

Communication

Unit overview

Language input

Using different question types (CB p7)

- *Who speaks the loudest?*
- *Do you think you'll come to the party?*

Present perfect simple and continuous (CB p8)

- *He has worked at the post office since 1987.*
- *You've been working on that letter all morning.*

Grammar reference (CB pp136–137)

Vocabulary development

Conversation (CB p6)

- *establish shared interests, put someone at ease, tell an entertaining story ...*

Written communication (CB p8)

- *copy someone in, confidential, punctuation ...*

Verbs + prepositions (CB p11)

- *hear of, confuse with, prevent from ...*

Dealing with problems on the phone (CB p12)

- *You're breaking up ...*

Skills development

Vocabulary & Listening: dealing with problems on the phone (CB p12)

Reading: guessing the meaning of new words (CB p10)

Writing: an informal email giving news (CB p13)

Video

Documentary: Minority languages in the British Isles (CB p14)

Vox pops (Coursebook DVD & TG p259)

More materials

Workbook

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

Photocopiable activities

- Grammar: Pick and mix (TG p208 & TSRD)
- Vocabulary: The best party in town (TG p226 & TSRD)
- Communication: Not now! (TG p244 & TSRD)

Tests

- Unit 1 test (TSRD)

Unit 1 wordlist (TSRD)

1.1 The rules of conversation

Goals

- Talk about conversation in different cultures
- Use different question types

Lead-in

If you have a new class who do not know each other, do a brief getting-to-know-you activity before starting the lesson.

- Write the following question prompts on the board: *Name? / Where/from? / What/do? / Why/study English?*
- Put students into pairs to answer the questions.
- Ask each student to introduce their partner to the class. Do this in random order to prevent students from switching off while waiting for their turn to speak.

Vocabulary & Speaking conversation

Exercise 1a

- Focus students' attention on the illustrations. Explain that each shows a conversation between two people from different cultures and that in each conversation there has been a misunderstanding.
- Ask them to work in pairs and to discuss what has caused the misunderstandings.
- Elicit some of their suggestions in open class.

POSSIBLE ANSWERS

- The woman is offended because the man is pointing his finger at her.**
- The man finds the question too personal.**
- Carlos is sitting very close to the other man, who comes from a culture where it is not usual to sit so close.**

Exercise 1b

- Refer students to page 126 to confirm the cause of each misunderstanding. Find out if they are surprised by any.

EXTENSION In small groups, students discuss the following questions: *What is your experience of meeting people from different cultures? What differences in behaviour have you noticed? Have you ever had a misunderstanding similar to the ones in exercise 1a?*

Exercise 2

- Focus on the list of things that can happen in a conversation.
- Encourage students to use a dictionary to check the meanings of the words in bold.
- Check comprehension of some of the words and phrases by asking questions, e.g.
 - Which noun means 'a serious disagreement'? (a row)
 - Which adjective means 'suitable, acceptable or correct for a particular situation'? (appropriate)
 - Which verb means 'control something, especially in an unpleasant way'? (dominate)
 - Which adjective means 'making you feel embarrassed'? (awkward)
 - Which expression means 'to say or do something that upsets or embarrasses somebody'? (put your foot in it)
 - Which expression means 'to make polite conversation about unimportant subjects'? (make small talk)

– Which expression means 'to have a good, friendly relationship with somebody'? (hit it off)

- Students tick the things they would aim to do and put a cross against those they would avoid.
- Let them compare answers with a partner before checking the answers together as a class.
- Model and drill words with difficult pronunciation, namely, *awkward* /ɔ:kwəd/, where the last syllable is pronounced with a weak schwa, and *row* /raʊ/, which is sometimes confused with *row* /rəʊ/, as in *row a boat*.
- Finally, drill the sentence stress in *put your foot in it, make small talk and hit it off.*

PRONUNCIATION Contrast the pronunciation of *-ate* in *appropriate* and in *dominate*, explaining that *-ate* at the end of an adjective or noun is pronounced with a weak schwa (e.g. *private, chocolate, climate*), whereas *-ate* at the end of a verb is pronounced with a long /eɪ/ (e.g. *educate, operate*).

ANSWERS

Things you would aim to do: put someone at ease, listen enthusiastically, establish shared interests, ask appropriate questions, make small talk, make a good impression, tell an entertaining story, hit it off with someone

Things you would try to avoid: have a row, have a misunderstanding, have some awkward silences, put your foot in it, offend someone, dominate the conversation

Exercise 3

- Read through the task together and begin by giving one or two examples of your own. Put students into small groups to discuss the points.
- Ask a few students to share the most interesting parts of their group discussion with the class.

Grammar & Speaking using different question types

Exercise 4

- Make sure students understand *cross-cultural* (= between cultures).
- Put students into pairs to discuss the questions in the quiz. Make it clear that you don't expect them to know the answers, but to have a guess (this will give them extra motivation for the listening to come).
- You could briefly elicit the answers, but don't confirm or deny them at this stage.

WATCH OUT! Students may be unfamiliar with *whereabouts* in question 4. It is used to ask about the general area where something is.

EXTRA SUPPORT For this and future activities which require students to say how much they know or don't know about a subject, write the following expressions on the board for them to refer to in their discussion.

- *I'm not sure, but I think ...*
- *I'm pretty/fairly sure that ...*
- *I've got a feeling that ...*
- *I've got no idea.*

Exercise 5 1.1

Audio summary: A trainer gives a talk about the five different aspects of communication mentioned in the Cross-cultural communication quiz. He talks first about personal space and how far apart people stand. He then talks about the role of silence in conversation. Next he talks about voice volume. He then goes on to talk about which topics of conversation are appropriate or not, and finally he describes two gestures which can cause offence in some countries.

- Explain to students that they are going to listen to a talk by a trainer in cross-cultural communication.
- Play track 1.1. Students listen to the talk and check their answers in the quiz.

ANSWERS

- 1 a S b G c S 4 a & c
2 b & c 5 1 a & d 2 b & c
3 a 2 b 3 c 1

AUDIOSCRIPT 1.1

Communication between people from different cultures involves far more than simply understanding each other's words. For communication to be successful, we need to be aware of others' rules of conversation, like how far apart we should stand, which topics are acceptable to talk about, or whether it's OK to interrupt a person or to be silent. Getting these things wrong can lead to misunderstandings or even cause offence.

So let's look first at the question of personal space. How far apart do you stand during conversation? Well, this varies widely between cultures. In North America, the average distance between two people, who are not close friends, who are engaged in casual conversation, is 45 centimetres. But in Western Europe, this distance is a little less – 36–40 centimetres. In Japan, a respectful distance is considered to be around 90 centimetres, whereas in the Middle East a distance of 20–30 centimetres is the norm. You need to get these distances right. Stand too close and you might make someone feel awkward; too far away and you will give the impression of being distant and unfriendly.

Another important aspect of cross-cultural communication is the number of silences in a conversation. Most Europeans and North Americans avoid long silences. For them, silence suggests something negative – it can mean that you feel uncomfortable, or shy, or angry or that you are not interested in the topic. But in some East Asian countries, for example, silences are perfectly acceptable. In fact, silence is seen as a positive thing. It shows respect ... It shows you are listening. Voice volume also differs greatly between cultures. People from South America, for example, or southern Europe, tend to speak more loudly than people from northern Europe. It is easy, for example, to think a group of people from Brazil are having an argument when in fact they are just having an enthusiastic discussion. In some parts of East Asia, on the other hand, people speak more softly than either Europeans or Americans.

Another key to successful communication between cultures is knowing which topics are appropriate to discuss. Different cultures have different rules, and it's easy to put your foot in it by asking the wrong questions,

particularly when making small talk with people you don't know well. In many countries, like China, for instance, it's very normal to ask somebody how old they are, or how much they earn. But a person from the UK, for example, wouldn't feel at ease with these questions. Questions about somebody's political views are also not appropriate. Safer topics of conversation would include questions about where they are from or about sport. And of course the weather is also a favourite.

And finally, I'd like to talk about gestures – the signs we make with our hands. Although many gestures have the same meaning the world over, there are a few common ones which can offend people in some countries. The 'come here' sign made by curling your finger towards you is extremely rude in many countries, including Slovakia and many parts of South East Asia. In the Philippines, you can actually be arrested for making this gesture! And then there's the 'thumbs up' sign, which in many parts of the world means 'Well done!' or 'I like it'. However, in some countries, like Greece and countries in the Middle East, it can cause great offence.

Exercise 6 1.1

- Give students time to read through the questions.
- Play track 1.1 again. Students listen and answer the questions.
- Let them compare answers with a partner before checking the answers together as a class.
- Ask students if any of the answers in the quiz surprised them.

