanations from the article.

Answers

1 b 2 a 3 d 4 c

- c** Students discuss the question in pairs or small groups. Take feedback as a class.

3 GRAMMAR Subject and object questions

- a** Individually, students underline the correct words. Check answers as a class.

Answers

a subject b object c object

- b** In pairs, students answer the questions. Check answers as a class.

Answers


1 object
2 subject
3 object
4 subject
5 subject
6 object

CAREFUL!

Students often make mistakes with tenses in questions, e.g. *Are you liking it?* (Correct form = **Do you like it?**), *Do you have a good time?* (Correct form = **Are you having ...**), *Have I tell you?* (Correct form = **Have I told ...**) and *Did he passed?* (Correct form = **Did he pass ...**).

Students are also likely to forget to use *do* in present simple questions with *why*, e.g. *Why we need computers?* (Correct form = **Why do we need ...**), and have problems using *did* + verb in past simple questions, e.g. *How he knew my email address?* (Correct form = **How did he know ...**).

Other typical errors include confusing *how* and *what*, e.g. *How was the weather like?* (Correct form = **What was the weather like?**) and forgetting to use a question mark.

- c**  **1.5-1.6** Students read the information in Grammar Focus 1A on SB p.132. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure students use the correct question forms. Tell students to go back to p.9.

Answers (Grammar Focus 1A SB p.133)

- a**
- 1 Why isn't anybody listening to me?
 - 2 Can I ask you a question?
 - 3 Whose book did you borrow?
 - 4 What are you worrying about?
 - 5 Who has eaten my cake?
- b**
- 1 What time will you be here?
 - 2 What happened to your leg?
 - 3 What are you listening to?
 - 4 Which speaker gave the best presentation?
 - 5 What's your new friend like? / How's your new friend?
- c**
- 2 What damaged the roof? What did the fire damage?
 - 3 Who is afraid of spiders? What is Joanna afraid of?
 - 4 Who told them a joke about elephants? What did his brother tell them a joke about?

LOA TIP ELICITING

Write the following sentences on the board, one by one, to elicit the correct question forms. Don't put all the questions on the board at once or students may look ahead to the next sentence rather than focus on what you're asking.

- 1 I gave David a book for his birthday.
- 2 My sister helped an old lady on the bus.
- 3 My dad lent me his car this morning.
- 4 The teacher gave Anna some extra homework.


Point to a different word in each sentence to elicit the correct question, e.g. *I gave David a book for his birthday.* (Point to 'I' to elicit the question: *Who gave David a book for his birthday?* Then point to 'book' to elicit: *What did you give David for his birthday?*)

You may wish to extend this by asking students to individually write similar sentences and then, in pairs, elicit the questions from their partners.



- d** Individually, students write the questions. Ask different students to read out the completed questions.

Answers

- 1 Who phoned you yesterday?
- 2 Who did you email yesterday?
- 3 What do you and your friends talk about?
- 4 What makes you and your friends laugh?
- 5 Which of your friends do you see every day?
- 6 Which of your friends know(s) you best?

- e**  Read the example with the class. Point out that asking follow-up questions is useful and helps people communicate better. Students do the activity in pairs. When everyone has finished, ask pairs of students across the classroom to ask each other some of the questions.

4 LISTENING

- a**  Say the example opinion in the speech bubble. Ask: *Do you agree? Have you noticed this happening?* Elicit more problems and discuss them as a class.
- b**  **1.7** Play the recording for students to tick the things the speaker mentions.

Answers

- 1, 3, 5, 7

Audioscript

Four generations – and they all prefer communicating in different ways. There are sure to be misunderstandings and other problems, right? Well, there don't have to be.

OK, so I'm a Millennial – I was born in 1990 – and so being able to connect with people is really important to me. I'm constantly trying to learn, grow and change. And, for me, fast on-screen communication is the best way to do this. I love the way that the internet puts you in touch with all kinds of people you wouldn't meet in everyday life. Generation X, on the other hand, uses communication to build relationships and develop ideas. This sounds pretty good, but they express their feelings and opinions directly, and aren't afraid to say or write how they feel. My boss is Generation X, and she definitely has an opinion on everything!

And, of course, at home I spend time with Baby Boomers and Veterans. My dad is a typical Baby Boomer. They have a lot in common with Generation X – they can be quite direct about what they think. I don't always agree with his opinions, but I do appreciate his honesty – usually! And Baby Boomers definitely prefer face-to-face communication. My dad's really not very good with emails, social networking or anything like that.


My grandparents are in the generation called Veterans. For them, communication is something that keeps people together and traditions alive. Both Veterans and Baby Boomers take time to talk things over that matter to their job or family, but are not that interested in chatting about personal goals and development.

Understanding these different communication styles is really important for improving our relationships, both at work and at home.

