

1 Childhood

1.1

Goal: talk about adapting to different cultures

Core language:

LANGUAGE FOCUS Adapting to another culture

Born everywhere, raised in Britain

READING

- 1 a To introduce the topic, learners cover p6 and look at photos A–G. Discuss what the children have in common. (*Answer:* They all come from other countries, but grew up in Britain.)

Ask learners what countries or parts of the world the children might be from and what makes them think this.

- b *Reading for gist.* Learners read the quotes and identify the children in the photos. Check that they know where these countries are.

- A Uganda
 B St Lucia
 C Brazil
 D Bahrain
 E Peru
 F Macedonia
 G Ivory Coast

Alternative

During the pre-reading phase, write the countries on the board and learners match them with the photos. Then ask learners how they imagine each country might be different from Britain for children. Learners read the quotes to check what the children say.

- 2 a *Reading for detail.* Learners read the quotes again and answer the questions. Then they discuss the answers. Possible answers:

- 1 Mauricio, Indi, Collins
 2 Sara
 3 Amna, Inza, Luis, Indi
 4 Inza, Indi
 5 Mauricio, Indi, Collins

- b / Make sure learners understand *ambivalent*. Look in turn at what each child says and discuss what their attitude seems to be. Focus on particular expressions that reveal their attitude. Possible answers:

Mauricio: *probably negative* (“the problem is”)
 Amna: *positive* (“People are accepting within this city”)
 Inza: *ambivalent* (“There’s no big deal”)
 Sara: *negative* (“need to”, “get tired of”, “a bit grown up”)
 Indi: *negative* (“It’s just respect”, “take education seriously”)
 Luis: *negative* (“they’re just nasty”)
 Collins: *ambivalent* (“quite gruesome”, “looks good”, “just stay at home”)

- c / Learners note down any non-standard or colloquial expressions they notice. Then discuss these together. For each one, ask what the more ‘standard’ equivalent would be. Possible answers:

my dad, he decided (= my father decided)
at the house (= in or around the house)
I guess because (= I think it’s because)
they wasn’t answering (= they weren’t answering)
there’s no big deal (= it isn’t important)
more kid-like (= like children, childlike)
stuff like that (= things of that kind)
is a big thing (= is important)
take the mick out of (= laugh at, imitate)

Option

/ After 1b, each pair / group focuses on two or three of the children and answer questions 2a, b and c just about those children. Then learners report back to the class and compare answers.

LANGUAGE FOCUS Adapting to another culture

- 3 a *Listening.* Play recording 1.1 and learners decide who finds it more difficult (*answer:* Daniel).
- b Focus learners on the highlighted expressions. Note that *expats* is short for *expatriates* (= people living abroad). Play recording 1.1 again. Learners discuss which expressions were used by the speakers.

fit in: “it was pretty easy to fit in” (Sarah)
welcoming: “everyone was really welcoming” (Daniel)
accepted: “I felt accepted”; “I’ll never be accepted really until I can speak the language fluently” (Daniel)
adapt: “I feel that I’ve adapted to the country” (Sarah)
outsider: “I feel like an outsider”; “I’ll always feel like an outsider” (Daniel)
expats: “I was lucky to meet a lot of expats here”; “most of the expats that I’ve met speak English” (Sarah)
make an effort: “I’ve also made a real effort to learn the language” (Sarah)
get used to: “I found that hard to get used to” (Daniel)
miss: “I really miss my friends at home” (Sarah); “there were lots of things I missed” (Daniel)



You could use photocopiable activity 1A on the Teacher’s DVD-ROM at this point.


SPEAKING

- 4 a Discuss each question in turn with the class.

Alternative

- 1 Learners choose either question 1 or 2, depending on their experience. They make notes on it.
- 2 / They compare their answers with other learners.

- b** To introduce the discussion, talk about a country yourself. If it is a country you have lived in, ask the class to imagine what might be easy or difficult about living there. Then tell them your experience. If it is a country you can imagine living in, discuss together what might be easy, interesting or difficult about living there.

 Learners choose a country and discuss it. If learners have lived in the country, they can tell the others their experiences of it.

Round-up. One learner from each group reports back to the class on what they discussed.

1.2

Goal: talk about memory


Core language:

LANGUAGE FOCUS Remembering

Memory



SPEAKING

- 1 a** To introduce the topic, tell the class they are going to test their memory. They look at pictures A and B for one minute (time them).

 Learners turn to R-1 and answer the questions. Go through the questions together. Then learners check on p8.