ANSWERS

- 1 20–30 centimetres
2 silence shows respect
3 China
4 curling your finger up to ask someone to 'come here'

Exercise 7

- Tell students they are going to discuss the topics in the quiz in relation to their own culture.
- Students talk about what advice they would give to a visitor to their country about the items in the list.
- Put the students into new pairs and ask them to give advice about communicating well in their country.

EXTENSION If your students are based away from home (e.g. in the UK), they could give advice about communication in that country.

Exercise 8

- Ask students to read the Grammar focus box on different question types and choose the correct options in the rules.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 don't use 2 before 3 end

EXTRA SUPPORT Show the difference in form between subject and object questions by giving an example of each on the board, e.g.

Subject question: *Who won the match? Our team won.*

Object question: *What does he teach? He teaches business studies.*

Elicit two or three more examples of each.

WATCH OUT! Often students think that indirect questions seem unnecessarily long-winded and 'over-polite'. Point out that in English, unlike in many other languages, there is no formal *you* form. It is therefore common to use this kind of language when we want to use a polite register.

EXTRA CHALLENGE Elicit some more phrases which are followed by the word order of indirect questions, e.g.

- *Could you tell me ...?* – *I wonder ...*
 - *Can you tell me ...?* – *I'd like to know ...*
 - *Do you have any idea ...?*
- Refer students to *Grammar reference* on page 136. There are two more exercises here students can do for homework.

Exercise 9

- Ask students to look at the highlighted questions in the quiz and find examples of question types 1–3.
- Do the first one together.
- Let students compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 Which of these nationalities finds silences awkward in a conversation? Who speaks the loudest?
- 2 Do you think this distance is greater or smaller in the following places? Who do you think will win the World Cup?
- 3 Whereabouts are you from? Who will you vote for ...?

Exercise 10a

- Students do the activity alone or in pairs.
- Check the answers together as a class.

EXTRA SUPPORT Ask students to match each of the questions with one of the question types in exercise 9.

ANSWERS

- 1 What makes you laugh?
- 2 What's your favourite book about?
- 3 What keeps you awake at night?
- 4 Do you think you will go out tonight?
- 5 Who are you most similar to in your family?/Who in your family are you most similar to?
- 6 Do you know why your parents chose your name?

Exercise 10b

- Put students into pairs to ask and answer the questions.
- Ask a few students to share some of their partner's answers with the class.

EXTRA ACTIVITY For more practice of questions with prepositions at the end, write the following gapped questions on the board. Students complete the questions in pairs.

- 1 *What (kind) of music (do) (you) listen (to)?*
- 2 *What (are) you learning English (for)?*
- 3 *Which school/What kind of school (do) (you) go (to)?*
- 4 *How many people (do) (you) live (with)?*
- 5 *What (does) (your) perfect evening consist (of)?*
- 6 *What (are) (you) looking forward (to)?*

Remind students that one aim of successful conversation is to establish shared interests and things in common. Students ask and answer the questions in their pairs and try to find one or two things in common.

Exercise 11

Background note: English is spoken by 359 million people as a first language. This makes it the third most spoken language by native speakers. The language with the most native speakers is Mandarin Chinese, with 955 million native speakers, and Spanish comes second with 405 million native speakers.

- Ask students to work in pairs. Refer Student A to page 126 and Student B to page 132.
- Explain that they each have the same sentences about languages, but the gaps in Student A's sentences are different from the gaps in Student B's sentences. To complete their sentences, they need to write a question, which they will then ask their partner in order to find the missing word in the sentence. The questions should begin with the words provided.
- As the students work individually to prepare their questions, circulate and monitor to check the questions are correctly formed.
- When the students have finished making their questions, demonstrate the activity by asking a Student A to ask their first question to a Student B across the class (Question: *How many people in the world speak English?* Answer: *1.8 billion*) Then ask a Student B to ask their first question to a Student A across the class (Question: *How many people speak English as a native language?* Answer: *359 million*).
- Students continue asking and answering their questions in closed pairs.
- Check the answers together as a class.
- Find out which facts students found most surprising.

ANSWERS

Student A

- 1 How many people in the world speak English?
- 2 How many languages disappear every year?
- 3 What is it known as in Dutch?
- 4 What does the number four sound similar to?
- 5 What does a person with xenoglossophobia have a fear of?

Student B

- 1 How many people speak English as a native language?
- 2 How many languages exist in the world today?
- 3 What is it known as in Danish?
- 4 Which number brings bad luck in some Asian countries?
- 5 What is a person with sesquipedalophobia afraid of?

Exercise 12a

- Put students into pairs. Explain that they are going to prepare some questions that would be suitable for small talk, i.e. the sort of questions you ask somebody the first time you meet.
- Ask them to choose three topics from the list and write two questions for each, e.g. for *family*, they might ask:
 - *How many people are there in your immediate family?*
 - *What does your brother/sister/mother/father do?*
 - *What is the age difference between you and your brothers and sisters?*

Exercise 12b

- Ask students to work with a different partner to ask the questions. Encourage them to ask follow-up questions. Ask a question to a student followed by two or three follow-up questions to demonstrate this way of keeping a conversation going.
- Circulate as students are speaking and make a note of any mistakes related to question formation. At the end of the activity, write those mistakes on the board and ask students to correct them in pairs.

EXTRA SUPPORT If your class is not very confident or are reluctant to speak, rather than focusing on their mistakes during feedback, praise their efforts and give constructive suggestions about different ways of expressing their ideas.

EXTRA CHALLENGE Ask students to write two questions for the remaining topics in exercise 12a to ask their partner.

EXTRA ACTIVITY Ask students to imagine they are at an international conference or a party. Tell them to move around the room asking their questions.

GRAMMAR REFERENCE ANSWERS

Exercise 1

POSSIBLE ANSWERS

- 1 What are languages grouped into?
- 2 Which language do Romance languages come from?
- 3 What does nearly every language share/have in common?
- 4 Which country has around 830 different languages?
- 5 Around how many people speak Mandarin Chinese?
- 6 Where do most Mandarin speakers come from?
- 7 What are the (six) official languages of the United Nations?/Which (six) official languages does the United Nations use?

Exercise 2

- 1 Do you know what time you will be arriving?
- 2 Do you think it's going to rain?
- 3 Have you any idea how many languages they speak in India?
- 4 Have you any idea what time the museum closes?

1.2 The letter is dead, long live the letter!

Goals

- Talk about written communication
- Use present perfect tenses

Lead-in

- Ask students to work in pairs and make a list of everything they have written in the last 24 hours (e.g. meeting notes, lesson notes, to-do lists, texts, essays).
- Elicit their ideas onto the board.
- Ask: *Which of these things do you prefer to write by hand? Which do you write electronically? Why?*
- Focus attention on the title of the lesson and ask students to discuss what it is referring to (see Background note).

Background note: The title of the lesson is a reference to the expression 'The king is dead. Long live the king!' which is the traditional announcement that follows the death of a king or queen and the accession of a new king or queen to the throne. The expression is used in various European countries and dates back to when the French king Charles VII came to the throne following the death of his father, Charles VI, in 1422. The expression is often used to say that something is going out of use and being replaced by something else.

Vocabulary & Speaking **written communication**

Exercise 1

- Students work in pairs to divide the words in the box into the three categories.
- Check the answers together as a class and ask questions to check students understand the meaning of some of the words, e.g.
 - *What do you find in an in tray?* (letters, invoices, etc.)
 - *What do you find in an inbox?* (emails)
 - *What can you buy in a stationery shop?* (pens, paper, etc.)

ANSWERS

- 1 copy somebody in/cc somebody into, delete, emoticon, inbox, instant, texting
- 2 cross out, handwriting, handwritten, in tray, postage stamp, stationery
- 3 confidential, punctuation

WATCH OUT! Explain that the spelling of *stationery* is commonly confused (even by native speakers!) with the spelling of its homophone, *stationary*, which means 'not moving'. A helpful way to remember the correct spelling is to associate the 'e' in *stationery* with the 'e' in *pen* and *pencil* and the 'a' in *stationary* with the 'a' in *car*.

Exercise 2a

- Students complete the questions using a word from exercise 1. Point out that for question 1 there may be more than one possible answer.
- Check the answers together as a class.

ANSWERS

- | | |
|----------------------------|---------------|
| 1 handwritten/confidential | 4 emoticon(s) |
| 2 confidential | 5 handwriting |
| 3 postage stamp | 6 instant |

Exercise 2b

- Put students into pairs to ask and answer the questions.
- Have a brief class feedback session. Ask students to share some of their partner's answers with the class.

PRONUNCIATION Write the following words from exercises 1 and 2a on the board: *confidential, postage, stamp, punctuation, handwriting, instant, in tray, stationery, message, last*. Ask students to categorize the words according to the sound of the letter 'a':

- /æ/ (stamp, handwriting)
- /ə/ (confidential, instant)
- /eɪ/ (punctuation, in tray, stationery)
- /ɪ/ (postage, message)
- /ɑː/ (last)

Grammar & Reading **present perfect simple and continuous**

Exercise 3

Text summary: In the article, the author expresses regret that letter-writing is in decline, describing what society would lose if it disappeared completely. He explains that there are, however, signs of a revival in letter-writing. The article is followed by readers' comments expressing different views on letter-writing.

