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B1+

Voyage

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

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Unit overview

Language input

Present simple, continuous and perfect (CB p6)

- *He takes a photo of everyone he meets.*
- *I'm learning a lot about myself.*
- *They've now been together three years.*
- *He's also just visited a distant relative in the USA.*

State verbs (CB p9)

- *We all own far too much.*
- *We believe shopping makes us happy, but it doesn't.*

Grammar reference (CB pp136–7)

Vocabulary development

Friendship (CB p7)

- *get on (well) (with someone), have a lot in common (with someone), fall out (with someone), ...*

Spending (CB p8)

- *customer, consumer, purchaser, ...*
- *deals, discounts, half-price, two for the price of one, ...*

Noun suffixes (CB p11)

- *happiness, security, achievement, ...*

Skills development

Listening: Key words (CB p10)

Speaking: Asking for and giving opinions (CB p12)

Writing: Social media (CB p13)

Video

Documentary: Social media marketing (Coursebook DVD & CB p14)

Vox pops (Coursebook DVD & TG p259)

More materials

Workbook

- Language practice for grammar, vocabulary, pronunciation, speaking and writing

Photocopiable activities

- Grammar: My life now (TG p209 & TSRD)
- Vocabulary: Special offer (TG p226 & TSRD)
- Communication: Opinion poll: Social Media (TG p244 & TSRD)

Tests

- Unit 1 test (TSRD)

Unit 1 wordlist (TSRD)

1.1 Are you really my friend?

Goals

- Talk about things that are changing
- Talk about friendships

Grammar & Reading present simple, continuous and perfect

Lead-in

If you are meeting this group for the first time, do a getting-to-know-you activity before using the book.

- Write the following words on the board: *family, English, other languages, sports, work, hobbies.*
- Put students into pairs. Ask them to tell each other their names, and then find out as much about each other as possible, using the words on the board. Elicit possible questions, e.g. *Have you got any children/brothers or sisters? How long have you been learning English?, etc.*
- Don't worry now about accurate use of language; focus on letting the students communicate.
- Then ask each student to introduce their partner to the class with one or two pieces of information.

Exercise 1

- Before doing this exercise, ask the class how many of them use Facebook and how many friends they have on it.
- Then focus students' attention on the statistic, and the two questions.
- Ask them to work in pairs and to discuss the question.
- Elicit some of their answers together.

EXTENSION Ask the students to discuss how you meet new friends, e.g. at work/university, online, playing sport, etc. You could write a list on the board.

Exercise 2

Text summary: The text explains how Rob Jones decided to travel all over the world to meet his Facebook friends. He is raising money – taking a photo with each of his Facebook friends, posting it online, and asking them to give to the charity.

- Ask students to then read the article to find out why Rob Jones is trying to meet all his Facebook friends.
- Ask students to check answers with a partner.
- Check the answers together.
- Check *persuade*.

SUGGESTED ANSWER

Rob Jones is trying to raise money for charity: he takes a photo with everyone he meets for his Facebook page, and persuades them to give money to his charity.

EXTENSION Ask students what they think of Rob's idea, and if they would ever consider doing the same. Why/Why not?

Exercise 3

- Read the Grammar focus box together. Check that students are familiar with the tenses by eliciting examples of each.

- Ask students to work alone or in pairs to find the corresponding sentence in the text in *italics* to match each rule. Do the first one together.
- Point out that one rule has two example sentences.

EXTRA SUPPORT Check students know the meaning of the adverbs used in the Focus box (e.g. *repeatedly, already, etc.*).

ANSWERS

a 4,6 b 2 c 1 d 5 e 3 f 7

- Refer students to *Grammar reference* on p136. There are two more exercises here students can do for homework.

Exercise 4a

- Ask students to work alone to choose the correct option to complete each question. Do the first example together.
- Ask students to check their answers with a partner.
- Check the answers together, asking students to give a reason for using the tense in each case.

WATCH OUT! Remind students that verbs ending with '-e' drop the '-e' before *-ing* in the continuous form.

EXTRA SUPPORT If students need extra help, refer back to the Grammar focus box. Use concept questions based on the rules, e.g. *Is it always, or generally true?* (present simple); *Is it happening around 'now'?* (present continuous), etc.

ANSWERS

- 1 is Rob trying
- 2 has he met
- 3 does he take/is he taking
- 4 is
- 5 is Rob learning
- 6 usually decides
- 7 has he visited

- In 3, both answers are possible: present simple for a repeated action; present continuous for 'happening around the time we speak'.

Exercise 4b

- Ask students to work in pairs to answer the questions.
- Do the first one together.
- Ask them to find the part in the text where the answer is.
- Check the answers together.

ANSWERS

- 1 meet all his Facebook friends
- 2 123
- 3 to put on his Facebook page
- 4 he met his Polish girlfriend online
- 5 about himself
- 6 his friends
- 7 England, Scotland, Poland, Finland, Germany, Switzerland, the USA

EXTENSION Give students extra practice by carrying out a class survey about social networks (e.g. *How many friends do you have on Facebook? Have you met all of them?*). Ask students in pairs to write three more questions, using the tenses in the Grammar focus box. Ask students to then stand up, ask as many people as possible, and then report back to the class.

Vocabulary & Speaking **friendship**

Exercise 5a 1.1

Audio summary: In the conversation, Josh and Sarah talk about their circles of friends. Sarah has a lot of Facebook friends, but also friends from work and other activities. Josh doesn't use Facebook much. His friends are mostly from work and football.

- Check *close friend*, *best friend* and *to socialize*.
- Look at the diagrams with the students. Ask them how many friends each person has, and where they met them. Check they understand that some groups overlap (e.g. in diagram 2 all of their close friends are also Facebook friends).
- Check *evening class*.
- Tell students that they are going to listen to two people talking about their friendship groups. Ask them which of the diagrams represents each speaker's group.
- Play track 1.1.
- Ask students to listen and label the diagrams with each person's name. Ask them to explain their reasons.
- If necessary, play the listening again.

ANSWERS

- 1 Josh's friends
- 2 Sarah's friends

AUDIOSCRIPT 1.1

S = Sarah, J = Josh

S So, how many friends would you say you had?

J Well, it all depends what you mean by friends, doesn't it? I mean, I get on well with a lot of people at work – that's maybe twenty people I'd say were friends ...

S Do you socialize outside work?

J Oh, yes. Maybe not that often, but we meet up after work from time to time ... Then there are the friends I play football with. I guess I don't have a lot in common with them apart from football, but I'd say they were friends all the same.

S But how many of those friends would you ask to help you out if you were in trouble?

J Ah, well, that's different. Friends you can really trust ... there aren't so many of those. Maybe five or six?

S And what about online? Do you have a lot of Facebook friends?

J No, not really. I can't be bothered with it, really. I guess I've got about fifteen to twenty, but I don't use it much. What about you?

S Oh, I have a lot of friends on Facebook, about 150, I think.