So, for example, one really big difference between us Millennials and the other three generations is that we expect people to tell us – gently – how we're doing. So, I used to get a bit annoyed with my boss for not giving me enough feedback about how things are going at work. But then I realised that other generations don't necessarily notice this difference, so I learnt not to be upset if older people didn't praise me all the time, and I also learnt to ask for help if I needed it. Similarly, some of us Millennials find it difficult when people criticise us or disagree with us. Generation X and Baby Boomers will tell you clearly if they don't like something. Don't take it personally – although that's often easier said than done!


On a practical level, it can help to use different communication styles with different generations. Pick up the phone, write emails, and make time for face-to-face conversation. When you do, pay attention to your writing style. You might think an informal style is friendly, but to an older person it can seem rude.

Finally, understand that communication differences across generations do exist. So talk about them – with people of all ages. This can open the door to other conversations. You can learn a lot by hearing older people's experiences, and in turn you might be able to teach them about life in the modern world.


- c**  **1.7** Play the recording again for students to listen and answer the questions. They compare answers in pairs. Check answers as a class.

Answers

- 1 Millennials.
- 2 Building relationships and developing ideas.
- 3 Veterans and Baby Boomers.
- 4 How they're doing.
- 5 Teaching them about life in the modern world.

- d**  Give students time to read the list and think about their answers. Put them into small groups to talk about their ideas. Take feedback at the end of the activity by asking different students: *Who in your group is good at talking to older people? Who in your group finds it difficult to listen when people criticise them?*

5 SPEAKING

- a** Give students time to tick the things they've done and make notes.
- b** Put students into pairs. Tell them to swap books and look at the experiences their partner has ticked. Give them about five minutes to write questions about these experiences. Monitor and help as necessary, making sure the questions are correctly formed.
- c**  Students work in pairs and discuss their experiences. As you monitor, note down examples of correct and incorrect use of question forms and communication vocabulary. You can use your notes for feedback at the end of the lesson or at the beginning of the next lesson. At the end of the activity, ask: *Did you mostly agree or disagree with each other? Whose statements created the most discussion?*



FAST FINISHERS

Ask fast finishers to imagine they have done one of the things they did not tick and to tell their partner about this experience. Ask for examples of these during feedback.

ADDITIONAL MATERIAL

- ▶ Workbook 1A
- ▶ Photocopiable activities: Grammar p.160, Vocabulary p.165, Pronunciation p.173 and p.174

1B I'm using an app for learning English

OPTIONAL LEAD-IN

Books closed. Put students into three groups: A, B and C. Write these three questions on the board, one for each group.

- A *How did people learn a new language 75 years ago without modern technology?*
 B *What technology do people use to learn languages today?*
 C *What new technology do you think will help people learn languages in the future?*

Make sure students can pronounce *language* /'læŋgwɪdʒ/ and *languages* /'læŋgwɪdʒɪz/ correctly.

Give students a few minutes to answer their question, then ask each group to share their ideas with the rest of the class. Encourage students to listen and add to each other's answers.

1 SPEAKING

- a Tell students to look at the group of words on the right. Explain that they are all ways of saying 'hello' in different languages. Ask: *Can you see your language here? Which languages do you recognise?* (Students may recognise *Guten Tag* – German, *Salut* – French, *Bonjour!* – French, *Hallo* – Afrikaans/German, *Ç'kemi* – Albanian, *Ahoj* – Czech/Slovak, *BiTao* – Ukrainian, *Góðan dag* – Icelandic, *Hoi* – Frisian, *Salud* – Breton, *Bon dia* – Catalan).

In pairs, students discuss the questions. Find out which foreign languages are spoken, and how well.

- b Give students a few minutes to complete the sentence. Monitor, giving help where necessary.
- c In small groups, students compare ideas. Ask: *Were your ideas about language learning similar or very different?* Encourage the groups to give reasons for their answer.
- d Tell students that photos a–d show people using or learning a foreign language. Ask: *What can you see in each photo?* (a someone using a foreign language in a market abroad, b a grammar book, c a language-learning app, d a language classroom). In pairs, students discuss the questions. Check their pronunciation of *advantage(s)* /əd'vɑ:ntɪdʒ(ɪz)/ and *disadvantage(s)* /dɪsəd'vɑ:ntɪdʒ(ɪz)/. Nominate a few pairs to tell the class their answers.

2 READING

- a Books closed. Write the following question on the board: *Can you really learn a language in 22 hours?* Ask: *What do you think? Is it possible? How?* Tell students to look at the picture in the article on SB p.12. Ask: *What can you see? What's the connection with language learning?*

Give students two minutes to scan the article and answer the comprehension questions. Explain that they will read the article again more carefully later on. Students compare their answers in pairs. Check answers as a class.

Answers

- 1 A language-learning app.
- 2 Because he's trying to learn Lingala.
- 3 Hundreds of words.