- Explain that students are going to read an article about the decline of the handwritten letter.
- Ask them to read the article and put phrases 1–5 in the correct gaps. Encourage them to look carefully at the words and the punctuation before and after each gap to help them decide which phrase fits.

ANSWERS

a 2 b 3 c 5 d 1 e 4

Exercise 4

- Ask students to re-read the article and answer the questions.

POSSIBLE ANSWERS

- 1 We write letters in a more thoughtful way than emails and texts; more consideration goes into the writing process.
Receiving (handwritten) letters is a great pleasure. Letters are kept for longer and can provide a record of our past for future generations.
- 2 There has been an increase in stationery sales.
There are several internet campaigns which encourage letter-writing.
- 3 With electronic communication, people write more than they did before, so this should have a positive effect on writing skills.
Electronic communication is quicker.
Electronic communication is good for people with bad handwriting.

CRITICAL THINKING When writers have a strong opinion about a subject, they often use emotive language and ask rhetorical questions in order to try to persuade the reader to share their opinions. Ask the students to find examples of this in the article. (Answers: Have we given enough consideration to what we will lose if we abandon the letter completely? Receiving one can be one of life's greatest pleasures. There is so much to appreciate ... What correspondence will we leave behind for future generations? Nothing. That for me would be the greatest loss to our culture.)

Exercise 5

- Focus on the question and find out through a show of hands how many students think it's a shame that we don't write handwritten letters any more.
- Ask students to work in pairs or small groups to discuss their views about letter-writing in more detail.
- To add structure to their discussions, write the following questions on the board for them to consider:
 - 1 To what extent do you agree with the three main arguments the writer gives in defence of the handwritten letter? (exercise 4 question 1)
 - 2 Which of the readers' comments do you identify with?
- Conduct a brief class feedback session of students' discussions.

Exercise 6

- Read through the information in the Grammar focus box on present perfect simple and continuous together.
- Ask students to match the rules to the phrases in blue in the article.
- Check the answers together as a class.

ANSWERS

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

EXTRA SUPPORT The present perfect continuous tends to be used with a limited number of verbs. Whilst it is important for students to know that we don't use this form with state verbs, it is also very helpful for them to know which verbs it is typically used with, e.g. *working, waiting, studying, living, getting, making, thinking, trying, expecting*.

- Refer students to *Grammar reference* on page 137. There are two more exercises here students can do for homework.

Exercise 7a

- Ask students to work alone to complete the article with the present perfect simple or continuous form of the verbs.
- Where both forms are possible, ask students to discuss why both forms are possible and if there is any difference in meaning.

ANSWERS

- 1 has collected/has been collecting
- 2 has posted/has been posting
- 3 has become
- 4 has got
- 5 has ... released
- 6 has ... started
- 7 has been gathering
- 8 has obtained

Exercise 7b

- Put students into pairs to match each answer from exercise 7a to a rule in the Grammar focus box. Go round monitoring and guiding students where necessary by asking questions, e.g. *Is it something that happened once? Is it a state verb?*

ANSWERS

1 a 2 a 3 d 4 d 5 d 6 d 7 b 8 d

Pronunciation **auxiliary verbs have and been**

Exercise 8a 1.2

- Explain that students are going to listen to sentences and questions with *have* and *been*. Ask them to notice the pronunciation of these auxiliary verbs.
- Play track 1.2, pausing after each sentence. You may need to play the recording again as *have* is pronounced in three different ways.
- Ask students to compare their ideas with a partner and then check together as a class.
- Play track 1.2 one more time for students to listen and repeat.

ANSWERS

been should be pronounced /bɪn/ and *have* should be pronounced /həv/ or /əv/

Exercise 8b 1.3

- Play track 1.3.
- Students listen and write the five questions they hear.
- Check the answers together as a class.

ANSWERS/AUDIOSCRIPT 1.3

- 1 Have you been practising your English much this week?
- 2 Have you been having a good day?
- 3 Have you been watching any good TV programmes recently?
- 4 Have you been spending much time outdoors lately?
- 5 Have you been going out much in the evenings?

Exercise 8c

- Put students into pairs to ask and answer the questions.
- Remind them to use the weak forms of *been* and *have*.

Exercise 9

- Tell students to imagine that they are a famous person and that they are going to write a letter.
- Refer them to the task instructions on page 126. Point out that they shouldn't say who the famous person is, as the aim will be for the others to guess.
- Ask students to include at least three examples of the present perfect simple or present perfect continuous.
- Circulate and monitor as the students write their letter, feeding in ideas as appropriate.
- When students have finished, divide them into small groups and ask them to read out the letters. The others in the group try to guess the identity of the famous person.

GRAMMAR REFERENCE ANSWERS

Exercise 1

- 1 've been revising
- 2 've eaten
- 3 Have you been waiting
- 4 's fixed, 've had
- 5 have you been learning, have you been, 've been
- 6 have you been doing, 've been trying, 've lost

Exercise 2

- 1 has predicted
- 2 have been increasing
- 3 have developed
- 4 have been using
- 5 has been
- 6 have been brought back

1.3 Vocabulary and skills development

Goals

- Guess the meaning of new words
- Verbs + prepositions

Lead-in

- Before students open their books, elicit the word *whistle* either by whistling or drawing a whistle on the board.
- Drill the word, drawing attention to the silent 't'.
- Ask the following questions to individual students: *Can you whistle? How often do you whistle to yourself? Can you*

whistle in tune? Do you find whistling an annoying habit? Can you do a one-finger/two-finger whistle? How loudly?

Reading guessing the meaning of new words

Exercise 1

- Put students into pairs to discuss the questions.
- After two to three minutes, get feedback from the class.

EXTRA SUPPORT To help students to structure their answer to question 1, write two headings on the board: *whistling a tune* and *whistling to communicate*.

Exercise 2 1.4

Audio summary: In this short podcast extract we learn that Silbo Gomero is an ancient language consisting of whistles, used on the Spanish island of La Gomera. We hear a real example of a whistled conversation.

- Explain to students that they are going to hear an extract from a podcast about an ancient whistling language.
- Give students time to read the questions.
- Play track 1.4.
- Check the answers together as a class. Ask students if they've heard of Silbo Gomero before and what else they'd like to know about it.

ANSWERS

- 1 On a Spanish Island, La Gomera; Yes, it is.
- 2 b

AUDIOSCRIPT 1.4

How many whistling sounds are you familiar with? There are quite a few in common use, aren't there? We whistle when we want to get someone's attention ...

We whistle to show our appreciation at a concert, for example ...

And then there's this whistle ...

But did you know that on the Spanish island of La Gomera there is an entire whistling language? This language has existed for thousands of years and is still spoken ...

I mean, whistled ... today.

Listen to this ...

Extraordinary, isn't it? Have you any idea what the conversation was about? Well, according to the translation I have here, they were discussing a party and one was asking the other to go and get a musical instrument to bring to it ...

The language is called Silbo Gomero – the whistling language of the island of La Gomera.

Last year, I decided to go to La Gomera to find out for myself ...

Exercise 3

Text summary: The article explains how Silbo Gomero developed as the ideal language for communicating across the steep hills and deep ravines of La Gomera. We learn about the features of Silbo Gomero and how emigration, the growth of road networks and the development of the mobile phone have led to its decline. The article describes the steps that have been taken to revive the language and opposing views towards this.

- Focus students' attention on the task instructions and the topics. Check the meaning of *origins* (= how something started) and *revive* (= bring something alive again).
- Demonstrate the task by getting students to read the first paragraph and eliciting which of the topics it matches (*what it sounds like*).
- Students continue the matching exercise working alone. Tell them to ignore the underlined words at this stage.
- Let them compare answers with a partner before checking the answers together as a class.

ANSWERS

- 1 what it sounds like
- 2 its origins
- 3 how the language is formed
- 4 reasons for its disappearance
- 5 attempts to revive it

Background note: UNESCO (The United Nations Educational, Scientific and Cultural Organization) is a branch of the United Nations which aims to encourage peace between countries through education, science and culture. UNESCO is responsible for awarding cultural heritage status. Cultural heritage refers to the aspects of a culture that are passed on through the generations. It consists of 'tangible' culture (i.e. physical things) such as buildings or works of art, and 'intangible' culture (i.e. things which cannot be touched), for example, music, song, dance, festivals, languages and cuisine.

Exercise 4a

- Have the students focus on the Unlock the code box about strategies for understanding new words.
- Either ask students to read it themselves or go through the information together as a class.
- Point out that although it is not always possible to guess the meaning of new words correctly, these three strategies will help students to make an intelligent guess.
- Ask the students to work out the meaning of the underlined words in the article.