J 150?! Do you keep in touch with all of them?

S Yes, well, kind of – you know, we send the occasional message to each other.

J And have you actually met all of them, face-to-face?

S No. Some of them are people I've met on holiday or something, and we wanted to keep in touch. Some of them are old friends from school. But there are quite a lot of friends who are people I've never actually met at all. I just made friends with them on Facebook.

J I don't see how you can be friends with someone you've never met.

S Of course you can. I probably chat to some of them more than you talk to your friends from football!

J Hmm. And what about in the real world? How many friends do you have in real life?

S Well, a lot of the friends I see often in real life are on Facebook, too, actually. I've got friends from work like you, and then there are the people in my evening class. I'm learning German ...

J And what about really close friends?

S I've only got a couple of really close friends that I share everything with. Actually, if I'm honest, recently just one, because I've fallen out with one of my best friends. We're not speaking to each other at the moment.

J Did you have a big argument?

S Not exactly. It all started when ...

Exercise 5b

- Ask students to decide which diagram is more like their own friendship groups, and to explain why to each other.
- Ask them how it's the same or different, e.g. *Do you regularly meet a group of friends? What do you do together? Have you got a lot of friends from work?*, etc.

CRITICAL THINKING Ask students to discuss the following in small groups: *Is it better to have a small or large group of friends? What are the pros and cons? How do friendship groups change over your lifetime?*

Exercise 6a

- Ask students to work in pairs. Ask them to read the verbs and verb phrases, and decide if they are positive or negative.
- Do the first one together (*get on well with* = positive).

Exercise 6b 1.1

- Ask students to listen again to the conversation between Josh and Sarah to check their answers to exercise 6a.
- Play track 1.1.
- If necessary, pause the listening after each phrase.

ANSWERS

All the phrases are positive (or neutral) except the following, which are negative: *fall out (with someone)*; *have an argument (with someone)*.

EXTRA SUPPORT Students may need more help with the meaning of some of the verb phrases. Explain them and elicit personal examples, e.g. *have a lot in common* = to share interests, or details (e.g. *Jana and I both like watching soap operas./They both have one brother.*).

EXTRA CHALLENGE Ask the students to choose three phrases, and tell their partner about three different situations, using one of the verb phrases in each case, e.g. *I keep in touch with my cousin in Australia on Facebook.*

Pronunciation **linking**

Exercise 7a

- Ask students to read the information about linking.
- Demonstrate the example from exercise 6a, exaggerating the links. Ask students to repeat two or three times.
- Get students to work alone to mark the links in the phrases in exercise 6a.
- Ask them to check their ideas with a partner.

Exercise 7b 1.2

- Play track 1.2.
- Ask students to listen and check their answers to exercise 7a.
- Play track 1.2 again, pause the listening after each verb phrase, and ask students to repeat.

PRONUNCIATION Check word stress in these phrases. The stress usually falls on the particle, or the second (or third) word, e.g. *get **on***; *get **on well** with someone*; *meet **up***; *help (someone) **out***; *keep **in touch***; *make **friends***, etc. Ask them to underline the stressed words, and practise saying each verb phrase with a partner.

AUDIOSCRIPT 1.2

get on well with someone
meet up with someone
have a lot in common with someone
fall out with someone
help someone out
trust someone
get in touch with someone
keep in touch with someone
make friends with someone
have an argument with someone

Exercise 8a

- Ask students to work alone. Ask them to read the sentences, and complete them with phrases from exercise 7a.
- Check *childish*.
- Ask students to check their answers in pairs.

Exercise 8b 1.3

- Ask students to listen and check their answers.
- Play track 1.3.
- Play the listening twice if necessary.
- Check the answers together.
- Ask students to read the sentences again, and tick the ones which are true for them.
- Ask students to then work in pairs to discuss the sentences.

ANSWERS/AUDIOSCRIPT 1.3

- 1 I often meet up with groups of friends in the evening.
- 2 You don't need to have a lot in common with someone to be friends. It's fine to have different interests.
- 3 I get on well with most people I know. There aren't many people I don't like.
- 4 A really good friend is someone you can call at midnight and ask them to help you out.
- 5 The friends you make at school are often friends for life.
- 6 I'm always pleased when someone I haven't heard from in ages gets in touch.
- 7 I'm quite easy-going. I rarely fall out with my friends.
- 8 I'm not speaking to my sister at the moment, we've had an argument. It seems a bit childish.
- 9 I can trust my closest friend with all my secrets.

Exercise 9

- Ask students to draw their own friendship diagram, similar to the ones in exercise 5a.

EXTRA SUPPORT Draw your own friendship group diagram, as in exercise 5, on the board, and elicit questions from the students about your friends, e.g. *How often do you see your friends from school? Who is your oldest friend?* etc.

- Ask students to compare diagrams in pairs.
- Encourage them to ask each other questions to find out as much information as possible about the friendship groups. Remind them to check which tense to use, and to try to use the new phrases.

EXTRA ACTIVITY Put each phrase from exercise 6a on a slip of paper and give each group a set. Ask students to take turns to talk for two minutes about their friends. Tell them to use as many of the phrases as possible, turning them over as they use them. Students earn a point for each phrase used.

EXTENSION If your students are interested, you could set up a class Group Facebook page. You do this with the 'Create Group' function.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- | | |
|-----------------|-------------------|
| 1 are | 8 have never met |
| 2 is increasing | 9 have lost |
| 3 has changed | 10 are now able |
| 4 look | 11 are connecting |
| 5 has become | 12 means |
| 6 include | 13 need |
| 7 know | |

Exercise 2

- 1 do you work, work, 'm working
- 2 Do (you) know, 've known
- 3 Do (you) live, 've lived
- 4 's having, has
- 5 Have (you) emailed, 'm emailing
- 6 have (you) got, 've got
- 7 'm looking, Have (you) looked
- 8 see, haven't seen
- 9 'm reading, Have (you) read it, 've read

1.2 Why spending's #trending

Vocabulary & Listening spending

Goals

- Talk about spending
- Talk about states, thoughts and feelings

Lead-in

- Write 'shopping' on the board.
- Add a list of question words as prompts, e.g. *what, when, where, why, how*.
- Ask students to discuss their shopping habits, especially when buying presents for other people (e.g. at Christmas or for birthdays): *do they shop online, or in shops? Do they enjoy the experience? Why/Why not? Do they try to buy cheaper options, or do they shop when and where it is easiest?*
- Give students a few minutes to share their ideas in pairs.
- Elicit their ideas together. Find out if there any students who especially love shopping, or hate it.

Exercise 1

- Ask students to work in pairs. Ask them to look at the title of the lesson and the pictures, and to discuss the questions.
- Ask what 'trending' means (= an event, idea or person that is getting a lot of online searches, retweets on Twitter, etc.). These are sometimes labelled on Twitter with the hashtag (#) sign.
- Check the answers together and elicit relevant vocabulary, e.g. *sales, discount, bargain, customer*, etc.