- b** Discuss the questions and refer back to what happened when learners did the test. As you do this, present these expressions:
- *short-term / long-term memory*
 - *have a (good) memory for (names)*
 - *visual memory*

LISTENING

- 2 a**  /  Look at photos A–E and learners suggest any associations with memory or with forgetting things.
- b** *Listening for main idea.* Play recording 1.2. Pause after each speaker and answer the questions.

Liam: E (good)
 Jane: A (bad)
 Olga: D (bad)
 Uri: C (good)
 Tina: B (bad)

Alternative

Tell the class they will hear five people saying how good their memory is. Look at the photos and learners predict what the people might say. Then play recording 1.2 and check.

- c** Learners correct the statements. Then play recording 1.2 again to check.

1 *He needs to see something he recognises, then he remembers where he is.*
 2 *She forgets to check her pockets.*
 3 *She writes them in an address book.*
 4 *His memory is fading, but he can still remember numbers.*
 5 *She can remember most things, but she can't remember names.*

Optional extra

Ask further questions, e.g.

- *What kind of memory does the first speaker have?*
- *What happens when he's in a place he has been to before?*

Optional presentation

Key expressions for talking about memory are introduced in 4b. Focus on some of these as you go through answers to 2c.

- d** Ask round the class who identifies with each of the speakers and why.


READING

- 3 a** *Pre-reading.* Learners cover the article and look at the title. Discuss what the author might say.
- b** *Skim reading.* Learners read the article quickly (give a time limit). Discuss the question. Possible answer:

We don't remember accurately what happened to us in childhood.

- c** Discuss the question. Possible answer:

The writer makes a statement that most readers will believe is true, then contradicts it.

- d**  *Reading for detail.* Learners read the article again and answer the questions. Discuss the answers together. Possible answers:

1 *Perhaps because we only remember fragments and so invent the rest; or perhaps because our 'rewritten' memories are more pleasant.*
 2 *The process of taking other elements from our life or things we have read or heard about, to fill the gaps between the fragments that we really remember.*
 3 *That we may be sure we remember something even if it is false; that our childhood memories are unreliable and may come from something we read or were told about.*
 4 *They affect our behaviour and attitudes.*

LANGUAGE FOCUS Remembering

- 4 a** Learners find synonyms for *remember* and *memory* in the article. Elicit the following verb and noun forms and ask how they differ in meaning:

| Verb | Noun |
|------------------|---------------------|
| <i>remember</i> | <i>memory</i> |
| <i>reminisce</i> | <i>reminiscence</i> |
| <i>recollect</i> | <i>recollection</i> |

reminisce = talk or think about your memories
recollect = remember something from a long time ago, or that you had nearly forgotten

On the board, write *One man distinctly remembers ...* and learners suggest other adverbs that could collocate with *remember*. Possible answers:

clearly vividly fondly vaguely dimly still

- b** Learners look at the script on p146 and discuss what the highlighted expressions mean. Then discuss these together and give further examples of any difficult items.

it all comes back to me = I remember it all again
I've got a mental block = I can't remember something to remind me = to help me remember
I don't have a very good memory = I have problems remembering things
as reminders = to help me remember
my memory started to fade = my ability to remember things got worse
(faces) look familiar = I think I remember (their faces)
my mind goes blank = I can't remember anything
on the tip of my tongue = I can almost remember

SPEAKING

- 5** Learners discuss the questions.

Round-up. Learners report back on what they found out from their partner and whether it was similar to their own experience.

Alternative

One learner in each group interviews the others and makes notes.
Round-up. The 'interviewer' from each group summarises what he / she found out.

1.3 Target activity: Describe a childhood memory

Goals: talk about a personal memory
 evoke the feelings and moods of a past event

Core language:

TASK LANGUAGE Talking about a personal memory
 1.2 LANGUAGE FOCUS Remembering

TASK LISTENING

- 1 a** Discuss what images of childhood are suggested by the photo. To focus this more, learners brainstorm words and expressions that the photo brings to mind (e.g. *security, wonder, seaside, safe, the future*).
- b, c** / Learners consider each topic in turn and discuss:
- how easily they can remember it.
 - what triggers the memory of it.
- Round-up.* Each pair or group tells you one or two things they talked about.

Note

In **4**, learners will prepare a longer description of a childhood memory, so avoid going into very detailed memories at this stage.

- 2 a** *Listening for general idea.* Play recording **1.3**. After each speaker, pause and establish which topic the person talked about.

Andrew: a holiday by the sea
Julia: a particular day (washing wool)
Ben: a new school and his best friend

- b** / *Intensive listening.* Play recording **1.3** again, pausing after each speaker. Learners make notes of images, feelings and moods that they catch from the recording.

Discuss each speaker's story together. Build up a list of images and feelings on the board.