EXTRA SUPPORT When going through the first strategy, explain that we can work out which part of speech a word is by its position in the sentence and by the word's ending. For example, we know that *ravines* is a noun because it is preceded by an adjective (*deep*) and it ends in an *-s*, which means it is plural. An *-ed* or *-ing* ending, on the other hand, might indicate that it is a verb or an adjective.

Exercise 4b

- Ask students to compare their guesses with a partner. Encourage them to explain which of the strategies they used to help them make their guess.
- During feedback, ask students to say which part of speech the word is (e.g. adjective, verb). Elicit their suggestions for the meaning and give the correct answers. Give praise for intelligent guesses.

STUDY TIP Encourage students to write down new words, with their meaning in English or a translation, in a notebook. Suggest also that sometimes a simple picture can be very helpful to aid learning.

Exercise 5

- Set a time limit (e.g. four or five minutes) for students to re-read the article and discuss the questions in pairs.
- Check the answers together as a class.

EXTRA SUPPORT To help students find the answers, ask them to underline the key words in the question first and then scan the article to find the same word, a synonym or words with a similar meaning. For example, in question 1 the key words are *ideal* and *communicating*. The words in the article that match are *perfect* and *communication*.

POSSIBLE ANSWERS

- 1 It is difficult to travel across the island to speak to somebody because of the hills and ravines. It is easier to whistle.
- 2 We know the African inhabitants spoke it before the Spanish arrived in the 15th century.
- 3 Some of the original speakers of the language emigrated in the 1950s. Then, with the building of new roads and the development of mobile phones, it was no longer necessary to whistle to each other.
- 4 In 1999, the language was made compulsory in La Gomera's primary schools and, in 2009, it was awarded the UNESCO Intangible Cultural Heritage of Humanity designation.
- 5 Some think it's a peasant language and that it should be left to die. Others think it's important to protect it because it is part of their identity. Also, it is very useful to know it as mobile phones don't work everywhere on the island.

CRITICAL THINKING Supporting your opinions with reasons is a key feature of critical thinking. Ask students to discuss the following questions: *Should Silbo Gomero be a compulsory subject in La Gomera's primary schools? Why/Why not? Should dying languages be revived or left to die out? Why/Why not?* Encourage students to give reasons for their opinions using linkers of reason (e.g. *because, because of, as, since*).

EXTRA ACTIVITY Focus on the adjective-noun collocations in the article. Write the following adjectives and nouns in two lists on the board. Students match them, then check their answers in the article. (Answers: 1d, 2e, 3a, 4c, 5b)

- | | |
|--------------|----------------|
| 1 local | a difficulties |
| 2 steep | b identity |
| 3 economic | c subject |
| 4 compulsory | d people |
| 5 cultural | e hills |

Vocabulary & Speaking verbs + prepositions

Exercise 6

- Focus students' attention on the Vocabulary focus box on verbs + prepositions. Go through the information together.
- Suggest that students keep a record of verbs with their prepositions in a vocabulary notebook.

WATCH OUT! Highlight the difference between *hear about* and *hear of*. *Have you heard about John?* means 'Have you heard the news about John?' *Have you heard of John Donne?* means 'Do you know who John Donne is?' *Hear of* is usually used in the present perfect or past perfect, e.g. *I've/d never heard of Silbo Gomero.*

Exercise 7

- Ask students to work individually to complete the table.
- Let them compare answers with a partner before checking the answers together as a class.
- As you go through the answers, check the meaning of *disapprove* (= think something is bad or wrong), *contribute* (= be one of the causes of something) and *adapt* (= change something to make it suitable for a new situation).

ANSWERS

of: hear, consist, disapprove **with:** confuse
on: depend **from:** prevent
to: adapt, contribute **in:** communicate

Exercise 8a

- Focus students' attention on the Whistling trivia sentences and explain or elicit the meaning of *trivia* (= small, interesting facts). Check the meaning of *ban* (= to say officially that something is not allowed).
- Ask students to work alone to complete the sentences.
- Check the answers together as a class.

ANSWERS

1 banned 2 result 3 disapprove 4 bring 5 lead

EXTENSION Discuss the following questions with the class: *What do people in your country do at a concert/play/sports match, etc. to show they disapprove of something? What do they do to show approval? Can you think of other actions which are believed to result in bad luck?*

Exercise 8b

- Students add the verbs in exercise 8a to the table in exercise 7.
- Check the answers together as a class.

ANSWERS

of: disapprove **from:** ban
on: bring **in:** result
to: lead

DICTIONARY SKILLS Point out to students that a good monolingual dictionary will show them which preposition or prepositions follow a verb. Ask them to look up *agree* and *care* and find out which prepositions they can be followed by and what the difference in meaning is.

Exercise 9a

- Ask students to work alone to complete the questions with a verb from exercises 7 and 8. Remind them to look at the preposition to help them decide which verb to choose.
- Check the answers together as a class.

ANSWERS

1 contribute/lead 4 disapprove
2 consist 5 banned
3 depend

Exercise 9b

- Put students into pairs to discuss the questions in exercise 9a.
- Encourage them to ask follow-up questions to keep the conversation going. Useful language for this could include: *How come? Why do you say that? What makes you think that? What do you mean, exactly?*

FEEDBACK FOCUS Invite students to share with the class anything interesting from their discussions. You could use this opportunity to check their use of verbs + prepositions.

1.4 Speaking and writing

Goals

- Deal with problems on the phone
- Write an informal email

Lead-in

- With books closed, tell students you are going to dictate some words and you would like them to tell you which one noun can follow them all.
- Dictate them in the following order: *long, short, local, international, long-distance, sales, conference, incoming*.
- Tell students to raise their hands when they think they know the answer (rather than call out the answer), but continue writing all the words so that they can check. The answer is *call*.
- Check understanding of the words and ask students to say briefly, in pairs, how they feel about making conference calls and receiving sales calls, and how they feel generally about speaking on the phone.

Vocabulary & Listening dealing with problems on the phone

Exercise 1

- Put students into pairs to discuss the questions.
- Elicit their answers in open class and ask follow-up questions with individual students, e.g. *How many calls do you make in a day? Are they mostly on a landline or mobile phone? Who do you speak to most often on the phone? How often do you make calls in English?*

Exercise 2 1.5

- Focus students' attention on the instructions and the descriptions of each problem.
- Check the meaning of *distracted* (= unable to pay attention because you are thinking about something else).
- Play track 1.5. Students match the conversations to the problems.
- Let them compare answers with a partner before checking the answers together as a class.

EXTRA CHALLENGE Ask students to say how each speaker dealt with the problem. (Answers: Speaker 1 ended the call quickly, asking for her number to be removed from their database; Speaker 2 arranged to meet soon; Speaker 3 said she'd call back when she was free; Speaker 4 asked the caller to call back on the landline.)

ANSWERS

1 c 2 d 3 b 4 a

AUDIOSCRIPT 1.5

Conversation 1

- A Hello, am I speaking to Mrs Helen Carter?
B Er yes, speaking.
A How are you today, Mrs Carter?
B Fine ... erm ... Who am I speaking to?

A I'm calling from The Northern Energy Company, and I would like to inform you of a superb electricity deal that we are offering ...

B Er, no, can you just stop there, please? I'm not interested.

A You're not interested in saving money on your energy bills, Mrs Carter?

B No, I'm not interested in buying anything from you. I don't take sales calls. So would you remove my details from your database, please? Thank you. Goodbye.

Conversation 2

A ... Well, Joe, it's been great talking to you. Thanks a lot for calling.

B My pleasure. It's been good to hear all your news.

A Yeah ... No ... Absolutely ... But listen, I'd better get off the phone ... I'm still at the office and I've got a ton of work to do.

B Yes, yes. I'll let you get on. OK. Listen, before you go ... tell me, do you ever see anything of Clive?

A Clive? Yes, yes, I see him occasionally. He's fine. Anyway, ...

B We used to have such a laugh together, me and Clive. Never hear anything from him these days ...

A No, well, you know, he's pretty busy ... Anyway, listen Joe, I've really got to get off the phone. I'll give you a call soon. We'll get together for a drink or something.

B Yes, that would be good. We could go to that place down by the river, er ... what's it called?

A Yeah, yeah, we'll work that out when we speak. OK. Cheers, Joe. I'll be in touch. Bye.

Conversation 3

A Hello, is that Sarah Fox?

B Yes, it is.

A Oh hello, this is Steve from the garage. Just calling to let you know that we've had a look at the car and we estimate that it's going to cost £550 to repair the engine. So if you'd like us to go ahead with it, could you ...

B Sorry, Steve ... just bear with me a moment ... Rosie, let Thomas play with the balloon, please ... What? Yes, I know it's your special birthday balloon, but I told you you've got to share.