EXTENSION Ask students if they enjoy shopping in the sales. Why/Why not?

Exercise 2a 1.4

Audio summary: The presenter explains what *Black Friday* is, when and where it takes place, and why it might be dangerous. It's the fourth Friday in November, when shops have special offers in the run up to Christmas. It was originally a US idea, but has now spread to other countries.

- Ask students to listen to a radio news item, and compare it with their ideas from exercise 1.
- Play track 1.4.
- Play the listening twice if necessary.
- Check *the run up to Christmas, to queue, to get a bargain, to buy on credit* and *purchases*.

AUDIOSCRIPT 1.4

P = Presenter

P And now, in our regular look at what's trending on social media, and why: right now, it's something called *Black Friday*. This term has been used more than two million times on Twitter in the last 48 hours. *Black Friday* is the fourth Friday in November, when the shops have amazing special offers in the run up to Christmas. Many items are half price or two for the price of one, and it's now the busiest shopping day of the year in some countries. It started in the USA, but it's spreading round the world now, to the UK, Australia and more recently to shoppers in Brazil, Mexico and other Latin American countries.

Many shops have been opening very early in the morning, and in some places people have been so keen to get a bargain that they have started queuing outside the shops the night before. Last year it is estimated that shoppers in the USA spent over eleven billion dollars on *Black Friday*. However, while you may get a good discount on your purchases, you should be careful. Firstly, there's the real danger of spending more than you intended or can really afford, buying things on credit, and owing a lot of money. And secondly, it may be dangerous, with over fifty injuries in the past five years, caused by people fighting over things in the sales.

Exercise 2b

- Ask students to check their ideas with a partner and then together.

EXTENSION Ask if *Black Friday* happens in their country. When does their country have sales?

Exercise 3a 1.4

- Ask students to read the statements.
- Check *expression, overnight* and *injury*.
- Ask students to listen again and decide if the statements are true or false and to correct the false statements.
- Play track 1.4.

Exercise 3b

- Tell students to check their answers in pairs.
- Check the answers together.

ANSWERS

- 1 False: more than two million
- 2 False: in the UK, Australia, South America, etc.
- 3 True
- 4 False: shoppers in the USA
- 5 False: over 50

Exercise 4a

- Check pronunciation of *customer* /'kʌstəmə(r)/ and *consumer* /kən'sju:mə(r)/, focussing on the difference in word stress.
- Ask students to work alone and write the words next to the appropriate circle, according to their meaning.

Exercise 4b

- Ask students to check their answers with a partner.
- Check by eliciting answers to a 'mind map' on the board.

ANSWERS

buy at a lower price: bargains, deals, discounts, half-price, special offers, two for the price of one

people who buy: shoppers, customer, consumer, purchaser

things we buy: shopping, items, purchases

EXTENSION Ask students to think of other words used in their country for bargains, e.g. in the UK, BOGOF stands for 'buy one, get one free'; '3 for 2' is also common.

CRITICAL THINKING Special offers encourage customers to buy more. There are campaigns to ban this sort of offer as they may cause food waste. What do they think?

EXTRA ACTIVITY Before doing this exercise, ask students to guess who in the class is the 'biggest shopper', or who likes shopping the least. Prompt with questions about how often they shop, who they shop with, and what things they buy.

Exercise 5

- Ask students to work in pairs to discuss the questions. Give students time to read the questions before they begin.
- Elicit a few ideas together.

Grammar & Speaking state verbs

Exercise 6

- Focus students' attention on the posters promoting the idea of a *Buy Nothing Day*.
- Ask students to work in pairs and discuss whether they agree with the message expressed in the posters. Check vocabulary items related to the posters (e.g. *shopping basket* (poster 1), *Tetris* (poster 2)).
- Elicit a few ideas together.

Exercise 7a 1.5

Audio summary: The presenter interviews Lewis, a campaigner, at a shopping centre about the *Buy Nothing Day* campaign (= a day spent without buying anything). Lewis says that shopping is now a leisure activity, that people in rich countries own too much, and that this is harmful to people in developing nations and the environment.

- Before listening, ask students to read the six statements. Check *therapy, to consume, more than their fair share, resources* and *packaging*.
- Ask students to choose which statements they think will illustrate *Buy Nothing Day*.
- Ask students to listen and tick the ideas which are mentioned.
- Play track 1.5.
- Ask students to compare their ideas with a partner.
- If necessary, play the listening a second time.
- Check the answers together.

ANSWERS

The listening mentions statements 1 ('we believe shopping makes us happy') and 4 ('20% of the world population is consuming over 80% of the Earth's natural resources').

AUDIOSCRIPT 1.5

P = Presenter, I = Interviewer, L = Lewis

P Let's go over to a busy shopping centre and find out what shoppers there think.

I Today is one of the busiest shopping days of the year, and this shopping centre is full of people shopping. However, today something different is happening here. It's *Buy Nothing Day*, and some people are here to try to persuade the rest of us to do just that ... to buy nothing. Lewis Castle is one of them. He's standing here in the main entrance of the shopping centre, holding a big sign saying 'Stop Shopping, Start Living.' Lewis, can you explain a little about what *Buy Nothing Day* means?

L Yes, of course. It's pretty simple, really. We're asking everyone to think about their spending habits and buy nothing at all for just one day.

I And what difference will that make?

L Well, the idea is to make people stop and think about what they're buying. When you really think about it, the idea of buying things as a way of spending your leisure time is crazy. We are all buying more things than we really need. We believe shopping makes us happy, but it doesn't. In fact, it can do the opposite if people end up owing a lot of money.

I Yes, I agree, that's a good point. People often buy things they don't really need or want.

L Exactly, it's amazing to realize that only 20% of the world's population is consuming over 80% of the Earth's natural resources. Does that seem fair to you? In countries like the UK, we all own far too much.

I Does it make any difference what you buy?

L Yes, that's part of it, too. We're trying to get people to think about the effect their buying choices have on the rest of the world. Something might seem a great bargain, but that could be because it's been made in a country

where the workers aren't paid enough. In addition, most of the time we prefer people to buy locally because transporting goods by air has a harmful effect on the environment.

I But will it really make a difference if we stop shopping for just one day?

L Actually, most people don't understand how difficult it is to last 24 hours without spending any money. But you'll feel great if you achieve it.

I Are a lot of people taking part in *Buy Nothing Day* this year?

L Yes, and more and more do every year. I think it started in Canada more than twenty years ago, but now there are *Buy Nothing Day* movements in over 65 countries.

Exercise 7b

- Ask students to work in pairs to discuss the question. Ask them to choose two points which would have the strongest effect, giving reasons for their choices.

EXTRA CHALLENGE Encourage stronger students to think of other reasons, e.g. (*not to*) *consume food from abroad which can be bought locally; buy quantity over quality; etc.*

Exercise 8a

- Ask students to work alone or in pairs. Ask them to read the sentences, and complete them with the correct verb form.