At the end of this lesson, students will be able to:

- talk about learning a new language
- understand an article about a language-learning app
- use the present simple and present continuous correctly
- use a lexical set of gradable and extreme adjectives correctly
- talk about their experiences of learning English

CULTURE NOTES

Memrise.com is an online learning tool where people can learn many different languages. It combines scientific ideas about learning and memory with game-like elements.

Lingala is one of the main languages spoken in the Democratic Republic of Congo and the Republic of Congo. It has borrowed a lot of words from French, especially vocabulary connected with science and technology.

- b Give students a few minutes to read the article again and answer the multiple-choice questions. Students compare answers in pairs. Check answers as a class.

Answers

- 1 b 2 a 3 c 4 b

Refer back to the picture in the article. Were students' guesses about it correct? (It's a 'mem' – a picture to help someone who's learning Lingala to remember the word *motele* for 'engine' by associating an engine with the word *motel*.)

- c Individually, students match the words in **bold** in the article with their meanings. Encourage them to look at the context (the words around the vocabulary items in **bold**) to help them understand the meaning. They then compare answers in pairs. Check answers as a class.

Answers

- 1 making progress 2 translates 3 aim 4 memorised
 5 challenge 6 fluent 7 remind 8 repeat

- d Students discuss the question in small groups. Take feedback as a class.

EXTRA ACTIVITY

Summarise the advantages and disadvantages of the app.

- advantages: it's fun; it's motivating because you want to get to the next level; you only have to do a bit every day and you make progress
- disadvantages: it only teaches vocabulary; for some people, the process of using and/or creating mems would take too much time and be more confusing than just associating the word with its translation

Refer back to the title of the article. Ask: *Has the writer learnt a language in 22 hours?* (He has learnt a lot of vocabulary, but, as he says, 'I know this won't make me a fluent speaker.') Use this as an opportunity to discuss what learning a language really means: practising reading, writing, listening and speaking skills, functional language/everyday expressions, pronunciation and grammar, as well as vocabulary.

3 GRAMMAR

Present simple and continuous

- a** In pairs, students match the three present simple sentences with their uses. Check each answer by reading out the uses and asking students to say the correct example sentences.

Answers

1 c 2 a 3 b

- b** In pairs, students match the three present continuous sentences with their uses. Check each answer by reading out the uses and asking students to say the correct example sentences.

Answers

1 b 2 a 3 c

Ask: *Does the article contain more verbs in the present simple or the present continuous?* (the present simple). Then ask: *Why?* (Because the article is mainly about language-learning in general.)

EXTRA ACTIVITY

Ask students to find more examples of the present continuous in the Memrise article (*I'm using, We're trying, etc.*). Point out that the present continuous in *Next month, I'm travelling to a remote area of Central Africa* is used to talk about an arrangement in the future.

CAREFUL!

The most frequent error with the present simple is the omission of the third person -s ending, e.g. *Amy know the answer* (Correct form = *Amy knows ...*). Students sometimes also inflect the verb wrongly, e.g. *I coming from France* (Correct form = *I come ...*).

Mistakes with the present continuous include using the present simple, e.g. *I wait for Rajen* (Correct form = *I'm waiting for ...*) and omitting *be*, e.g. *I going home* (Correct form = *I'm going home*).

Spelling errors in present participles are also common, e.g. *writting, studing, comming, seing, raining, shinning, enjoing* (Correct forms = *writing, studying, coming, seeing, raining, shining, enjoying*).

- c** **1.8-1.9** Students read the information in Grammar Focus 1B on SB p.132. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.13.

Answers (Grammar Focus 1B SB p.133)**a** 3 c 4 d 5 e 6 f 7 h 8 g**b** 2 Does it have 3 is/'s learning 4 wants 5 always revises
6 still remembers 7 doesn't sound 8 knows 9 see
10 are you thinking 11 am/'m trying 12 am/'m not making
13 are you learning 14 am/'m going

- d** Do one or two examples with the class, then put students into pairs. If you think they need extra support, give students time to prepare the questions on paper before they start speaking. Take feedback as a class by asking seven pairs of students to ask each other questions across the classroom.

Answers

- 1 Do you think you communicate well in your own language?
- 2 How often do you hear foreign languages where you live?
- 3 Do you think (that) you have a good memory?
- 4 What helps you (to) learn English grammar?
- 5 What are you thinking about right now?
- 6 Are you preparing for an exam at the moment?
- 7 Are more people learning languages in your country than before?

- e** Divide the class into pairs and assign A and B roles. Student As look at the picture on SB p.127 and Student Bs look at the picture on SB p.131. Tell them to describe their pictures and find eight differences. They should not look at each other's pictures. Monitor and listen to their conversations and note down examples of correct and incorrect use of the present simple and continuous. Check answers as a class. Tell them to go back to SB p.13.