TASK LANGUAGE Talking about a personal memory

- 3 a** Check that learners understand the section descriptions (e.g. participants = the people in the story; giving an evaluation = commenting on the story; relating a sequence = saying what happened in order).

/ Learners mark the sections for each speaker in the script on R-11. Then discuss this together.

- b, c** / Learners complete the expressions.

Check the answers together or learners check in the script.

1 when 2 going 3 really 4 earliest 5 As 6 still
 7 By 8 had 9 have been 10 were staying 11 was
 12 'd (would) 13 Looking 14 happy memory
 15 stayed

Language note

After *I remember* we can use *-ing* or a clause:

- *I remember going to the seaside.*
- *I remember (that) we often went to the seaside.*

To give the background, you can use:

- the past perfect to talk about previous events (*I had just started ...*).
- the past progressive to talk about things going on at the time (*We were staying ...*).

You *look back on* or *think back on* something that happened in the past:

- *Looking / Thinking back on it now, ...*
- *When I look / think back on it now, ...*

You use *would* to talk about repeated or habitual actions in the past:

- *We'd often go to the seaside.*
- *... and we'd all open the windows ...*

TASK

- 4** *Preparation.* Learners think about a childhood event and make an outline of how they will tell the story, using the four categories from **3a**.

/ *Telling the story.* In turn, learners tell their story to the others and ask further questions.

Round-up. A learner from each group says how their stories were similar or different.



You could use photocopiable activity **1B** on the Teacher's DVD-ROM at this point.

1 Explore

Across cultures: Attitudes to children

Goal: to make learners aware of different social attitudes towards children

- 1 Learners cover the text and look at the photos. Discuss what they seem to show.

A babies having a massage
B a baby learning to swim
C a 'baby 'n' book' session (someone reads to mothers and their babies)


Ask what the feature might say about Norway's attitude to babies (e.g. that good facilities are provided for mothers and babies; that women are encouraged to have babies; that children's development is encouraged from an early age).

- 2 *Reading to check.* Learners read the feature and make a note of anything they find surprising, or different from their own country.

Ask questions to check the main points of the feature, e.g.

- *What do you think the UN Human Development Index shows?*
- *What's unusual about Norway?*
- *How does the government support mothers of young babies?*

Ask learners what points they noted down.

- 3  *Discussion.* Learners discuss the questions together.

Round-up. Discuss the questions together, asking different learners what conclusions they came to. Ask further questions to extend the discussion of each point, e.g.

- 1 *Is there as much support for fathers as for mothers? Should there be?*
- 2 *Are facilities provided for by the government (as in Norway)? Or are they private? What facilities are there for poorer people?*
- 3 *What are the risks for smaller children? (traffic? injury? hygiene?) How 'safety-conscious' is society?*
- 4 *Have attitudes changed? If so, how? Is it better or worse? Do younger adults see children differently from older people?*
- 5 *If attitudes have changed, why do you think this is? Is it for the better or the worse?*

Mixed-nationality classes

- 1 Learners from the same country work together in groups. Then get feedback from each group about their own country.
- 2 Learners work in groups with learners from different countries. Then in the feedback stage, ask learners what differences and similarities they discovered between their countries.

Keywords: describing habits and tendencies

Goal: to describe habits, repeated actions and tendencies


Core language:

will, would, used to, have a tendency to, tend to, always + -ing, liable to, prone to

- 1 a *Focus on 'will' and 'would'.* Look at the examples together and establish the meaning of *will* or *would* in each one. Discuss other ways to express the same meaning. Point out that in these examples:
- *will* and *would* are used to express the idea of habitual or repeated action.
 - *will* does not have a future meaning.
 - *would* does not have a conditional meaning.

Possible answers:

- 1 *Habitual action in the present (= they don't usually say ...; they never say ...)*
- 2 *Habitual action in the present (= I normally just stay at home ...)*
- 3 *Habitual action in the past (= as we drove (which happened every year), the trees started ...)*
- 4 *Habitual action in the past (= we always packed ...)*

- b  Learners complete the sentences. Possible answers:

- | | |
|----------------------------------|--------------------------|
| 2 <i>will play</i> | 5 <i>would spend</i> |
| 3 <i>will play / will go out</i> | 6 <i>would never say</i> |
| 4 <i>will babble</i> | |

- c Discuss which sentences could also use *used to*. Make the following points:

- sentences 1 and 5 could use *used to*.
- sentence 6 could use *used not to* or *didn't use to*.
- there is no difference in meaning in these examples, but *used to* can also be used to talk about past states: *When I was a child, we used to live in London.*

- d Learners correct the mistakes. As you go through the answers, focus on why the sentences are not correct.