Exercise 8b 1.6

- Ask students to listen to check the answers.
- Play track 1.6.
- Check the answers together.

ANSWERS/AUDIOSCRIPT 1.6

- 1 Can you explain a little about what *Buy Nothing Day* means?
- 2 When you really think about it, the idea of buying things as a way of spending your leisure time is crazy.
- 3 We believe shopping makes us happy, but it doesn't.
- 4 Yes, I agree, that's a good point.
- 5 We all own far too much.
- 6 Most of the time we prefer people to buy locally.
- 7 Most people don't understand how difficult it is ...

Exercise 9a

- Ask students in pairs to discuss what the verb forms in exercise 8 have in common.
- Then, ask them to check their answer by reading the information in the Grammar focus box.

SUGGESTED ANSWER

All the verbs are state verbs and are in the present simple.

Exercise 9b

- Ask students to add the verbs from exercise 8a to the relevant sections of the Grammar focus box. The verb 'think' in question 2 is already in the box.

WATCH OUT! Explain that some verbs used for 'experiences' (*smell, taste, etc.*) can also be action verbs, and can be used in the continuous. Write on the board *It smells strange./ He's smelling the milk to see if it's still OK. and It tastes delicious./ She's tasting the soup to check if it needs more salt.* Point out the difference in meaning in the examples.

ANSWERS

- 1 believe
- 2 agree
- 3 understand
- 4 prefer
- 5 own

STUDY TIP If these state verbs are new to your students, ask them to note down the four groups as a mind map in their notebooks. Illustrate this on the board. Mind maps are useful for recording groups of words and ideas. Then ask students to write example sentences for each group, e.g. *I think I understand everything from this section!*

- Remind students of the *Grammar reference* on p137. There are three more practice exercises here.

Exercise 10a

- Get students to work alone. Ask them to read the text about the posters, and put the verbs in the correct form. Do the first example together.
- Check *trapped* and *shopping cart*.

Exercise 10b

- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

- | | |
|--------------------|-------------|
| 1 are standing | 6 looks |
| 2 like | 7 is trying |
| 3 think | 8 fit |
| 4 seems | 9 prefer |
| 5 don't understand | |

WATCH OUT! Some students may find the use of 'say' in 7 strange; if so, explain that in this context it means 'to express an opinion'.

EXTRA SUPPORT If students need extra help with the tenses, use concept questions based on the rules in the Grammar focus box, e.g. *Does it describe what we think, feel or experience? Is it happening 'about now'? Does it describe what we possess? Is it a state verb?*

Exercise 11a

- Before grouping students, ask them if they agree with the text in exercise 10a. Give them time to form their own opinions.
- Check by asking, e.g. *Do you ever feel 'trapped' when shopping? Why? How do shops make us buy?*
- Then put students into groups of three to share their ideas about the posters, explaining which they prefer and why.

FEEDBACK FOCUS Monitor and make note of good use of verb forms, as well as any which need correcting later. Conduct brief feedback together on their preferences. Do they agree with the text? What other ideas do they have? Put sentences for correction on the board for group work.

Exercise 11b

- In their groups, ask students to work together to design a poster to illustrate *Buy Nothing Day*.
- Ask them to decide which of the points in exercise 7a are the most important: how can they highlight them?
- Depending on your group, provide paper, or let them draft their ideas in their notebooks.

- Ask each group to present their ideas to the class. Then, ask students in groups to discuss each poster briefly, and decide which is the most effective, and why. This will give them a chance to use language from this section.

EXTRA ACTIVITY Write up the following list: *online shopping, markets, local shops, supermarkets, shopping malls*. Ask students to think about where they shop most, and why. Does shopping online or in supermarkets harm local businesses? How? Students could come up with a list of ways to support local businesses, as well as ways to minimize unnecessary shopping.

STUDY TIP If your group is new, brainstorm good study tips. Give them a few ideas to start, e.g. drawing pictures to make associations with new words; writing down words with similar meanings together; writing new phrases on paper and putting them on the bathroom mirror, etc.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 sounds
- 2 Do you have
- 3 don't understand, do you mean
- 4 'm trying, isn't working, think, looks, 's causing

Exercise 2

- | | |
|--------------------|----------------------------|
| 1 comes | 7 's having |
| 2 's coming | 8 Does anybody have |
| 3 see, don't agree | 9 belongs |
| 4 are you thinking | 10 tastes, looks |
| 5 do you think | 11 'm looking, Do you know |
| 6 imagine | |

Exercise 3

- | | |
|-----------------|---------|
| 1 seems | 6 are |
| 2 prefer | 7 is |
| 3 know | 8 make |
| 4 include | 9 agree |
| 5 is increasing | |

1.3 Vocabulary and skills development

Goals

- Listen for key words
- Noun suffixes

Listening & Speaking key words

Lead-in

- Ask students to write down a list of what they have used the internet for in the last 24 hours. Start them off with an example, e.g. *checking emails*.
- Give them a time limit (e.g. one minute).
- Ask students to compare their lists with a partner.
- The person with the longest list reads it out. Then other pairs can add their ideas.

Exercise 1a

- Ask students to work in pairs to discuss and make a list of 5–10 things which have changed since the internet was invented.
- Elicit an example to start with, e.g. *written communication*.

- Give students a few minutes to brainstorm their ideas.

EXTRA SUPPORT Write general topics on the board to help structure their thoughts, such as *communication, entertainment, business/work, etc.*

Exercise 1b

- Ask students to compare their lists with another pair.
- Get students to also discuss whether life has changed for the better, or if any aspects are worse, since the internet was invented.

SUGGESTED ANSWERS

There are no specific answers, but you can expect the following:

Availability of huge amounts of information
Easier and quicker communication
Less face-to-face contact
Lower book sales, leading to bookshops closing
Easier access to films, music and other media

EXTENSION Ask students in pairs to come up with one example of their own for each of the ideas you elicit from the class, e.g. *I can find out information by searching online, without going to the library.*

Exercise 2

Text summary: A book summary describing the author's view that using the internet is changing how our brains work, making us better at multitasking but worse at concentrating on a single thing.

- Focus students' attention on the cover of the book.
- Ask them to read the instruction, and decide if the author is positive or negative about the effects of the internet.
- Ask students to read the book description to check their ideas.
- Get students to discuss their ideas with a partner and then check together.
- Check *to multitask*.

SUGGESTED ANSWER

The author's views are mixed. He says the internet is changing the way our brains work: we are better at multitasking, but we are becoming worse at concentrating on just one thing.

EXTENSION Ask students if they agree with the author. Do they have any examples of ways in which they often multitask using digital devices, or examples of not being able to concentrate well on one thing at a time?

Exercise 3 1.7

- Focus students' attention on the Unlock the code box about listening for key words. Ask them to read it as they listen.
- Play track 1.7, while students read the information.
- Play the phrases twice if necessary so that students can focus on the stressed words.