Answers

- [A] The sun is shining; [B] It's raining.
[A] This week they're studying the Present simple; [B] This week they're studying the Present continuous.
[A] They're going to the Science Museum on Monday 9th July; [B] They're going to the Science Museum on Monday 9th June.
[A] A man is talking to a woman on his right; [B] A man is talking to a woman on his left.
[A] A male student is thirsty (he's thinking about a glass of water); [B] A male student is hungry (he's thinking about pizza).
[A] The teacher is wearing a blue top and a white skirt; [B] The teacher is wearing a white top and a blue skirt.
[A] A student's phone is ringing in a bag; [B] The phone isn't ringing.
[A] A student is wearing a T-shirt that says 'I [love] New York'; [B] A student is wearing a T-shirt that says 'I [love] Paris'.

FAST FINISHERS

Ask fast finishers to write six sentences about themselves using the present simple and continuous. Some sentences should be true, but at least two should be false. In groups, students take turns to read their sentences aloud, and the others try to guess which sentences are true.

4 VOCABULARY

Gradable and extreme adjectives

- a** **1.10** Tell students that they are going to hear four people talking about their feelings and opinions. Play the recording for students to underline the correct words. Check answers as a class.

Answers

1 very 2 doesn't like 3 very 4 will

Audioscript

- | | |
|---|---|
| 1 | 3 |
| A Are you OK, James? | E Hey, guess what? I've just read about this girl and she's only 10 but she's fluent in several different languages. |
| B No, I'm not. I'm absolutely exhausted! I've been speaking Spanish all day! | F That's fantastic. I can only speak one language – English. |
| 2 | 4 |
| C Hi, Linda. Are you learning Russian? | G Listen, Olivier: <i>squirrel</i> . |
| D I'm trying to, but this book's useless! It teaches you how to say 'my uncle's black trousers', but not how to say 'hello'! | H <i>Squi... Squill...</i> It's impossible! I'll never get it right! |
| | G No, it's not impossible, just difficult. You need to practise. Try again. Listen: <i>Squirrel</i> . |
| | H <i>Squi...rrel...</i> |
| | G Well done! |

- b** **1.10** Individually, students complete the sentences with the words in the box. Play the recording again for students to listen and check. Check answers as a class. Ask: *Does the speaker's voice move up and down a little or a lot in these sentences?* (a lot, because the speakers are expressing strong feelings).

Answers

1 exhausted 2 useless 3 fantastic 4 impossible

LANGUAGE NOTE

In English, we use intonation more when we want to express strong feelings and opinions. If we do not use intonation, but speak with a flat monotone, then it might sound like we have no feelings about what we are saying.

With something like *I'm absolutely exhausted*, we would use a wider pitch range and we would also place a strong stress on *absolutely*.

- c** Students read the information about gradable and extreme adjectives. Give them a couple of minutes to complete the sentences and compare answers in pairs. Do not check answers as a class at this point.

- d** **1.11** **Pronunciation** Play the recording for students to check their answers.

Answers

1 very 2 absolutely 3 very 4 absolutely
 5 absolutely 6 very

Discuss the questions as a class.

Answers

- In sentences with *very*, the word *very* is stressed. In sentences with *absolutely*, both *absolutely* and the following adjective are usually stressed.
- We usually stress extreme adjectives.

- e** **1.11** Play the recording again for students to listen and repeat.

LOA TIP DRILLING

Give students very controlled practice with this drill. Encourage them to use appropriate intonation to express some feeling behind the phrases.

very tired → *absolutely exhausted*

very small → *absolutely tiny*

very difficult → *absolutely impossible*

very big → *absolutely enormous*

very cold → *absolutely freezing*

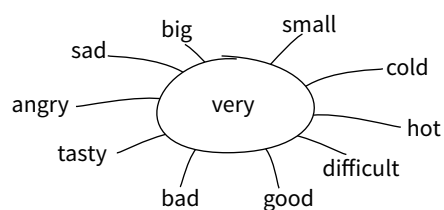
- f** **1.12-1.13** Students complete the exercises in Vocabulary Focus 1B on SB p.153. Play the recording for students to do Exercise a. After students do Exercise b play the recording for them to check their answers. Monitor Exercises c and d. Tell students to go back to SB p.13.

Answers (Vocabulary Focus 1B SB p.153)

- a** awful boiling brilliant delicious enormous filthy freezing furious miserable tiny
- b** 1 enormous 2 boiling 3 miserable 4 brilliant 5 awful
 6 furious 7 tiny 8 freezing 9 filthy 10 delicious
- c** Students' own answers
- d Suggested answers**
- The traffic is awful; the driver is furious.
 - The man is freezing. 3 The pizza is enormous; it looks delicious. 4 The dog is tiny.

EXTRA ACTIVITY

Books closed. Draw this diagram on the board.