- 1 *I used to ride my bike with friends. ('used to' = past form)*
- 2 *I had / I used to have lots of friends when I was little. (the sentence is describing a state, not a habitual action)*
- 3 *I still remember my fifth birthday. ('remember' is a state verb – it has no progressive form)*

- 2 a *Focus on other expressions.* Learners underline the expressions. Then go through the answers by building up expressions on the board:



- *have a tendency to*
- *tend to*
- *(be) always (-ing)*
- *(be) liable to*
- *(be) prone to*

Language note

- 1 *tend to, have a tendency to* and *be liable to* are all followed by infinitive.
- 2 *be prone to* can be followed by infinitive, or by a noun or verb + *-ing*:
 - *I'm prone to put on weight.*
 - *I'm prone to putting on weight.*

- b** Look at the examples again, and establish that:
- *tend to* and *have a tendency to* are neutral (= it often happens).
 - *be liable to* and *be prone to* are especially used for negative tendencies (e.g. falling ill, forgetting things).
 - *be always + -ing* suggests ‘it’s annoying’ or ‘it happens too much’.
- 3 a** *Pre-listening discussion.* Tell learners they will hear four conversations about the people / things in photos A–D. Ask what they think they might say, using the expressions in **2a**.

Option

 /  Learners look at the photos and brainstorm ideas. Then discuss them together and build up ideas on the board.


- b** *Listening.* Play recording **1.4**, pausing after each conversation. Match the conversations with photos A–D and discuss answers to questions 1 and 2.

- 1 *C (A dog owner and visitor, in the dog owner's home. He's warning her about the dog, which might attack while he's out.)*
- 2 *D (In a car. The passenger is warning the driver about a slippery bend.)*
- 3 *A (In an office. Someone is warning a colleague about a computer program that is liable to crash.)*
- 4 *B (In a school staffroom or classroom. The class teacher is warning a colleague about a bright pupil who annoys the others.)*

Ask learners what expressions from **2a** the speakers used. Play recording **1.4** again if necessary.


- 1 He does have a tendency to get a bit excited.
- 2 It's liable to get really slippery when it's raining.
- 3 It tends to crash suddenly.
- 4 She tends to know all the answers. / She's always putting her hand up.

- 4** *Speaking.* Give time for learners to think of someone and make a few notes.

 Learners describe the person to their partner.

Round-up. Ask a few learners what their partner told them.

Alternative: Mingling activity

 Learners move freely round the class, telling other learners about their person.
Round-up. A few learners tell the most interesting description they heard.

Explore speaking

Goals: tell an anecdote effectively
 keep people interested in a story

Core language:

Strategies for keeping the listener's interest
 Colourful, descriptive language

- 1** Look at the photo and discuss the questions. Possible answers:

- 1 They're listening to a story (or watching a film).
- 2 They're interested / fascinated / captivated; they're paying attention, listening carefully.
- 3 The subject, but also the way it's told.

Alternative


Discuss in more detail how to make a story interesting to listen to. Build up ideas on the board.

- 2 a** *Listening.* Learners cover the page. Play recording **1.5** and discuss the questions. Point out that:
- the speaker had a monotonous, flat tone of voice.
 - he sounded a bit bored and distant, not really involved in what he was saying.
 - he sounded as if he was reading it or reciting it by heart.
 - he didn't vary the pace.
 - he didn't involve the audience or address them directly.
- b** *Listening.* Learners keep the page covered. Play recording **1.6**, then ask how it was different from the first version. Point out that:
- the speaker varied his pace and tone of voice more
 - he sounded involved in the story himself, and seemed to be enjoying telling it.
 - he sounded more spontaneous.
 - he involved the audience by addressing them directly and asking questions
 - he used more vivid, descriptive language.
- 3** *Listening and reading. Focus on story-telling strategies.* Play recording **1.6** again. Learners follow by reading the script. They highlight examples of the strategies mentioned. Discuss the strategies together. Possible answers:

- 1 They say the youngest are the spoilt ones, don't they? / Can you believe how cheeky you have to be ...?
- 2 ... with cameras and everything; vanished into thin air: you should have seen everyone's faces; beaming like mad
- 3 'Where's he gone now? Where's the troublemaker?'
- 4 ... as I'm sure you can imagine; you should have seen everyone's faces; Can you believe ...?
- 5 You know, the usual, just terrible. Well, I'd better get back to my anecdote! Nothing's changed really.
- 6 suddenly

- 4** *Focus on descriptive language.* Learners find the synonyms. Then discuss the answers.