PRONUNCIATION Point out that some of the words not stressed have a weak form, e.g. in these examples, *a, of* and *at* are all pronounced with a schwa /ə/.

EXTRA CHALLENGE For stronger students, highlight how the emphasis changes if we stress different words, e.g. *I like going to shopping malls.* vs *I like going to shopping malls.*

AUDIOSCRIPT 1.7

Listening for key words

Key words carry the most important information. They are generally nouns and verbs and are usually spoken more loudly and clearly than other words. For example:

three times a week

I send a lot of emails

I like looking at shopping websites

Exercise 4a

- Focus students' attention on the phrases from the text in exercise 2.
- Ask what we call a text which gives someone's opinion about a book or film (*a review*), and what we call the person who wrote it (*a reviewer*).
- Say phrase 1, and ask students which word is stressed (*fascinating*).
- Then ask them to work in pairs to underline the stressed words in the other phrases.

Exercise 4b 1.8

- Tell students they will hear the sentences. They should listen, and check their answers to exercise 4a.
- Play track 1.8.
- Play the recording again if necessary.
- Go through the answers, and then get students in pairs to practise saying the phrases, stressing the underlined words.

EXTRA SUPPORT If students need more help with stressing words, you could suggest they tap the desk whenever they say a stressed word. Some students may initially find this easier, and then later be able to use their voice.

SUGGESTED ANSWERS

- 1 fascinating
- 2 all, internet, changing, do
- 3 Carr, believes, work
- 4 printed, brains, deeply
- 5 contrast, internet, small (bits), information, lots, different places
- 6 better, better, multitasking
- 7 worse, concentrating, one thing

AUDIOSCRIPT 1.8

This is a fascinating book. We all know that the internet is changing the way we do things, but Carr believes that it is also changing the very way our brains work. With the printed book, he argues, our brains learnt to think deeply. In contrast, the internet encourages us to read small bits of information from lots of different places. We are becoming better and better at multitasking, but much worse at concentrating on one thing.

Exercise 5 1.9

- Before playing the listening, ask students to read each sentence.
- Check *hyperlink* (= a link to an electronic document within another electronic document) and *distracting*.
- Then tell them to listen and fill in the missing key words.
- Play track 1.9. Ask students to listen.
- If necessary play the listening again.
- Ask students to check their answers with a partner.
- Check the answers together.

AUDIOSCRIPT 1.9

- 1 Shopping and banking online is unsafe.
- 2 Looking at screens all day is bad for our eyes.
- 3 People will forget how to talk to each other.
- 4 People don't spend enough time outside.
- 5 Online information is not always reliable.
- 6 Hyperlinks in online texts are very distracting.
- 7 We are now using far more electricity to power all our screens.
- 8 Multitasking online makes us work less effectively.

Exercise 6a 1.10

Audio summary: The presenter interviews someone about Nicholas Carr's book *The Shallows*, which is about how new technology is changing how we think and work.

- Tell students to listen, and tick which opinions in exercise 5 are mentioned.
- Play track 1.10.
- Ask students to compare answers with a partner.
- If necessary, play the listening again.
- Check the answers together. Encourage students to give reasons for their answers.

ANSWERS

The following are mentioned:

- 2 Looking at screens all day is bad for our eyes.
- 6 Hyperlinks in online texts are very distracting.
- 8 Multitasking online makes us work less effectively.

AUDIOSCRIPT 1.10

A So, this week we're going to be talking about *The Shallows*, a book by Nicholas Carr, in which he argues that using the internet is actually changing the way our brains work. How is that?

B Well, it's actually a very interesting book because, rather than just talk about all the ways people say the internet is bad for us ... you know, that staring at a screen is affecting our eyesight or making our children fat because they don't go outside and play any more, Carr takes quite a scientific approach. He isn't exactly saying that the internet is bad for us, but he is saying that it is making our brains work differently, and that the changes may be permanent.

A In what way?

B Well, he starts off by talking about when people started writing and reading books. That was a huge change as well, and lots of people felt it was a bad idea. What would happen, they argued, if people didn't have to memorize everything because it was all written down in books? Sounds a bit like the arguments people make today about people looking facts up online – that they don't remember things any more. But Carr says that in fact books taught us to really focus on one thing at a time, whereas now we are constantly looking at lots of different things at the same time. Hyperlinking, where we are encouraged to click on an underlined word or phrase and we go off to a different website, is a particular problem.

A But isn't multitasking good for the brain?

B Well, according to Carr, no. The studies show that when we try to do two things at once, we do both of them less well. We are also less likely to remember what we've done or read. There are some obvious benefits to the internet,

but all the same, it is changing our culture so that we are less able to concentrate or make deep connections in our brain, and that can't be a good thing, can it?

Exercise 6b 1.10

- Before students listen again, ask them to read the statements in exercise 5 again.
- Ask students to listen again to decide which statements Nicholas Carr, the author, would agree with.
- Play track 1.10.
- Ask students to compare answers with a partner.
- Check the answers together. Encourage students to give reasons for their answers.

ANSWERS

Nicholas Carr would agree with these statements:

- 6 Hyperlinks in online texts are very distracting.
- 8 Multitasking online makes us work less effectively.

EXTRA SUPPORT If students need more help, ask them to find the part in the audioscript at the back of the book which supports their idea.

Exercise 7a

- Ask students to discuss in small groups which of the statements in exercise 5 they agree with.
- Encourage them to come up with reasons and examples for their opinions.
- Elicit their ideas together.

Exercise 7b

- Ask students to work again in groups. Ask them to come up with a list of arguments in favour of the internet.
- When they are ready, elicit ideas together. Decide which are the strongest arguments, and why.

EXTRA CHALLENGE Make this competitive: give students a time limit, and see which group can come up with the most arguments.

EXTRA ACTIVITY Ask students if and how we should restrict access to the internet in order to promote face-to-face communication. (E.g. ban mobile phones in schools, only check emails at certain times.) They could carry out a class survey to assess people's views and then take a vote.

Vocabulary & Speaking **noun suffixes**

Exercise 8

Text summary: This is a review of *The Shallows*. The reviewer is shocked by Carr's findings. However, he believes the author exaggerates and points to some simple solutions to some of the issues raised.

- Before students read the review, ask them if they would like to read the book, *The Shallows*, discussed previously. Why/Why not?
- Ask students to read the text, and find one thing the reviewer likes and one thing he dislikes about the book.
- Ask students to check their ideas with a partner.
- Check the answers together.

SUGGESTED ANSWERS

He says it raises many interesting questions.
He does not agree with the solutions Carr offers to the problems he raises.

Exercise 9a

- Before students read the information in the Vocabulary focus box, write two of the noun endings on the board in a circle, as in the mind map in the book, e.g. *-ment*, and *-ion*.
- Elicit one or two words with these endings.
- Ask students to read the information in the box.
- Ask students to find examples in the review of nouns with the suffixes mentioned.