In pairs, students take turns to test each other's recall of the extreme adjectives, e.g. *A Very cold. B Freezing.*

5 SPEAKING

- a** Elicit the meaning of *native speakers* (people who speak English as their first language). Working in pairs, students use the questions to interview each other. Monitor and help as necessary. Note down examples of correct and incorrect use of the present simple and present continuous and gradable and extreme adjectives. Give feedback at the end of the lesson or at the beginning of the next lesson.

- b** Ask students to report back to the whole class on what they learnt about their partner.

ADDITIONAL MATERIAL

- ▶ Workbook 1B
- ▶ Photocopiable activities: Grammar p.160, Vocabulary p.165, Pronunciation p.174

10 Everyday English

Well, if you ask me ...

OPTIONAL LEAD-IN

Books closed. Write the following question on the board: *How do we meet new people?* Ask students to call out different ideas. Write their answers in a list (possible answers: at school or college, at work, through friends, through family, online, on public transport).

Put students into small groups to discuss the advantages and disadvantages of each way of meeting new people, then ask each group to share one or two opinions with the rest of the class.

1 LISTENING

- a** Pre-teach *make a good first impression (on someone)* (someone has a good opinion of you the first time they meet you) and *get to know someone* (spend time with someone and gradually learn more about him/her). Students discuss the questions in pairs. Take feedback as a class.
- b** Tell students to look at the photo at the top of the page and answer the question.
- c** **1.14** Play Part 1 of the video or audio recording and check the answer as a class. Ask: *Did Rachel make a good first impression on Becky?* (no).

Answer

The customer is buying flowers.

Video/Audioscript (Part 1)

- RACHEL** Really? Oh, no ... the bookshop?! What? Are you sure? Oh, thanks for letting me know. Yes, see you soon, Jo. Bye.
- BECKY** Excuse me?
- R** Oh, sorry! I thought you were just looking.
- B** Um, I want something for a friend's wife. I'm going there for dinner.
- R** OK. What sort of flowers does she like?
- B** Oh, I don't know. I haven't met her yet.
- R** Right, well, in my opinion, roses are always a good option.
- B** Um, aren't they a bit romantic?
- R** Yes, I know what you mean. I guess something like tulips might be better.
- B** Yes, they're lovely. How much are they? ... How much are the tulips?
- R** Oh, they're ... sorry.
- B** It's OK. I'll try somewhere else. Thank you.
- R** Hello? Yes. Yes, it is.

- d** **1.14** Give students a minute to read the questions, then play Part 1 again. Put students into pairs to compare answers, then check as a class.

Answers

- going to someone's house
- they're too romantic
- likes
- buy flowers in another shop

At the end of this lesson, students will be able to:

- understand informal conversations in which people give and respond to opinions
- use appropriate phrases for giving and responding to opinions
- identify pauses in word groups
- use *me too* / *me neither* for agreeing with positive and negative statements
- give and respond to opinions in informal conversations

- e** Tell students to look at the photo and answer the questions. Elicit ideas, but do not confirm answers at this point.
- f** **1.15** Play Part 2 of the video or audio recording for students to check.

Answers

- They're at home in their flat.
- They're cooking and laying the table for dinner.

Video/Audioscript (Part 2)

- MARK** Rachel? You OK?
- 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.
- M** The bookshop on the corner? I didn't know they'd sold it.
- R** Me neither. 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.
- M** Yeah. Was Jo sure about this?
- R** I don't know. She seemed pretty certain.
- M** Well, if you ask me, it's not worth worrying about until we know for sure.
- R** I know, but I can't help it – it's on my mind. I was even rude to a customer today.
- M** Really? That's not like you. What happened?
- R** Well, I wasn't exactly rude, just not very helpful.
- M** Hey, don't worry about it. Let's just forget about work. Personally, I need a relaxing evening!
- R** Me too!
- M** Anyway, Tom and Becky will be here in a minute. I think we should check on the food.
- R** Yes. I don't want anything else to go wrong today. So, what's Becky like?
- M** That'll be them now!

VOCABULARY SUPPORT

florist's – a shop that sells cut flowers and plants for inside the house

- g** **1.15** Give students a minute to read the questions, then play Part 2 again. Put students into pairs to compare answers, then check as a class. Ask: *Which customer is Rachel talking about?* (Becky, who we saw in Part 1).

Answers

- It's going to be another florist's.
- It will be even harder for her to make money.
- Don't worry about it until you're sure.
- She was rude to a customer.

2 USEFUL LANGUAGE Giving and responding to opinions

- a 1.16 Play the recording for students to complete the sentences. Check answers as a class. You may wish to play the recording again for students to listen and repeat.

Answers

- 1 opinion
- 2 guess
- 3 think
- 4 ask

- b In pairs, students order the words in each phrase. Check answers as a class. Model the phrases and ask students to repeat them, making sure the correct words or syllables are stressed.