- 2 beaming like mad
- 3 vanished into thin air
- 4 horrified
- 5 saw the funny side
- 6 let me get away with it
- 7 messing about

- 5 a**  *Speaking.* Learners look at the story. Together, they discuss how they could make it interesting to listen to. They then develop an outline. They practise telling the story in their group.
- b** Each group chooses one 'storyteller'. In turn, they tell the story to the rest of the class. After each story, discuss what techniques the storyteller used to make it interesting.



You could use photocopiable activity 1C on the Teacher's DVD-ROM at this point.

1 Look again

GRAMMAR *would*

Optional lead-in

Books closed. Write *would* on the board and learners suggest examples showing different uses of *would*. For each new use, write the example on the board, until you have built up a range of different uses. Learners explain how *would* is used each time. Then do **1a** as a check and summary.

- 1 a** Learners match the examples with the uses of *would*.

1B 2E 3A 4C 5D 6F

Elicit the following information.

- We use *would* to talk about a habitual action in the past (*we would often walk home*).
 - Using *would* makes requests and offers less direct and so more polite. Compare *Would you prefer?* and *Do you want?*
 - In reported speech, the verb often changes ‘one tense back’, so *will* becomes *would* (the person actually said *There will be hundreds out of work.*).
 - This use is similar to reported speech. Because it is set in the past, the verb changes ‘one tense back’. (People said at the time *They won't win the match.*)
 - When we imagine an unreal, hypothetical, situation, we use *would* to refer to the present or future. We use *would have* + past participle to refer to the past.
 - Using *would* makes advice less direct – it ‘softens’ it. Compare *Don't worry about it* and *I wouldn't worry about it*.
- b** Discuss the question together, and point out that:
- In A and C we could use *was / were going to* instead of *would*.
 - In B, we could use *used to* instead of *would*.
- 2 a** Learners re-write the sentences using *would*.
- b** Learners discuss how their re-writes have changed the meaning of the sentences.
- c** *Listening*. Discuss the answers together, and play recording 1.7. Possible answers (stressed examples of *would* are underlined):

- Would you open the door?* (Makes the request more polite.)
- I asked him but he wouldn't say a word.* (Adds a sense of ‘he wasn't willing to’.)
- Would you prefer to go by bus?* (Makes the offer more polite.)
- She would never forget that favour.* (‘Future in the past’ – we see it from her point of view at that time.)
- I would go there every August.* (Indicates that it was a habitual action.)
- He said he would leave early today.* (Makes the message more certain.)
- She would say that.* (Emphasises that this is a habit and therefore predictable.)

Language note

Would is normally unstressed. It is only stressed for special emphasis and in the negative form.

- 3 a** Learners complete the sentences.
- b** Learners tell each other their sentences and ask further questions.

Round-up. Learners tell you something interesting they found out about their partner.

Alternative: Mingling activity

After **3a**, learners choose two sentences they think are most interesting. They move freely round the class, telling each other their sentences and answering further questions.

GRAMMAR Using the *-ing* form

- 4** Look at the examples and discuss the questions.

a 1 b 3 (after ‘without’) c 2

- 5** Learners write the verbs in two lists: verbs followed by *-ing*; other verbs. Go through the answers by building up lists of verbs on the board:

| verb + <i>-ing</i> | | verb + <i>to</i> + infinitive |
|--------------------|----------------|-------------------------------|
| <i>remember</i> | <i>mind</i> | <i>remember</i> |
| <i>enjoy</i> | <i>risk</i> | <i>manage</i> |
| <i>finish</i> | <i>suggest</i> | <i>regret</i> |
| <i>postpone</i> | <i>avoid</i> | <i>offer</i> |
| <i>regret</i> | <i>imagine</i> | <i>decide</i> |
| <i>give up</i> | | <i>agree</i> |
| | | <i>prepare</i> |

Language note

Remember has two meanings:

- remember doing (= recall)
I remember taking the bus to school.
- remember to do (= don't forget)
Remember to take some money with you.

- 6 a** Learners add prepositions.

- I get kind of tired of shopping.*
- I've no problem with remembering pin numbers.*
- That's a happy memory of meeting someone.*
- That's how they start talking, by mimicking us adults.*



- b** Discuss which sentences are possible without a preposition (*answers*: 1, 2 and 4).

Language note

I get tired of shopping means I get bored of shopping.
I get tired shopping means that shopping makes me tired.

- 7 a** Learners complete the sentences.
- b** In turn, learners choose a sentence to read out to the class. The others ask further questions.

VOCABULARY *memory*



- 8 a  /  Books closed. Learners brainstorm collocations with *memory* and write them down. Get suggestions from the class and build up a list on the board. Possible answers:

short-term memory
jog someone's memory
long-term memory
have a good memory
a visual memory
my earliest memory
a memory for (names)
a childhood memory
a vivid memory (of)

- b Discuss possible contexts for the expressions, and what they mean.
 c Play recording 1.8 to check.