Exercise 9b

- Focus students' attention on the mind map: each part deals with a different suffix.
- Ask students to add the nouns from the review to the mind map.
- Tell students to check their answers in pairs.
- Check the answers together.

ANSWERS

-ship: relationship
-ment: improvement, judgement
-ity: ability
-ion: information, question, solution

WATCH OUT! Point out the spelling sometimes changes when we add suffixes. Other words which change in the same way as *communication* and *able* include *educate*, *locate*, *available* and *visible*.

PRONUNCIATION Highlight the stress on these words. It is never on the suffix, but sometimes shifts when we add the suffix, e.g. *communicate* – *communication*. It will help to ask students to repeat the words, exaggerating the stress.

DICTIONARY SKILLS Students can also be encouraged to check nouns with suffixes in a dictionary. They will also be able to see if the stress is different from the base word (i.e. the verb or adjective).

Exercise 10

- Ask students to work alone to match words from the mind map in exercise 9 to the definitions, and then check with a partner.
- Check the answers together.

ANSWERS

1 employment
2 relationship
3 improvement
4 solution
5 judgement
6 achievement
7 opportunity

EXTENSION Ask students to choose three words from exercise 10 which they can use to talk about themselves, (e.g. a problem to which they found a *solution*; a recent *achievement*). Ask them to work in small groups to share their ideas.

Exercise 11

- Ask students to work alone to complete the sentences by adding a suffix to the nouns in brackets, and then check with a partner.
- Check the answers together.

ANSWERS

1 communication
2 development
3 security
4 relationship
5 membership
6 government, information
7 employment

Exercise 12

- Ask students to read the sentences again, and tick the ones which are true for them.
- Put students into pairs to compare their ideas.
- Monitor for good use of nouns.
- Elicit a few ideas together.

EXTRA ACTIVITY Put students into small groups. Write nouns or adjectives from exercises 9–11 on slips of paper. Give a set to each group. Ask them to add a suffix to each word, and then to write a sentence for each. Set a time limit. When the time is up, the group with the most sentences reads out their list. Then elicit other examples from other groups.

EXTRA CHALLENGE Dictate, or write on the board, these words: *appoint*, *arrange*, *decide*, *inform*, *partner*, *possible*, *probable*. Ask them to guess the suffix for each word, and then to check their answers in a dictionary.

1.4 Speaking and writing

Goals

- Ask for and give opinions
- Write for social media

Lead-in

- Closed books. This aims to raise awareness of the wide range of social networks available on the internet.
- Ask students to work in pairs to brainstorm a list of online social network sites, e.g. *Facebook*, *Twitter*, *Instagram*, etc. Which pair can come up with the longest list? Give them two minutes, then check their ideas together.
- Then ask students to say which ones they use, and what for. Don't spend long on this.

Speaking & Listening asking for and giving opinions

Exercise 1

Background note: This section looks at eco-friendly and fairtrade products. The *Fairphone* does not contain 'conflict materials' (= natural resources taken from war zones and sold to continue the fighting), and is made with fair labour conditions for employees. *Tesla cars* are electric, and use sustainable energy sources that do not harm the environment. *Conflict-free diamonds* are not mined from conflict zones.

- Focus students' attention on the pictures.
- Check *guilt* and *brand*. Elicit or explain that *guilt-free brands* are products which, when consumed or used, do not have any negative effects on people, the planet or society.
- Ask students what the products are.
- Ask them to discuss in pairs how they could be used or made so that they do not cause harm to anyone.
- Elicit their ideas together (e.g. *the car in the picture does not use up energy resources or cause pollution; the diamonds are mined and sold fairly*).

Exercise 2a 1.11

Audio summary: In the radio programme, the presenter interviews Jem and Gosia about guilt-free products.

- Ask students to listen to a radio programme about guilt-free brands, and compare what they hear with their own ideas.
- Play track 1.11.
- Ask students to compare their ideas with those of a partner.
- Play the listening twice if necessary.
- Elicit their ideas together.
- Check *manufacturer*.

AUDIOSCRIPT 1.11

P = Presenter, J = Jem Norris, G = Gosia Szlachta

P It seems like every day we find another reason to feel guilty about what we buy. Maybe it's food that we know isn't good for us, or clothes which are made by poorly paid workers, or products which are damaging the environment. Manufacturers know we feel this way, and the latest trend is for so-called 'guilt-free brands' – brands which claim to be better for us, for workers and for the planet – so that we can buy them and not feel guilty. Sounds great, but is it as good as it sounds? With us today we have Gosia Szlachta and Jem Norris, both members of the same environmental group but with very different views on the idea of guilt-free brands. So, Jem, what do you think about the idea?

J Well, as far as I'm concerned, anything which makes people think more about what they're buying is a good idea. Take the Fairphone, for example. Until that was produced, most people didn't even realize how bad conditions were for electronics workers in many parts of the world. Now there's a lot more awareness ...

G There's a lot more awareness, but don't you think it would be better if people understood that there is no need at all to keep buying new phones? There seems to be an idea that you have to have a new phone every two years. I'm convinced that if people really understood how much damage this causes, to workers and to the planet, they wouldn't do this. I think people should feel guilty. Producing guilt-free brands just gives people an excuse not to think about these issues, and just keep buying more and more stuff ...

J Well, according to the people who make Fairphone, their phones will last longer and be easier to repair. If you ask me, we have to give people the option of buying

something which is better for the planet, not just say they shouldn't buy something at all.

EXTENSION Ask students if they own, or know anyone who owns, any 'eco-friendly' products, such as an electric or *hybrid car* (= a car that uses both petrol and electricity).

Exercise 2b 1.11

- Before listening again, ask students to look at the table and the three headings.
- Tell them they should take notes in the table, e.g. column one: *some workers are badly paid*.
- Ask them to listen, and to take notes.
- Play track 1.11 again.
- Ask students to check their answers with a partner.
- Play the listening twice if necessary.
- Check the answers together.

SUGGESTED ANSWERS

Reasons people might feel guilty about what they buy:

We know the food isn't good for us; we know that those who make these things are very badly paid; some of the products cause harm to the environment.

Arguments in favour of guilt-free brands: They provide customers who feel guilty about some products with an alternative; they make us think about what we are buying.

Arguments against guilt-free brands: If more products are available, customers are going to buy even more new products (e.g. phones), when it doesn't seem necessary; if people are more aware of the harm these products cause, they might buy fewer newer items. Producing guilt-free brands helps people not to think about the problems.

Exercise 2c

- Ask students to decide which speaker they agree with more, Jem (for guilt-free products), or Gosia (against them).
- Ask students to give reasons for their answers.
- Elicit their ideas, and reasons, together. You could make a note of any phrases they use to 'give their opinion': you can draw on this information in the next exercise.

EXTENSION Ask students if they feel guilty about any products they own or buy. Why/Why not? What changes could they make to their lifestyle to make it 'guilt-free'?