Answers

(stressed words/syllables are underlined)

- 1 It seems to me that
- 2 As far as I'm concerned

EXTRA ACTIVITY

Ask students to practise the more formal phrases in 2b by using them to replace the opinion phrases in 2a (*Well, as far as I'm concerned, roses are always a good option. It seems to me that something like tulips might be better, etc.*).

- c Put students into pairs to do the task. Check answers as a class.

Answers

1 D 2 A 3 D 4 A 5 D

LANGUAGE NOTE

Point out that each phrase in 2c has one word which is stressed more than the others.

I know what you mean, but ...

I know exactly what you mean.

I'm not so sure about that.

That's right.

I see where you're coming from, but...

- d Students work individually to tick or change the sentences. Monitor and help if necessary.
- e In small groups, students discuss their opinions from 2d. Monitor to check they are using the language of giving and responding to opinions correctly.

FAST FINISHERS

Ask fast finishers to prepare more statements of opinion for other students to agree or disagree with.

3 PRONUNCIATION Word groups

- a 1.17 Tell the class they're going to learn about when and when not to pause (stop for a short time) when speaking English. Write the two sentences from the exercise on the board. Play the recording. Check that students know where the speaker pauses (after *worried*) and mark the pause with //.

Answer

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

- b 1.18 Write the sentence on the board. Play the recording and ask: *Does the speaker pause?* Check the answer as a class.

Answer

No, the speaker doesn't pause.

- c Put students into pairs and give them a couple of minutes to complete the task.

- d 1.19 Play the recording for students to listen and check. Check answers as a class. You may wish to put students into pairs to practise reading the conversation, focusing on when and when not to pause.

Answers

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. 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.

4 CONVERSATION SKILLS

Using *me too* / *me neither*

- a 1.20 Play the recording for students to listen and underline the correct words. Check answers as a class by asking four students to read out the exchanges. Read through the rules with the class.

Answers

1 neither 2 too

- b Put students into pairs to complete the exchanges. Check answers as a class. Ask students to practise reading the exchanges. Point out that *neither* can be pronounced in two ways: /'naɪðə/ or /'ni:ðə/.



Answers

- 1 Me too.
- 2 Me neither.
- 3 Me neither.
- 4 Me too.
- 5 Me neither.
- 6 Me too.

FAST FINISHERS

Ask fast finishers to write two more positive and two more negative sentences for their classmates to respond to.

5 LISTENING

- a**  Tell students to look at the photo. Put them into pairs to discuss the questions. Elicit ideas, but don't confirm answers at this point.
- b**  **1.21** Play Part 3 of the video or audio recording for students to check if their guesses were correct.

Video/Audioscript (Part 3)

MARK Hi! Come in! Hello. Come on in. Rachel, this is Tom and Becky.

TOM Hello, Rachel. Good to meet you.


RACHEL Hi, Tom.

BECKY Hi, Rachel. I think we've met before!

R I'm so sorry about earlier! I had something on my mind.

B Don't worry. Um, I was going to bring you some flowers, but I couldn't get any!

R Thank you.

- c**  Students discuss the questions in pairs or small groups. Take feedback as a class.


6 SPEAKING

- a** Give students a few minutes to think of examples individually. Encourage them to use expressions from 2a and 2b for giving their opinion (*Well, in my opinion, It seems to me that,* etc.). Monitor and help where necessary.






LOA TIP MONITORING

Monitoring during a task like this, where students are working individually, is a good opportunity to give additional help to those students who are weaker than the rest of the class, without drawing attention to them. You can help with ideas and structuring their sentences. Be careful not to do the work for them but ask questions to help. It is also an opportunity to stretch the stronger members of the group by encouraging them to use a range of vocabulary and structures. Make sure that every student has at least one good idea for each point before they go into the discussion phase.

- b**  Students discuss their ideas in small groups. Take feedback as a class. Ask: *Did you mostly agree or disagree with each other? Whose statements created the most discussion?*

Finish the lesson by asking a few students to read out a statement for other students to agree or disagree with.

ADDITIONAL MATERIAL

-  Workbook 1C
-  Unit Progress Test
-  Personalised online practice

10 Skills for Writing

Different ways of learning

OPTIONAL LEAD-IN

Books closed. Tell students they are going to do a short vocabulary quiz. Ask them to write down the answers.

- 1 *The name given to the generation born between 1945 and 1957.*
- 2 *An extreme adjective which means 'very, very dirty'.*
- 3 *A word which means 'something difficult which tests your ability'.*

Check answers as a class (1 Baby Boomers 2 filthy 3 challenge).

Students compare results in pairs. Ask: *Did anyone get all three answers correct? How did you learn these vocabulary items? Were some easier than others to remember? Why?*

Tell students they are going to think about different ways of learning vocabulary in this lesson.