1 A news item about rain and floods (= since people can remember).
 2 A doctor talking about someone with a head injury (= he can't remember things that happened recently).
 3 A wife talking to a husband who forgot to pay the mortgage (= he has a very bad memory).
 4 A salesman selling a computer (= computer memory).
 5 Law students revising for an exam (= she can remember it).
 6 Police questioning a witness to a crime (= he's not sure what he remembers).

VOCABULARY *just*

- 9  /  Learners decide what *just* means in each example. Then discuss the answers together.

2 simply 3 only 4 simply 5 simply / really

Language note

Before a noun or a verb, *just* often 'softens' what you are saying (e.g. *it's just respect* = it's nothing more than ...). Before an adjective, *just* can either soften what you are saying (e.g. *it's just easier to go by train*) or it can intensify it (e.g. *That play was just awful*).


- 10 a Discuss the sentences with the class. Possible answers:


1 = *it's too much to cope with, I haven't got time* (e.g. to look after children)
 2 = *there are too many jobs to do at once* (e.g. someone doing a very demanding job)
 3 = *it's too risky* (e.g. about investing money)
 4 = *there's too much to do* (e.g. about running a household)
 5 = *she can't manage it all* (e.g. about a very demanding job)

Language note

Sentences 1, 2, 4 and 5 can all be used in similar situations.

- b Discuss what syllables to stress in the sentences in 10a.
 c Play recording 1.9 to check. Point out that:
 – if *too much* is followed by a noun or verb, *too* and the noun or verb are stressed (*It's **too** much **pr**essure*).
 – if *too much* is on its own, *much* is stressed (*It's **just** **too** much*).

- d  Learners choose a situation. Together they prepare what they might say about it. Then, learners form new pairs. They take it in turn to tell their new partner about their situation, and ask for advice.

- 11 a  Learners discuss what the people in cartoons 1–4 are saying. Look at each cartoon in turn and get suggestions from the class.

- b Play recording 1.10 to compare. Point out that: *It's just so you* = it really suits you.
 c Play recording 1.10 again, pausing after each item. Get learners to repeat, using the correct stress.

Self-assessment

To help focus learners on the self-assessment, read it through, giving a few examples of the language they have learned in each section (or learners tell you). Then learners circle a number on each line.

Unit 1 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

1A Both sides of the argument

| | ✓ | ✗ |
|-----------------------------------------------------------------------------------------------------------------|---|---|
| Children adapt to new environments much more easily than adults. | | |
| It's more important to fit in than to stand out from the crowd. | | |
| The desire to be accepted is one of the strongest influences on people's behaviour. | | |
| Expats should follow the customs of the country they are living in. | | |
| If you don't know the language, you won't be able to integrate with the people. | | |
| A different climate is harder to get used to than different food. | | |
| It's better to feel at home in a routine situation than feel like an outsider in a glamorous one. | | |
| People don't miss the things they thought they'd miss. They miss the things they thought they would never miss! | | |

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1B It reminds me ...

primary school happy family occasions

a hobby holidays

a book, film or song a frightening situation

an important event

a particular person your childhood home

an achievement a spiritual experience

a new life a moment of love

a difficulty

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1C Embellish a story

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I nearly died of fright! When I was a child (how old?) I often played at my friend's house (What was her name? Is there anything else about her or her house? What was her family like?). One evening we were playing in the kitchen (What were you playing?) and her mother sent us to play in the bedroom (Why? Did you mind moving?). We were chatting in the bedroom (What about?) when the lights went out (Suddenly or did they flicker?) and there was a noise (What kind?). Then something really frightening happened (What?). Later (When?), we found the explanation (What? Why? What was your reaction? What happened next? Did it have any effect on you or your friendship?).</p> | <p>So embarrassing! I was driving in a traffic jam (Why was there a traffic jam? What time of year was it? Were you alone? Where were you going?). The cars were standing still in both directions. I looked over at the car that was level with me going in the opposite direction (Was your window open? How far away was the car? How many people were in the other car?). I saw my friend (What's his name? Anything interesting about him? Was he looking directly at you when you first saw him?). He was driving and I said 'hello' to him. (Just 'hello'? In what tone of voice?). Then I realised that I'd made a mistake (What was your mistake? How did you feel? What did you do about it? How long did the situation last? What about when the cars finally moved?).</p> |
| <p>By the skin of my teeth! I was travelling (Where? Alone or not? Business or pleasure? When?). I left my hotel (Where were you going? What time of day was it?) and I was walking down a main road (What were you thinking / feeling? What could you see?). I remembered that I had left something important (What? Why was it so important?) in the hotel room. I returned to the hotel and went to get the key from reception. The receptionist took a long time to give me my key (Why did it take so long?). Some other things happened that delayed me (Describe what happened). As I left the hotel (How long had you been there?) I heard a lot of noise (What kind of noise? What did you see? What had happened? How did you find out? What were people doing? How did you feel? What happened in the end? How was the rest of your holiday?).</p> | <p>My 15 minutes of fame! (When did this happen?) A TV company phoned my university lecturer (Why?) and asked him to appear on a very popular TV show (What kind of show?). He suggested they phoned me (Why? Why you?). They wanted me to teach the presenters (Who?) some ways to ... (Do what?) for a competition (What kind of competition? Was it fun or serious?). I said 'yes' (How did you feel? What did you do to prepare? Did you tell anyone else? What was their reaction?). The company phoned me the day before the recording to tell me (What? Why? How did you feel? What did you do?).</p> |