Exercise 3a

- Ask students to read the extracts from the conversation in exercise 2 and to guess what words are missing.
- Ask students to check their answers with a partner.

Exercise 3b 1.12

- Get students to work alone. Ask them to listen and check their answers to exercise 3a.
- Play track 1.12.
- Play the listening twice if necessary.
- Ask students to check their answers with a partner.
- Check the answers together.

ANSWERS

- 1 think about
- 2 far as I'm concerned
- 3 don't you think
- 4 convinced
- 5 according to ...
- 6 ask me

WATCH OUT! Point out that when giving a negative opinion using 'I think ...', we usually say 'I don't think ...' and put the rest of the sentence in the positive, e.g. *I don't think it's a good idea* (NOT *I think it's not a good idea*).

AUDIOSCRIPT 1.12

- 1 So, Jem, what do you think about the idea?
- 2 Well, as far as I'm concerned, anything which makes people think ...
- 3 There's a lot more awareness, but don't you think it would be better if ...
- 4 I'm convinced that if people really understood ...
- 5 Well, according to the people who make Fairphone, ...
- 6 If you ask me, we have to give people the option ...

Exercise 4a

- Tell students to put the six phrases from exercise 3a into the three categories mentioned.
- Ask students to check their answers with a partner.

ANSWERS

Giving your opinion: as far as I'm concerned; I'm convinced; if you ask me

Talking about other people's opinions: according to

Asking for someone's opinion: what do you think about; don't you think

Exercise 4b

- Ask students to read the Language for speaking box to check their answers to exercise 4a.
- Draw students' attention to the information and phrases in the Language for speaking box. They will be using these phrases to ask for and express their opinions in exercise 5.
- Encourage students to say each phrase out loud, even if only to themselves.

EXTRA CHALLENGE Ask students if they can think of any other phrases they could add to the categories.

Exercise 5

- First, ask students to read the conversations.
- Then ask them to complete the conversations with appropriate phrases from the Language for speaking box.
- Ask students to then work in pairs, and compare what they have written.

SUGGESTED ANSWERS

Note that there are several answers for some of these sentences.

- 1 A What do you think of
B As far as I'm concerned,/if you ask me,
- 2 A Don't you think
B I'm convinced/I'm certain/some people say that/
according to (someone)
- 3 A As far as I'm concerned/I'm convinced/I'm certain
B If you ask me/As far as I'm concerned/I'm convinced/
I'm certain
- 4 A Shouldn't

Exercise 6

- Draw students' attention to the questions in exercise 5, (i.e. speaker A's turns).
- Ask students to work in pairs, and ask and answer the questions.
- Encourage students to give full answers, and to give examples or opinions, too.

FEEDBACK FOCUS Pay attention to students' use of phrases from the Language for speaking box. Suggest they tick off each phrase in the box as they use them. At the end, ask students to count up the phrases.

Reading & Writing social media

Exercise 7

- Focus students' attention on the illustration, and the post from a social media page.
- Ask them not to read the comments below the post as they will look at them later.
- Check *ethical*.
- Ask students to read the statements, 1–5, from a social media page. The five statements are about clothes and the clothes industry.
- Ask students to work in pairs and discuss which statements they agree with. Ask them to tick the ones they agree with.
- Encourage them to give reasons for their opinions.

EXTENSION Ask students if they know of any shops where clothes are made through cheap labour abroad. Do they think it is ethical to shop there? Why/Why not?

Exercise 8

- Ask students to read the comments beneath the post, and match them to the statements in exercise 7. Explain that these statements include some abbreviations that people often use in texts, emails, etc.
- Ask students to check their answers with a partner.

ANSWERS

- 1 James Brook: Some ppl can't afford 2 pay higher prices 4 clothes.
- 2 Cristina Oliveira: 2 keep up w/ fashion u need 2 buy cheap clothes. Can't afford expensive ones.
- 3 Pippa Jones: Ppl need jobs, esp in poorer places. If u don't buy, they don't work.
- 4 Yumi Watanabe: Difficult 2 know which companies r OK 2 buy from.
- 5 Ian Martin: Every1 shd just buy less.

Exercise 9

- Ask students to read the Language for writing box. Point out that it explains the abbreviations used in the comments.
- Ask students to then rewrite the comments underneath the post as full sentences.
- Ask students to check their ideas with a partner.
- Check the answers together.

EXTRA CHALLENGE Ask students what other abbreviations they know. You could elicit and/or mention the following: b/c = *because*, BTW = *by the way*, F2F = *face to face*, FYI = *For Your Information*; LOL = *laughing out loud*, Thx/Tx = *thanks*, TBC = *to be confirmed*, NB = *nota bene* (Latin) = *note well*.

SMART COMMUNICATION Remind students that it's important to be sure the receiver will understand the abbreviations. Most people use a small selection which everyone knows.

SUGGESTED ANSWERS

Ian Martin: Everyone should just buy less.

Cristina Oliveira: To keep up with fashion you need to buy cheap clothes.

Pippa Jones: People need jobs, especially in poorer places. If you don't buy, they don't work.

James Brook: Some people can't afford to pay higher prices for clothes.

Yumi Watanabe: It is difficult to know which companies are OK to buy from.

Exercise 10a

- Ask students to write their name and their own comment in response to one or more of the statements in exercise 7.
- Remind them to use the abbreviations and informal language for social media.
- Allow three to four minutes for them to write their comments on a piece of paper or sticky note. It will probably work best if the comments on each statement are on separate pieces of paper.
- Monitor and help, as necessary.
- Collect in the comments.

EXTENSION You could ask students to write a comment anonymously and to stick it on the board. When students read each other's comments, they first have to guess who wrote it, and then write a response.

Exercise 10b

- Redistribute the comments so that each student has at least one.
- Ask students to read one or more comments, and write a response, using informal language, to the comment.
- Ask them also to check that appropriate abbreviations have been used.
- Ask students to return the comment to the person who wrote it.
- Give time for students to read any replies or comments.

EXTRA ACTIVITY If your students have mobile phones (and free texts), they could text messages and replies to each other, using abbreviations.

CRITICAL THINKING Brainstorm a list of different types of writing people do – at home, at work, between friends. Ask them to decide which ones could be written in abbreviated form, and which ones not. Why?

STUDY TIP If your students have smartphones, suggest they record useful phrases in the 'notes' section: they will then have them with them all the time.

1.5 Video

Social media marketing

VIDEOSCRIPT

Madison Avenue in New York is the home of 20th century advertising.

In the 1960s almost all of America's major advertising companies had offices here.

These companies created advertisements which they painted on billboards and broadcast on television and radio.

It was the golden age of the 'Mad Men', and the style of advertisements they created influenced the world for decades.

We're still fascinated by this world, and people still use Madison Avenue as a term for the entire advertising industry today.

But things have changed a lot since then, and the single biggest change is the internet.