1 SPEAKING AND LISTENING

- a** Tell students to look at the photos in which two people, Maria and Gilberto, are learning vocabulary in different ways. In pairs, students discuss the question. Take feedback as a class.
- b** **1.22** Play the recording for students to listen and answer the question. Find out which students are more like Maria and which are more like Gilberto.

Audioscript

- MARIA** How's your revision going?
GILBERTO Not so good. I think I can remember most of the grammar, but remembering vocabulary's a bit harder, for me anyway.
M Yes, there are a lot of words to remember.
G What about you?
M For me, it is probably the opposite – I find the grammar hard to get my head around, but the vocabulary is a lot easier. I've been testing myself at home and it's OK.
G How do you manage to remember all the words, though? What's your secret?
M Well, it's no secret! I have this kind of system for learning words that seems to make it easy ...
G OK, what?
M Well, when I get home from class, I record all the new words I've learnt onto my phone. And then I might do something like go for a run, and I listen to them when I'm running. And I make up these sentences with the words and say them to myself.
- G** As you're running?
M Yes, as I'm running – I just say the sentences quietly to myself.
G Do you remember what the words mean?
M Most of the time. If I forget, I check in my notebook when I get home from my run. And sometimes I play the words and write them down. I think the most important thing is to keep repeating them. I don't know why, but remembering the sounds of the words is important for me. Like, last week I learnt the word 'shine' – you know, like 'the sun is shining'. And that 'sh' sound at the beginning of the word makes me think of light that's getting brighter and brighter.
G Interesting. But I don't know if it would work for me. I need to see things written down. I need to look at the word.
M Right – my sister's like that too. She uses vocabulary cards. Have you tried that?
G No. How does that work?
M She has these small cards and writes all the new words

At the end of this lesson, students will be able to:

- understand a conversation in which people talk about different ways of learning vocabulary
- understand an article in which different learning styles are outlined and discussed
- use phrases for introducing a purpose in writing
- use pronouns to refer to previously mentioned ideas
- write a guide about how to learn a new skill

on a card with a picture, or a definition and an example – sometimes a translation too. It worked really well ... for a while.

- G** For a while? Why? What happened?
M She left all the cards on a train.
G Oh, yes. That's probably what I would do!
M I felt so sorry for her – after all that work.

G It sounds like a good idea, but it sounds like you have to be quite organised to have a card system.

- M** Yes, that's true.
G And, to be honest, I think I'm maybe too lazy to write all those cards and keep them with me wherever I go!

- c** **1.22** Give students time to read the three comprehension questions. Make sure they understand the word *system* (a method or way of doing something). Play the recording again and check answers as a class. Ask: *Have you tried either of the systems that Maria and Gilberto talked about? Would you like to? Why / Why not?*

Answers

- 1 She records words on her phone, then listens to them while she's running and puts them into sentences.
- 2 She writes words on cards and adds a picture or a definition, an example and sometimes a translation, too.
- 3 No, because he needs to see things written down, but he thinks he's too lazy to write word cards.

- d** Give students a couple of minutes to read the descriptions. Check answers as a class.

Answers

Maria is an auditory and kinaesthetic learner. Gilberto (and Maria's sister) are visual learners.

- e** Put students into pairs for this speaking task. Ask for a show of hands from the visual learners, the auditory learners, kinaesthetic learners and those who prefer a mix of different styles.

2 READING

- a** Students read the article about learning styles quickly and answer the questions. Check answers as a class.

Answers

- 1 The article mentions Maria's idea about moving around while learning.
- 2 The article is more about remembering new information.

VOCABULARY SUPPORT

highlight (B2) – draw attention to

image (B2) – picture

podcast – an audio file that is a radio show or part of a radio show which you can download and listen to on your phone or computer

- b** Give students about five minutes to read the article again and make notes on the key study techniques for each learning style. They then check in pairs. Check answers as a class. Ask: *Which of these study techniques do you already use? Which do you think you will use in the future?*

Answers

Visual learners: study in a quiet place; think of an image in their head; draw diagrams

Auditory learners: go to lectures; read their notes aloud; use the new words when you talk to people; listen to podcasts

Kinaesthetic learners: move around; touch things, take regular breaks and go for walks

3 WRITING SKILLS Introducing a purpose; referring pronouns

- a** Students work individually. Check answers as a class. Point out that we can use *to* and *in order to* when we introduce the purpose at the beginning of the sentence or at the end, but we usually use *so* when we introduce the purpose at the end of the sentence.

Answers

1 In order to 2 so 3 To

- b** Students work individually. Check answers as a class.

Answers

It helps to study in a quiet place so that you can concentrate.

... make a diagram to highlight different points.

In order to learn new information, you need to be doing something.

To study effectively, you need to experiment and find the most suitable method.

EXTRA ACTIVITY

Ask individual students *Why*-questions for them to answer with *so (that)* or *to*, e.g.