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1A Both sides of the argument

Activity type: Speaking – Discussion – Pairs / Groups

Aim: To develop extended discussions on the subject of childhood

Language: Adapting to another culture – Coursebook p7 – Vocabulary

Preparation: Make one copy of the worksheet for each pair.

Time: 25–30 minutes

1B It reminds me ...

Activity type: Speaking – Discussion – Pairs / Whole group

Aim: To speculate about and to talk about childhood memories

Language: Talk about a personal memory – Coursebook p10 – Target activity

Preparation: Make one copy of the worksheet for each learner.

Time: 15–20 minutes

1C Embellish a story

Activity type: Speaking and writing – Storytelling – Pairs / Small groups

Aim: To improve skills in telling an anecdote

Language: Telling an anecdote effectively – Coursebook p13 – Explore speaking

Preparation: Make one copy of the worksheet for each pair.

Time: 20–30 minutes

Unit 1 Self-study Pack

In the Workbook

Unit 1 of the *English Unlimited Advanced Self-study Pack Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills, and a whole page of tasks to use with the DVD-ROM video, giving your learners the opportunity to hear and react to spoken English.

- **Vocabulary:** Adapting to another culture; Remembering; *just*
- **Grammar:** *will* to express tendency; *would*; using the *-ing* form
- **Explore writing:** An important event
- **DVD-ROM Extra:** Drama – *Baghdad Express*

On the DVD-ROM

Unit 1 of the *English Unlimited Advanced Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening. It also contains video material (with the possibility for learners to record themselves) to use with the *Workbook*.

- **Vocabulary and grammar:** Extra practice of the Coursebook language and Keywords
- **Explore listening:** Describing change
- **Explore speaking:** Making a story interesting
- **Video:** Drama – *Baghdad Express*

2 Self

2.1



Goals: talk about personality traits
 talk about identity

Core language:

LANGUAGE FOCUS Presenting a self-image
 LANGUAGE FOCUS Talking about identity

Your online self

SPEAKING

- 1 Quickly find out how many learners use Facebook or a similar social networking site and how many have their own page (avoid getting involved in too much discussion at this point). Use this to teach *social networking site, personal profile*.
-  /  *Discussion.* Learners look at the image and discuss the four questions. They discuss how they use social networking sites and what they use them for (if you haven't already covered this). Discuss whether social networking sites give an accurate picture of people's character, or whether people portray themselves in an idealised way. Encourage learners to give examples of themselves or people they know.
- Round-up.* As a class, discuss what the image says about the person. Then discuss images that learners have chosen for themselves. Ask questions to focus the discussion, e.g.
- *Do you think your image says something special about you? If so, what?*
 - *How carefully did you think about what image to show of yourself?*
 - *Do you think the image you choose is important?*


READING

- 2 *Reading for main idea.* Learners read the article. Then discuss what it says in answer to the points raised in 1 (*answer:* people present a fairly accurate picture of their personality).
- 3 a *Intensive reading.* Learners identify the points in the article. Possible answers:
- 1 *Far from presenting themselves in a flattering way ...;*
 2 *... reveal both psychological weaknesses and natural physical flaws.*
 3 *Far from being idealised versions of themselves ...*
 4 *It could be that users ... but in fact fail to do so.*
 5 *Social networking sites can in no way be considered ... they are simply another way in which people choose to interact with each other.*
- b Discuss the question together (*answer:* the writer says what the reader probably thinks, but then says this is not the case; this makes you want to read on).