The internet – and social media sites in particular – allow people to not only view the advertisement, but interact with it in a way that wasn't possible with traditional media.

This has completely changed the advertising industry. Madwell is a digital design and advertising agency that creates social media campaigns for several major companies.

They start by creating short social media posts for their clients. This isn't easy, and sometimes these short messages – often only 140 characters – can take up to two months to write.

First, the social media team meet with the company and choose the general theme.

Then the designer creates an image for the ad and the copywriter writes a message to go with it.

The client and the team then review the ad until it's perfect.

When it's ready, they send it out on social media.

But unlike traditional TV, radio or newspaper advertisements, the agency's job doesn't end there.

They watch each advertisement closely so they can see what people are saying about it. They can also join in the conversation and talk directly to customers.

So, what does this mean for modern advertising?

Advertisers can be much more specific. They can engage with existing customers and easily reach their target audience.

It also helps the customers, too. They can access the producer directly, so they can have much more influence.

But many of the effects of social media are still unknown because it is constantly developing and evolving.

But one thing is for sure: as social media changes, the advertising world is changing, too.

VIDEO ANSWERS

Exercise 1

a 5 b 3 c 1 d 2 e 4

Exercise 2

Possible answer:

In the photos we can see digital billboards, an internet ad, and a TV advert. Other forms of advertising include: radio/newspaper/magazine ads, celebrity endorsements and sponsorship of sporting events.

Exercise 3

c, d, e

Exercise 4

- Most American advertising companies had an office in Madison Avenue in the 1960s.
- 'Mad Men' was the name for people who worked in Madison Avenue in the 1960s.
- Madwell is a digital design and advertising company.
- It can take up to two months to write a short social media post.
- Advertisers can engage in a conversation with clients these days – if they want.
- Nowadays, many effects of social media are still unknown.

Exercise 5a

Students' own answers

Exercise 5b

Students' own answers

Review

ANSWERS

Exercise 1a

- has changed
- have just moved
- make
- are getting
- like
- refuses

Exercise 1b

Students' own answers

Exercise 2a

- do not seem
- change/are changing
- means
- have
- believe
- has become
- now keep in touch/are now keeping in touch
- know

Exercise 2b

Students' own answers

Exercise 3a 1.13

ANSWERS/AUDIOSCRIPT 1.13

- How do you decide when you can trust someone?
- Do you have a lot in common with your closest friend?
- When was the last time you made friends with someone new?
- How do you keep in touch with family or friends who live far away?
- When was the last time you fell out with someone?
- Who in your family do you get on with best?

Exercise 3b

Students' own answers

Exercise 4a

- seller (all the other people buy)
- items (all the others refer to cheaper goods)
- discount (all the others are specific about the price)

Exercise 4b

Students' own answers

Exercise 5a

- Happiness
- relationship
- membership
- information
- development
- security

Exercise 5b

Students' own answers

Exercise 6a

- Personally
- Shouldn't
- feel
- ask
- According
- far

Exercise 6b

Students' own answers

1 Communication Opinion poll: Social media

1a Work with a partner. Match sentence beginnings 1-6 to endings a-f.

- | | |
|-------------------------------------|---|
| 1 Facebook is a great way | a a waste of time. |
| 2 Twitter helps people to | b is confusing and not useful to learn. |
| 3 Without social media, people | c to keep in touch with friends. |
| 4 People have more friends nowadays | d because of social media. |
| 5 Social networking sites are | e would see each other more face-to-face. |
| 6 English used for tweeting | f share their daily lives with others. |

b Discuss the opinions in exercise 1.

2 Complete the table with four more opinions. Use your own ideas.

Opinions
<i>Facebook is a great way to keep in touch with friends.</i>

3 Work in small groups. Take turns to discuss your opinions in exercise 2.

- 1 As far as I'm concerned, ...
- 2 I really feel that ...
- 3 I'm convinced ...
- 4 If you ask me, ...
- 5 Personally, I think ...
- 6 Some people say that ...
- 7 According to (someone), ...

Don't you think ...?
Shouldn't ...?
What do you think about ...?
How do you feel about ...?



1 Video Are you really my friend?

Vox pops



1a Complete the sentences.

- Close friends are ...
- Facebook friends are ...

b Compare sentences with a partner.

2 Watch the video. Do sections 1 and 2.

How do you keep in touch with your friends?

1 Tick the ways of communicating that each speaker mentions.

	David	Kiran	Tom	Sophie	Sagar
Facebook					
LinkedIn					
Telephone					
SMS texts					
Snapchat					
WhatsApp					
Email					

Which other way of keeping in touch do Tom and Sagar mention?

Do you think that Facebook and LinkedIn friends are real friends?

2 Decide if the sentences are true (T) or false (F). Correct the false sentences.

- David only has good friends on his Facebook page. T F
- Kiran knows most people on her Facebook page in real life. T F
- Tom only uses social media for work purposes. T F
- Sophie uses Facebook to keep in touch with close friends. T F
- Sagar's Facebook friends are always people he knows in real life. T F

3a Work in small groups. Look at the list of ways of communicating in the table in section 1 of exercise 2. How do you keep in touch with your friends? Give reasons why.

b Which is the most common way of staying in touch?

2 Video I'll never forget that day

Vox pops

1 Work with a partner. Name two things that could go wrong in each situation.

- You're driving to work in heavy snow.
- You fall over in the street.
- You have an important exam today.

2 Watch the video. Do sections 1 and 2.

Have you ever had a really bad day at work, college or when travelling?

1 Which speakers are on their way to work or at work (W), at university (U) or on crutches (C)? Tick up to two boxes for each speaker.

- | | | | |
|-----------|----------------------------|----------------------------|----------------------------|
| 1 Hunter | W <input type="checkbox"/> | U <input type="checkbox"/> | C <input type="checkbox"/> |
| 2 David E | W <input type="checkbox"/> | U <input type="checkbox"/> | C <input type="checkbox"/> |
| 3 Sophie | W <input type="checkbox"/> | U <input type="checkbox"/> | C <input type="checkbox"/> |
| 4 David R | W <input type="checkbox"/> | U <input type="checkbox"/> | C <input type="checkbox"/> |
| 5 Alex | W <input type="checkbox"/> | U <input type="checkbox"/> | C <input type="checkbox"/> |

2 Work with a partner and circle the correct options to complete the sentences.

- Hunter's manager / Hunter left his job and just walked out of the office.
- David E's parents made him feel more *relaxed* / *worried* about his exams.
- On her bad day, Sophie *slipped and broke her ankle* / *had already broken her ankle when she slipped*.
- David R had to get down the stairs quickly because there was a *fire* / *fire practice*.
- Alex tried to *drive* / *walk* to the garage in the snow.

3a Walk around the class and find someone who ...

- has been on crutches. _____
- had had a bad day of exams. _____
- has been stuck in the snow. _____
- has done a fire practice recently. _____
- has had a puncture in their car. _____

b Find out more about each story. (When? Where? Why? How?)