Sorry about that. Yes, 550, did you say? ... Erm ... well, yes, that's more than I'd hoped, but if it needs to be done, then ... Sorry. Oi! Children! Stop that! ... Steve, look, I'm going to have to go and deal with this. I'm afraid you've caught me at a bad time. I'll call you back in a few minutes.

A That's no problem at all. I'll wait to hear from you.

Conversation 4

Hi Rafa, thanks for getting back to me. Yes, I was just calling to talk through the agenda for the management training day next Tuesday. Yes, that's right. Yes ... Yes ... Yes ... Sorry? ... Sorry, it's just that I can't hear you very well. I'm working from home today, and the coverage isn't too good here ... Yes ... Sorry, Rafa, you're breaking up again. Could you just say that again? ... Yes, yes, I'll contact the managers about that ... Yes ... Rafa, sorry ... I'm losing you again. Could you do me a favour? Could you call me back on my landline? You've got my number, haven't you? Cheers.

Exercise 3 1.6

- Ask students to read the extracts from the conversation in the Language for speaking box and try to guess what the missing words are.

- Play track 1.6 for students to complete the sentences.
- Let them compare answers with a partner before checking the answers together as a class. Draw students' attention to the sentences which don't have gaps.

WATCH OUT! Listen out for the following typical error: *I'd better to get off the phone* instead of *I'd better get off the phone*.

SMART COMMUNICATION You may want to discuss with students the importance of ending a conversation politely. Ending a conversation too abruptly, or before another person is ready, has the potential to cause offence. We can avoid this by giving signals that we are going to end a conversation before we actually end it. In English the first signal is often *Anyway ...* followed by an expression such as *I'd better be going* or *I'd better get off the phone*. A particularly polite and respectful way to end the conversation is to say *I'll let you get on* or *I won't take up any more of your time*, which suggests that we are ending it for the sake of the other person rather than because we want to end the conversation.

ANSWERS/AUDIOSCRIPT 1.6

- 1 I don't **take** sales calls.
- 2 Would you remove my **name** from your database?
- 3 It's been great **talking** to you.
- 4 I'd **better** get off the phone.
- 5 I'll let you get on.
- 6 I've got a **ton** of work to do.
- 7 I **won't** take up any more of your time.
- 8 Just **bear** with me a moment.
- 9 I'm afraid you've **caught** me at a bad time.
- 10 Could you just hold the line?
- 11 The **coverage** isn't too good here.
- 12 You're breaking up ...
- 13 I'm **losing** you again.
- 14 Could you call me back on my landline?

Exercise 4 1.6

- Play track 1.6 again, pausing after each statement, so that students can repeat the sentences. To maintain a lively pace when drilling, try getting students to repeat the sentences with a 'drilling partner' (see Extra support below).

EXTRA SUPPORT To keep students animated and focused during a pronunciation drill, put them into 'drilling pairs'. Ask them to make eye contact with another student on the other side of the room. This person becomes their drilling partner. (It is only possible to make eye contact with one person.) When students repeat the sentences, they say them to their drilling partner, rather than just saying it to nobody. This results in a much livelier and effective drill.

Exercise 5

- Put students into pairs and give them a minute or two to read through their role and think about what they are going to say.
- If your classroom layout allows it, ask students to sit back to back in order to replicate the conditions of a real phone call.
- Remind students to use language from the Language for speaking box wherever possible.
- Ask one or two pairs of students to act out their role-play in front of the class.

- Refer students to the back of the book (Student A to page 126 and Student B to page 132) to do two more role-plays. Again, give students time to prepare before they begin.

FEEDBACK FOCUS Monitor for language related to dealing with phone problems, but this is also an opportunity to check students can use general phone language correctly, e.g. *Hello, this is ... Is that ...? I'm just calling to ...* Make a note of errors to write on the board during feedback, which students can correct in pairs. During the feedback, be sure to also comment on how effectively they have dealt with the phone problems.

Writing an informal email giving news

Exercise 6

- Focus students' attention on the email and task instructions.
- Put students into pairs to read the email and answer the questions. Encourage them to underline evidence for their answers in the email.
- Check the answer to question 1, eliciting the evidence in the email. (*Seems like ages since we've been in touch. Still living in the same flat?*)
- Check the answer to question 2 and ask for one or two examples of each feature of informal writing.

EXTRA SUPPORT Brainstorm the features of informal writing together as a class and list them on the board, eliciting one or two examples of each feature from the email.

ANSWERS

- 1 They are old friends.
- 2 Possible answers: shortened sentences, where words have been left out; emoticons; the greeting is informal; the ending is informal; it contains contractions; exclamation marks; informal vocabulary

Exercise 7

- Focus students' attention on the Language for writing box about ellipsis.
- Either ask students to read it themselves or go through the information together as a class.
- Ask students to find examples of the two types of ellipsis in the email.
- Check the answers together as a class. For each sentence, elicit which words have been left out.

ANSWERS

- (It) Seems like ages since we've been in touch. Type 1
 (I) Hope all's well with you. Type 1
 (I'm) Still teaching art and design, ... Type 2
 (It) Should be fun. Type 1
 (They're) Mainly just small ones, ... Type 2
 (I) Can't wait! Type 1
 (Are you) Still living in the same flat? Type 2
 (Let's) Speak soon ... Type 2

Exercise 8

- Students rewrite the sentences to make them informal using ellipsis.
- Do the first one together as an example.
- Let students compare answers with a partner before checking the answers together as a class.

EXTENSION Explain to students that the sentences in exercise 8, as well as some of the sentences in the email (e.g. *Seems like ages since we've been in touch, Hope all's well with you*) are standard formulaic expressions which are frequently used in informal emails. To help them internalize the sentences, model and drill them. If they have practised saying them, they are more likely to recall them when they are writing.

ANSWERS

- 1 Just writing to say hello.
- 2 Great to see you last week.
- 3 Hope to hear from you soon.
- 4 Going anywhere this summer?
- 5 See you in a week's time.
- 6 Miss you!

Exercise 9

- Begin by eliciting or explaining the meaning of *colloquial* (= language used in conversation, but not formal speech or writing) and explain that colloquial language often includes phrasal verbs and idioms.
- Ask students to match the words and phrases 1–9 with the highlighted phrases in the email. Remind them to use the context to help them.
- Check the answers together as a class. Elicit which of the highlighted phrases are idioms (*in touch, over the moon, plenty of time on my hands*) and which is a phrasal verb (*catch up*).

ANSWERS

- | | |
|-----------------|------------------------------|
| 1 loads of | 6 catch up |
| 2 in touch | 7 pretty |
| 3 over the moon | 8 plenty of time on my hands |
| 4 ages | 9 What have you been up to? |
| 5 We're off | |

EXTENSION Get students to test each other on the colloquial language. First give them a minute or two to look at the highlighted phrases and their meanings and try to remember them. Then put students into pairs. Student A (book open) tests Student B (book closed). They reverse roles halfway through.

Exercise 10

- Focus students' attention on the writing task.
- Give students time to make notes about the news they are going to include. Go round monitoring and helping with vocabulary.
- Remind students that as they are writing about news they will need to use the present perfect simple and continuous.
- Students write their emails using their notes. This can be done in class or for homework.

Exercise 11a

- If students write their emails in class, ask them to exchange emails with their partner when they have finished.
- Tell them they are going to 'edit' their partner's email according to the three points listed on the page.
- Circulate and monitor as they do this.

Exercise 11b

- Students return the emails to their partner and discuss the feedback. As this is the first unit of the course you may wish to take in students' work to check the level of their writing.

- Ask students to ask their partner questions to find out more about the news in the email.

EXTENSION It is worth pointing out to your students that writing tasks such as these really help to improve their English (even if they don't write many personal emails in real life). Writing tasks give them the opportunity to think much more carefully about language than they do while they are speaking, and to experiment with new language. Highlight that even if the students' main aim is to improve their speaking rather than writing, writing will ultimately help their speaking, too.

EXTRA ACTIVITY Set up a coding system for error correction that can be used for marking future writing. Write the following sentences and error types on the board. Put students into pairs to correct the errors and match each sentence with the type of error. Explain that you will use this code for marking homework.

WW wrong word Sp spelling Gr grammar
P punctuation ^ word missing WO word order

- 1 *I enjoyed very much the film.* (WO)
- 2 *What does this means?* (Gr)
- 3 *I born in 1999.* (^)
- 4 *It isnt important.* (P)
- 5 *Is it neccessary?* (Sp)
- 6 *I lost the bus.* (WW)

1.5 Video

Minority languages in the British Isles

VIDEOSCRIPT

English is now a truly global language. There are around 375 million native speakers all over the world, and an incredible 1.5 billion people learn it as a second, third or fourth language. It has become the common language of business, international politics and the internet.