Teacher: Paolo, why have you got different coloured pens on your desk?

Paolo: So I can make notes in different colours.

Teacher: Marie, I saw you in the library yesterday. Why did you go there?

Marie: To do my homework.

- c** Students work individually, then compare answers in pairs. Check answers by asking different students to read out their sentences.

Answers

1 I write the new words in the vocabulary notebook *to/in order to* remember them. / I write the new words in the vocabulary notebook *so (that)* I remember them.

2 *To/In order to* practise pronunciation, I record myself saying words on my phone.

3 I write grammar rules on a piece of paper *so (that)* I understand them better. / I write grammar rules on a piece of paper *to/in order to* understand them better.

- d** Students work individually. Check answers as a class. Ask: *Why are referring pronouns useful? (because you don't have to repeat words or whole phrases).*

Answers

a ideas already mentioned

b a complete idea


c a noun

4 WRITING A guide

- a** Individually, students make notes for their guides. Monitor and make sure everyone has a topic they feel confident enough to write about.
- b** If you're short of time, students can write their guides for homework and bring them to the next class.

FAST FINISHERS

Ask fast finishers to choose another skill they know how to do well and write a list of *Dos* and *Don'ts* for people who want to learn it. Check these during feedback and ask them to give their reasons for saying *Do* or *Don't*.

- c**  Put students into pairs, and ask them to swap guides. Ask different students to say how easy they think it would be to learn their partner's skill. Mention some of the skills that the students have written about and say which you would like to learn.

LOA TIP REVIEW AND REFLECT

Give students three minutes to write down some of the new language they know now that they didn't know before they started the unit. This could be new words, phrases, structures, etc. They then compare their lists with a partner. Ask for examples during feedback.

ADDITIONAL MATERIAL

 Workbook 1D

UNIT 1

Review and extension

1 GRAMMAR

- a** Individually, students complete the questions. Check answers as a class. Put students into pairs to ask and answer the questions.

Answers

- 2 woke you up 3 do you talk to 4 did you read
 5 has/s made you laugh 6 speaks to you 7 do you know
 8 work best for you

EXTRA ACTIVITY

Get students to change some of the key words in the questions, e.g. *What woke you up yesterday?*
Who do you talk to once or twice a year?
What did you eat yesterday?

Then put students into different pairs so that they can ask and answer their new questions with a different partner.

- b** Students work in pairs. Ask them to find the incorrect sentences and correct the verb forms that are wrong. Check answers as a class.

Answers

- 1 ✓
 2 Do you agree?
 3 I hardly ever write letters.
 4 What are you thinking about?
 5 ✓
 6 ✓
 7 Carrie isn't working this week because she's ill.
 8 ✓

2 VOCABULARY

- a** Individually, students complete the sentences, then compare answers in pairs. Check answers as a class by asking different students to read out the completed sentences.

Answers

- 1 complain 2 keep 3 tell 4 give 5 express 6 persuade
 7 speak 8 argue

- b** Students match the adjectives, then compare answers in pairs. Check answers as a class.

Answers

- 1 enormous 2 filthy 3 tiny 4 freezing 5 exhausted
 6 furious 7 awful 8 brilliant

EXTRA ACTIVITY

In pairs, students take turns to test each other on the extreme adjectives (one student closes their book and the other reads out the gradable adjectives).

3 WORDPOWER *yourself*

- a** Tell students that *yourself* is a reflexive pronoun. Explain that they're going to learn and practise some everyday phrases with *yourself*. Individually, students match the sentence beginnings with their endings. They then check answers in pairs.

Answers

- 1 c 2 f 3 e 4 b 5 a 6 d

- b** Give students time to think about the rule, then check the answer as a class.

Answer

the same as

LANGUAGE NOTE

We can use reflexive pronouns after dependent prepositions, but not after prepositions of place:

You have to rely on yourself. (NOT *You have to rely on you.*)

You should hold the flowers behind you! (NOT *You should hold the flowers behind yourself!*)

- c** Individually, students underline the correct words then compare answers in pairs. Check answers as a class.

Answers

- 1 teach 2 do it 3 help 4 Be 5 at 6 tell

- d** Individually, students complete the questions. Check answers as a class.

Answers

- 1 taught yourself
 2 look after yourself
 3 hurt yourself
 4 talk to yourself
 5 enjoying yourself

- e** Put students into pairs to ask and answer the questions in 3d. Monitor, but don't interrupt unless students make mistakes with *yourself*. Ask different students to report back on what their partner told them.

FAST FINISHERS

Pairs who finish early can write short conversations containing phrases with *yourself*, e.g.

A *Where are you going?*

B *Ice-skating.*

A *Oh. Enjoy yourself! Don't hurt yourself!*

B *I'll try not to!*

They can act out their conversations to the rest of the class at the end of the lesson.

- Photocopiable activities: Wordpower p.171

REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.