LANGUAGE FOCUS Presenting a self-image

- 4 a Learners identify the adjectives.

personality traits: *sophisticated, discerning, intelligent, agreeable, extroverted, conscientious, neurotic, sociable*

- b  Learners cover the article. They work together to remember the collocations. Build up the answers on the board.

create a profile
portray themselves
put up a profile
present an image
choose interests
reflect their true personalities
express their thoughts
reveal weaknesses / physical flaws

- 5  /  Discuss the questions together. Discuss what type of person might choose each photo as a profile image. You could also ask learners if they would choose images like these and why / why not.
- Learners brainstorm other types of profile photo. Build up ideas on the board, e.g.:
- *at work.*
 - *doing something typical (e.g. playing the guitar, drinking coffee).*
 - *an unusual shot (e.g. very close up, at an angle).*

Optional homework

Ask learners to find out what they can about:

- *avatars.*
- *alter-egos.*
- *virtual worlds (e.g. Second Life).*

Then they report back in the next lesson.

What defines you?

LISTENING

Optional lead-in

Write on the board: *What defines you as a person?*
 Build up on the board a list of things that might define who you are, e.g. your home, your country, your friends, your job, your family, your religion.

- 1 a *Listening for gist.* Play recording 1.11. After each speaker, establish what it is that defines them. If you wrote a list on the board, check whether the speaker mentioned one of those factors or something different.
- 1 *where he grew up, his language, people around him, living in other countries (the USA, Britain)*
 2 *her family, children*
 3 *friends, people he spends time with, travelling, being able to live in other cultures*
 4 *job, friends*

- b** *Intensive listening.* Play the recording again, pausing after each speaker so learners can make notes. Discuss the answers together.

1 Norman: *USA and Britain – he adopted some of their values*
 Liam: *Vietnam and France – he learned to adapt to other cultures*
 2 Olga: *She thought about her own prospects*
 Jane: *She didn't know who she was*
 3 Norman: *people from his past*
 Olga: *her children*
 Liam: *people he currently spends time with*
 Jane: *a close circle of friends*

Alternative

Before listening again, learners make notes in answer to the questions. Then discuss the answers together and play recording 1.11 again to check.

LANGUAGE FOCUS Talking about identity

- 2 a** Learners match the sentence halves.
b Go through the answers and ask who made each remark. Learners could check in the script on R-12.

1 a (Jane)
 2 h (Jane)
 3 f (Olga)
 4 b (Norman)
 5 g (Liam)
 6 c (Jane)
 7 e (Liam)
 8 d (Norman)

Optional presentation

Books closed. To check key expressions and collocations, write expressions on the board and learners say how they continue, e.g.
 – I feel part ...
 – I see myself ...
 – I'm a product ...
 – I'm reflected ...
 – I identify ...

- 3** *Preparation.* Learners look at the categories and think what to say, and think how they could use the expressions in **2a**.
 / Learners say what defines them and answer questions from other learners.
Feedback. Go through the list of categories. For each one, ask if anyone feels that this defines their identity. Then ask learners which they think are the most and least important categories.



You could use photocopiable activity 2A on the Teacher's DVD-ROM at this point.

2.2

Goals: understand promotional language
 say how you met someone

Core language:

LANGUAGE FOCUS Promotional language
 LANGUAGE FOCUS Say how you met someone

Dating agencies

READING

Optional lead-in

Write *dating agencies* on the board and ask learners who they are for and how they usually work.

- 1** Discuss the questions together. Bring out these points:
 – computerised databases can search for similar people more successfully.
 – they are easier to use anonymously.
 – as they become more popular, they can offer a wider choice.
 – they are becoming more socially acceptable, so more people are encouraged to use them.
 – the fact that you have something in common doesn't always mean you will have a good relationship.
- 2** Learners read the website extracts, then discuss the questions and make notes of their answers.
- 3** Learners decide which agency the sentences describe. As you go through the answers, learners say more about each item, e.g.
- 1 *They have staff at the party who encourage people to mingle and meet each other.*

A *You make contact using cell phones (= mobile phones) by sending text messages.*
B *Holidays for single people are available.*
C *You meet people online, or at a specially arranged party.*

1 **C** *(staff help you to mingle)*
 2 **B** *(established in 1969)*
 3 **A** *(you don't have to fill in forms)*
B *(different from other holiday companies)*
 4 **A** *(for cell-phone users) / B* *(for people who like travelling) / C* *(for professional people)*
 5 **C** *(a million members online)*
 6 **A** *(you can send text messages immediately)*
 7 **B** *(they share a passion for life)*
 8 **C** *(you get three extra months free if you don't find someone)*

LANGUAGE FOCUS Promotional language

- 4 a** To establish the idea of promotional language, ask the class what the aim of the adverts is (to promote their product, to persuade people to join). Point out that the adverts use various language devices which help to sell their product.
 Look at the devices and check that learners understand *boast* (= saying something good about yourself) and *pun* (= a play on words).