It is hardly surprising, then, that when people think of languages in the UK, they only think of English. After all, almost 92% of the population speak it as their first language; and although the rest speak their native tongue at home, English is still their first language at work or at school. But did you know that English isn't the only language native to Britain? In fact, the UK is home to several other indigenous languages.

Most of these languages have their roots in Celtic culture. The Celts are thought to have arrived in Britain around 750 BCE, and people have been speaking a variety of Celtic dialects ever since.

But before the Anglo-Saxons arrived in the 5th century, these languages were much more widespread. Over the last 1,500 years, English has grown and developed, spreading across the country and replacing the ancient tongues in all but the most remote regions.

Today, around 60,000 people speak Scottish Gaelic. Most of these live in the Highlands or on the islands off the north-western coast. This region of Scottish Gaelic speakers is known as the *Gáidhealtachd* – and you can see the language in the area's names and signs. Thanks to Scottish emigration in the 17th and 18th centuries, Scottish Gaelic communities have developed in Canada, too.

The closest language to Scottish Gaelic is Irish – or *Gaeilge* – a language still spoken in large parts of the Republic

of Ireland, especially in the west, and in some areas of Northern Ireland, too. Irish is still very much alive here. It is the first official language of the Republic, and while there are only around 80,000 native speakers, almost everybody has some knowledge of the language. It has grown north of the border, too, with around 10% of the population speaking it regularly.

Irish and Scottish Gaelic are both Goidelic languages, but this is only one of two groups of Celtic languages in the UK. The other is the Brittonic family of languages, which includes Welsh and Cornish in the UK, as well as Breton in northern France.

In Wales, around 560,000 people speak Welsh, which is almost 20% of the population. The language is particularly common in the north and north-west, and in some towns the majority of the population is Welsh-speaking. In cities like Cardiff, the language isn't quite as popular, with just over 12% of residents speaking it. But even here, Welsh-language schools have become very common, with around 40% of 5–15 year olds having some Welsh.

The Cornish language is similar to Welsh, but far fewer people speak it. The last native speaker died over 240 years ago, and the language was declared extinct in the 19th century. It lived on only in the region's place names, many of which take their names from the Cornish words for *house*, *hill* and *cove*. In recent years, however, it has made a comeback. Today, around three to five hundred people speak it fluently. It is even taught in some schools, and is especially popular with young people like Barney and Jowdy.

I think it's important to keep speaking Cornish, to keep it alive ... because it's all around us. We say everyone in Cornwall is a Cornish speaker, you can't give directions without speaking a bit of Cornish, it's in the place names and the street names. And so it's very much a part of what makes us distinct, unique ... and why wouldn't you want to celebrate that?

Minority languages like these aren't unique to the UK. Many countries have regional languages that were once widely spoken but have slowly been replaced by more dominant languages. It is a trend that is continuing around the world. In fact, experts predict that around 50% of the world's 6,500 languages could be extinct by the end of the century.

But the recent growth of languages like Gaelic, Welsh and even Cornish show that you don't have to sacrifice one language to speak another. People in these places – and in other parts of the country, too – have fought to keep their local language alive, often because it is an important part of their identity. Language can provide a unique link to our culture and heritage, and in an era when literally thousands of languages are dying out, that is something worth keeping.

VIDEO ANSWERS

Exercise 1

1 c 2 e 3 a 4 b 5 d

Exercise 2

Scotland, Wales and Cornwall

They show minority languages being used in road signs, taught in the classroom and used in conversation.

Exercise 3

- 1 T
- 2 T
- 3 F (almost everybody has some knowledge of the language)
- 4 F (almost 20% speak it)
- 5 T

Exercise 4

- | | |
|----------|-----------|
| 1 Celtic | 4 north |
| 2 Canada | 5 hundred |
| 3 Irish | 6 50% |

Review

ANSWERS

Exercise 1a

- 2 Who collects old typewriters?
- 3 Who did you text by mistake?
- 4 Who often confuses you with your twin brother?
- 5 What hadn't you heard of before?/What had you never heard of before?

Exercise 1b

- 1 How many friends can you truly rely **on**?
- 2 Do you think you **will** go abroad this summer?
- 3 What are you learning English **for**?
- 4 Is there anything you strongly disapprove **of**?

Exercise 2a

- | | |
|---------------|----------------|
| 1 been trying | 5 been |
| 2 studied | 6 downloaded |
| 3 forgotten | 7 been reading |
| 4 been going | 8 finished |

Exercise 3

- | | |
|-----------|---------------|
| 1 ease | 5 row |
| 2 small | 6 appropriate |
| 3 awkward | 7 impression |
| 4 offend | |

Exercise 4 1.7

ANSWERS/AUDIOSCRIPT 1.7

- 1 If an email is confidential, should it be shared with other people? (No)
- 2 Do you cross out a word with a rubber? (No)
- 3 Do stationery shops sell envelopes? (Yes)
- 4 Can you cc somebody into a handwritten letter? (No)
- 5 Does an emoticon show your feelings? (Yes)
- 6 Is an instant message the same as a text message? (No)
- 7 Can you keep an inbox on your desk? (No)
- 8 Do you put a postage stamp inside an envelope? (No)

Exercise 5a

- | | |
|-----------------------|--------------------|
| 1 coverage, too | 4 call, back, land |
| 2 better, get | 5 let, on |
| 3 afraid, caught, bad | 6 bear, with |

Exercise 5b

- a 2, 3, 5 b 1, 4 c 3, 6

Photocopiable worksheets

Grammar

Unit 1 Pick and mix

Group activity, carrying out a survey to practise using present perfect tenses

Language

Questions using present perfect simple or continuous

Preparation: Make one copy of the worksheet for each student. Students will need a piece of blank paper for stage 5.

1 Write these questions on the board:

- 1 *Have you decided to go abroad this year?*
- 2 *Have you been thinking about taking some time off recently?*
- 3 *Have you visited any famous places in your own country?*
- 4 *Have you been speaking English since the start of this class?*

Then write these grammar explanations on the board:

- a *This happened a number of times at an unspecified time in the past with a link to the present.*
- b *When describing actions still in progress using 'for' or 'since', we can use either form.*
- c *This happened at an unspecified time in the past with a link to the present.*
- d *An action repeated for a short time up to the present.*

Ask students to match each question (1–4) to the correct grammar explanation (a–d).

ANSWERS

1 c 2 d 3 a 4 b

- 2 In pairs, students ask and answer the questions from stage 1. Elicit possible follow-up questions they could ask to get extra information.
- 3 Divide the class into pairs. Explain to students that they are going to conduct a survey. Give each student a copy of the worksheet. Each pair picks ten question prompts from the top section and uses them to write their questions in the middle column of the table. They must also complete the *Extra information question(s)* column. Students can write any kind of question in the right-hand column; they don't have to use the target language.
- 4 Give pairs about ten minutes to write their questions.
- 5 Ask students to work on their own. They mingle and interview a variety of people, writing the name of the person interviewed in the left-hand column of the table.
- 6 When students have finished, ask them to sit with their original partner and to report their findings to each other. Then, as a whole class, ask for feedback on what they have learnt about their classmates.

EARLY FINISHERS Students ask further questions using the six question prompts they did not pick first time round.

EXTRA CHALLENGE Pairs discuss which of their questions could be written using either the present perfect simple or continuous, and which can be written in only one form.

Unit 2 What happened next?

Paired activity, creating a story using past tenses

Language

Past simple, past continuous, past perfect

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

- 1 Tell a story round the class, with each student in turn contributing one sentence or part of a sentence. Start it off yourself by saying: *Mark was a journalist, and he was very excited because ...* If you find students are using only the past simple, encourage them to look for opportunities to use the past continuous or past perfect.
- 2 Divide the class into pairs and give each student a worksheet so that they are in A+A and B+B pairs. Students plan a story together orally, based on the questions and pictures on the worksheet.
- 3 Rearrange students into A+B pairs. Explain that they are going to tell each other the story they have prepared and that they need to listen carefully because later they will have to remember their partner's story.
- 4 Student A gives their worksheet to Student B, who asks them the questions on it, in order to prompt Student A to tell their story. After all of Student A's questions have been answered, they swap roles and repeat the process with Student B's questions.
- 5 Each student writes down their partner's story. Allow them to check details with each other if they want. Remind them to use past tenses correctly (they can keep their partner's worksheet and use the questions on it as a guide). Encourage them to add linking words and more details to make the story clearer and more exciting. Monitor and provide help as necessary.

EXTRA SUPPORT At stages 2 and 4, allow students to make brief notes to help them remember their own or their partner's story.

EARLY FINISHERS Form A+A and B+B pairs (they could be with the same partner as in stage 2 or with a different partner). Students then compare how the stories turned out. They can also work together to check grammar and spelling, and to add more detail to their stories.

EXTRA CHALLENGE At stage 2, give each pair a different character (e.g. doctor, company director, seventy-five-year-old, maths genius, etc.) and tell them they have to answer the questions as if Alex or Maria were this character. You can tailor the characters to stretch the stronger students, to support the weaker ones, or to suit each individual's interests.

1 Grammar Pick and mix

(study) hard
this term

(own) a mobile
phone for more
than ten years

(download) a
really useful free
app recently

(eat) something
unusual at some
point in your life

(Skype) a friend in
a different country
lately

(live) in the same
house for more than
ten years

(learn) English
for more than
fifteen years

(meet) someone
famous

(do) any exercise
this week

(have) a part-time
job at some point
in your life

(think) about
taking up a new
hobby recently

(buy) a new
electronic device
in the last couple
of weeks

(play) a musical
instrument for more
than ten years

ever (keep) a blog

(check) any social
media sites a lot
recently

(save)
someone's life

| Name of student | Questions | Extra information question(s) Where? When? What? Which? etc. |
|-----------------|---|--|
| Example | <i>Have you been studying hard this term?</i> | <i>What exactly have you been doing? Why? When did you start working hard?</i> |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Vocabulary

Unit 1 The best party in town

Paired activity, matching people to parties to practise phrases around the topic of 'making conversation'

Language

ask appropriate questions, dominate the conversation, have a row, have some awkward silences, hit it off with someone, listen enthusiastically, make a good impression, make small talk, offend someone, put someone at ease, put your foot in it, tell an entertaining story

Preparation: Make one copy of the worksheet for each pair. Cut the sheets in half.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half. Tell students not to look at the other halves.

1 Write this matching exercise on the board:

- | | |
|--------------------------|---------------------------------------|
| A 1 <i>hit it</i> | a <i>enthusiastically</i> |
| 2 <i>put your</i> | b <i>off with someone</i> |
| 3 <i>listen</i> | c <i>conversation</i> |
| 4 <i>put</i> | d <i>someone</i> |
| 5 <i>dominate the</i> | e <i>someone at ease</i> |
| 6 <i>offend</i> | f <i>foot in it</i> |
| B 7 <i>make</i> | g <i>good impression</i> |
| 8 <i>make a</i> | h <i>entertaining story</i> |
| 9 <i>tell an</i> | i <i>row</i> |
| 10 <i>ask</i> | j <i>small talk</i> |
| 11 <i>have some</i> | k <i>appropriate questions</i> |
| 12 <i>have a</i> | l <i>awkward silences</i> |

Ask students to match the two halves to make phrases connected to the topic of making conversation (1–6 with a–f, and 7–12 with g–l). Check answers.

ANSWERS

A 1 **b** 2 **f** 3 **a** 4 **e** 5 **c** 6 **d**
B 7 **j** 8 **g** 9 **h** 10 **k** 11 **l** 12 **i**

- 2 Divide the class into A+B pairs and give them the relevant half of the worksheet. They should not show this to their partner. Explain that they need to exchange information about twelve people at three different parties in the same street in order to find out which person is at which party. Students take turns to read a description of a party guest to their partner, who listens and matches this description to the correct name from their list of guests. Students write the name of the party guest in the correct house (there are four people at each party).
- 3 Monitor and note down any relevant language points. When students have finished, ask each pair to decide which party they would like to go to, and why.
- 4 In a final whole-class stage, check answers and discuss which party each pair would choose, and why.

ANSWERS

- 1 Barry, Emma, Marko, Laura
- 2 Leon, John, Bianca, Suzie
- 3 Sarah, Mia, Mike, Nicola

EXTRA SUPPORT Students work in groups of four, made up of A+A and B+B pairs, to match people to parties.

EARLY FINISHERS Students tell their partner which of the party guests they are most similar to.

EXTRA CHALLENGE In groups, students create a guest list for their perfect party, choosing guests from a certain category of people, e.g. historical figures, famous people, real-life friends, etc. They should describe how each guest would behave in different social situations.

Unit 2 Home sweet home

Paired activity, reordering a story about building a house

Language

anxious, bitter, delighted, disorientated, down, furious, glad, hurt, miserable, petrified, puzzled, relieved, satisfied, tense, terrified, upset

Preparation: Make one copy of the worksheet for each pair and cut up the lines of the story as shown.

Non-cut alternative: Make one copy of the worksheet for each pair. At stage 2, simply give each pair the whole sheet. The lines of the story are not in the correct order, so the activity will still work.

- 1 Write the target language on the board. Put students in pairs and get them to take turns to make facial expressions corresponding to the emotions in the target language; their partner has to guess what they are feeling. Encourage them to try to cover all the words in the list.
- 2 Give each pair a set of the cut-up lines of the story and ask them to reorder the lines to make a logical story. Tell students that the letters don't follow alphabetical order!
- 3 When everyone has finished, check answers.

ANSWER

I, B, L, Q, D, F, C, H, J, N, G, R, E, P, S, M, T, A, K, O

EXTRA SUPPORT During stage 2, monitor to see which pairs are doing well and which are struggling. Tell any struggling pairs that they can ask for one clue from a pair who are doing well (e.g. *Which line goes after M?*). Check that the answer they are given is correct, and that they don't ask for more than one clue, unless you give them permission to do so!

EARLY FINISHERS Students ask each other about times recently when they have felt tense, puzzled, anxious, disorientated, etc.

EXTRA CHALLENGE Students tell a story about another challenging situation (e.g. starting a new job, going on a journey around the world, etc.) using the target language to describe their feelings at different times in the story.

1 Vocabulary The best party in town

Student A



Descriptions

- People form a very positive opinion about this person when they first meet him/her. This person's at Number 1.
- This person sometimes says the wrong thing to people by mistake and makes them feel quite embarrassed. This person's at Number 3.
- This person makes friends with people very easily, and they like him/her, too. This person's at Number 2.
- This person is not easy to talk to. People just don't know what to say and become quite quiet. This person's at Number 3.
- This person tries to control the topic and just never stops talking. This person's at Number 3.
- This person listens with great interest to whatever you're talking about. This person's at Number 2.

Party guests

- Laura doesn't like to offend people.
- Suzie asks appropriate questions.
- Bianca tells entertaining stories.
- Marko puts people at ease.
- It's quite normal for Nicola to have a row at a party.
- Emma is good at making small talk.

Student B



Descriptions

- This person tells some fascinating tales. This person's at Number 2.
- This person quite likes chatting about fairly unimportant things to people he/she doesn't know very well. This person's at Number 1.
- People feel very relaxed chatting to this person. This person's at Number 1.
- This person always asks people about the right kind of things. This person's at Number 2.
- This person tries hard not to be rude to people. This person's at Number 1.
- This person often has very noisy arguments with people. This person's at Number 3.

Party guests

- Mia creates some awkward silences.
- Sarah puts her foot in it from time to time.
- Mike dominates the conversation.
- Leon hits it off with people very quickly.
- John listens enthusiastically to people when they're talking.
- Barry makes a good impression in social situations.

Communication

Unit 1 Not now!

Paired activity, role-playing different scenarios to practise the language for dealing with problems on the phone

Language

Getting rid of unwanted callers

I don't take calls ..., Would you remove my details from your database?

Ending a conversation politely

It's been great talking to you, I'd better get off the phone, I've got a ton of work to do, I'll let you get on/I won't take up any more of your time.

Dealing with distractions

Just bear with me a moment, I'm afraid you've caught me at a bad time, Could you just hold the line?

Dealing with a bad phone line

The coverage isn't too good here, I'm losing you again, Could you call me back on my landline? You're breaking up.

Preparation: Make one copy of the worksheet for each pair and cut the sheets in half vertically.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets in half vertically. Tell students not to look at the other halves.

- 1 Write on the board these four language categories for dealing with problems on the phone: *Getting rid of unwanted callers, Ending a conversation politely, Dealing with distractions, Dealing with a bad phone line*. Elicit the phrases which could be used in each of these situations and write them on the board. Make sure all of the target language is covered, then delete some of the key words. Ask students to recall the missing words or chunks, encouraging them to memorize the phrases.
- 2 Divide the class into A+B pairs and give them the relevant half of the worksheet.
- 3 Give students five minutes to think about their different situations and to check/ask for any vocabulary.
- 4 Students sit with their partner, back-to-back if possible. They take turns to make and receive the phone calls. Monitor and note any language problems and any examples of good usage.
- 5 When students have finished, ask a few pairs to report which phone calls were the most problematic. Give feedback on any relevant language issues noted when monitoring.

EXTRA SUPPORT Spend more time on stage 1, deleting key words and completing the phrases.

EARLY FINISHERS Students swap roles and role-play the conversations again.

EXTRA CHALLENGE Elicit a few more tricky phone situations and write the details on the board. Students role-play these situations.

Unit 2 Travellers' tales

Paired activity, telling and reacting to stories about travel adventures

Language

And then, to make matters worse, ...; But that wasn't the end of the story ...; Did you hear about ...?; Have I ever told you about ...?; I'm not surprised; I bet you were furious/petrified, etc.; In the end, ...; That is hilarious!; This happened ... ago; This was in the days before ...; To cut a long story short, ...; We ended up ...; You can't be serious!; You'll never guess ...; You must have been so embarrassed/fed up!; You're kidding!; You're not going to believe this ...

Preparation: Make one copy of the worksheet for each group of three and cut the sheets into three sections.

Non-cut alternative: Make one copy of the worksheet for each student and fold the sheets into three. Tell students not to look at the other sections.

- 1 Write the following topics on the board: *getting lost, seeing a shark, finding money, moving house, winning a competition, having an argument*.
- 2 Divide the class into pairs and ask students to look at the *Language for speaking* box in Lesson 2.4 of the Coursebook. They take turns to choose one of the topics on the board for their partner, who has to make a sentence about that topic, using one of the phrases from the *Language for speaking* box (e.g. Student A: *getting lost*; Student B: *In the end, I had to call my brother to ask him to come and find me*).
- 3 Closed book. Give out the worksheet sections so that there are A+A, B+B and C+C pairs. They read the notes and work together to plan how to tell the story using the target language. This should be done orally.
- 4 Reorganize students into A+B+C groups. Each student tells their story to the others, who should react appropriately using the reaction phrases on their worksheets. Explain that the reaction phrases are not in order, and some of them may only be suitable for one of the stories, so students should be selective.
- 5 Put students back into their original pairs. They should each retell one of the other two stories to their partner, who can check if it is the same as the story they heard.

EXTRA SUPPORT Allow weaker students to make notes at stage 3, and use these notes to tell their story at stage 4.

EARLY FINISHERS At the end of stage 4, students ask each other follow-up questions about their story (e.g. *What happened next? How did you feel?*).

EXTRA CHALLENGE Students choose one of the stories and write a full version of it for publication in a travel magazine.

1 Communication Not now!

Student A



1 You're a salesperson. You work for a company that sells air conditioning. Make a call trying to sell someone one of your products.



2 You receive a call from a friend who's very excited about some holiday plans. You feel a bit jealous because you can't afford to go on holiday. You also can't hear very well because the line is very bad.



3 You've just failed your driving test and you want to call your friend to talk about everything that happened.



4 You receive a call from someone carrying out a survey. You don't like answering surveys, but you don't like being rude to callers either. Try and finish the conversation quickly.



5 You've just lost your job and you really need to talk to your friend about how you feel and what happened. Try your best to have the conversation.



6 You receive a call from a colleague about an important meeting and you need to talk about it. The problem is that you can't hear your colleague very well.

Student B



1 You receive a call from a company trying to sell you something. You need to go out and collect a friend from the station. You don't like sales calls, but you don't like being rude to the caller either.



2 You call a friend to tell him/her all about your holiday plans. You're very excited and want to tell him/her all the details.



3 You receive a call from a friend, but you're on a train. The problem is that the train keeps keep going through tunnels, so you keep missing what your friend is saying.



4 You work for a company which carries out telephone surveys. Your boss is recording your call as part of your training. It's important that you try to persuade the other person to take part in your survey.



5 You receive a call from a good friend. You work from home and you're busy writing a report. You have to finish it soon because a taxi is arriving in thirty minutes to take you to the airport.



6 You make a call to a colleague in order to suggest a date, place and time for a very important meeting.

Vox pops

Aim: Each of these video worksheets aims to provide students with extra listening and speaking practice on topics connected to the corresponding unit in the Coursebook.

Preparation: Make one copy of the worksheet for each student and cut or fold in half as shown.

Unit 1 Communication

- 1 Give a copy of the worksheet to each student. Put the students in pairs and ask them to predict how the things listed might be relevant to cross-cultural communication.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. If necessary, play the video through again. At this stage, you could also check the predictions from exercise 1. How are these things relevant to cross-cultural communication?

ANSWERS

- 1 1 Mary 2 Tom 3 Duncan 4 Michael
- 2 1 He felt embarrassed.
2 In Britain, no one would ever say that.
3 The Chinese words for 'mother' and 'horse' sound very similar to him.
- 3 Put the students into groups and ask them to discuss cultural mistakes, using the questions on the worksheet. Feed back as a class. To extend this stage, you could also ask the students to role-play a situation where they explain to a foreigner in their country that they are making a cultural mistake.

Unit 2 Escape

- 1 Give a copy of the worksheet to each student. Ask them to read exercise 1 and direct their attention to the activities in exercise 2, section 2. Put them in pairs to discuss how they feel about these activities. As a whole class, ask for feedback of any interesting stories or experiences.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. If necessary, play the video again.

ANSWERS

- 1 1 F (She wants to see the Northern Lights.)
2 T
3 F (She'd like to go anywhere and travel by any kind of transport.)
- 2 The activities that are mentioned are: playing music (Fraser); getting lost (Barbara); learning a new language (Dominika); doing maths (Stuart). NB Stuart mentions doing maths as something he is comfortable with, not something that's out of his comfort zone!

- 3 Put the students into small groups. Focus them on the four activities listed (which reflect what the speakers talked about in the video) and ask them to discuss the questions which follow.

Unit 3 Invest

- 1 Give a copy of the worksheet to each student. Put the students in pairs to discuss the question of career maps.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class.

ANSWERS

- 1 1 economy 2 effort 3 can-do 4 language
5 jeans 6 company
- 2 Mickey: Yes, she's from the generation where people spent before they thought, and now everyone's going to suffer.
Daniel: Yes, you need to think about making investments.
Mary: Yes and no – yes in terms of qualifications and savings; no in terms of needing to live in the present.
Michael: Yes and no – yes for the next two years; beyond that it's a waste of time.
- 3 Put the students into small groups. Ask them to discuss the questions in exercise 3. Feed back as a class, and ask for a show of hands to see who considers themselves more planned or more flexible. Then discuss the pros and cons of these two attitudes as a class.

Unit 4 Creativity

- 1 Give a copy of the worksheet to each student. Focus them on exercise 1 and ask them to rank the objects 1–4. Put them in pairs to compare their answers, then ask each pair to compare with another pair. Finally, get feedback from the whole class. Discuss any noticeable differences.
- 2 Ask the students to read sections 1 and 2 and then play the video. Pause after all the speakers have answered the first question and allow students to discuss their answers in pairs. Check answers before playing the rest of the video. Allow students to check in pairs again. Go through the answers with the class. NB You could also refer back to the objects mentioned in exercise 1, and ask the students how they came up in the video.

ANSWERS

- 1 Brian: digital technology – complete shift in communication
Pat: iPad – can look things up very easily
Scott: Oyster card – easier than buying a ticket
Kate: Google Maps – it's been a lifesaver
- 2 1 b 2 a 3 c 4 c
- 3 Put the students into small groups. Ask them to discuss the questions in section 3. Feed back as a whole class.

1 Video Communication

Vox pops

1 Work with a partner. How might these things be relevant to cross-cultural communication?

- sense of humour
- history
- chopsticks

2 Watch the video. Do sections 1 and 2.

What would foreigners need to know about your culture to be able to communicate well with people?

- 1 Who thinks it is important for foreigners to ...?
- 1 have good manners
 - 2 be aware that people don't say everything
 - 3 understand the past
 - 4 understand jokes

Have you had experiences of making cultural mistakes? What happened?

2 Answer the questions.

- 1 How did Tom feel about his cultural difficulty?
- 2 Why was Michael surprised at the Swiss driver's reaction?
- 3 Why did Sacha get two words mixed up in Chinese?

3 Discuss the questions below in small groups.

- 1 Have you ever seen a foreigner make a cultural mistake in your country?
- 2 If you saw someone do this again in the future, what would you say to them?



2 Video Escape

Vox pops

1 How do you feel about the activities in section 2 of exercise 2 below? Discuss your feelings and experiences with a partner.

2 Watch the video. Do sections 1 and 2.

Would you like to go on an adventure?

1 Are these statements true (T) or false (F)?
Correct the false statements.

- | | | |
|--|---|---|
| 1 Barbara wants to go to the North Pole to see the midnight sun. | T | F |
| 2 Fraser found that Nigeria was completely different to Britain. | T | F |
| 3 Dominika has specific ideas about where and how she wants to travel. | T | F |

Can you think of a time when you were out of your comfort zone? What happened?

2 Tick the activities the people talk about.

- | | |
|---------------------------|-----------------------|
| • playing music | • travelling by plane |
| • getting lost | • going backpacking |
| • learning a new language | • doing maths |

3 All of the activities below might get you out of your comfort zone.

- organizing an overseas trip for a music group or a sports team
- trying to resolve a conflict at work
- travelling somewhere with a challenging climate or landscape
- travelling somewhere culturally very different from your country

Work in small groups and discuss these questions.

- 1 Which of these would you find the most challenging and why?
- 2 Do you think it's important for people to get out of their comfort zones?

