

fourth
edition

English File

Advanced Plus

Teacher's Guide

WITH TEACHER'S RESOURCE CENTRE

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki

with Anna Lowy
Jon Hird

Includes photocopiable
Grammar, Communicative,
and Vocabulary activities

OXFORD
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fourth
edition

English File

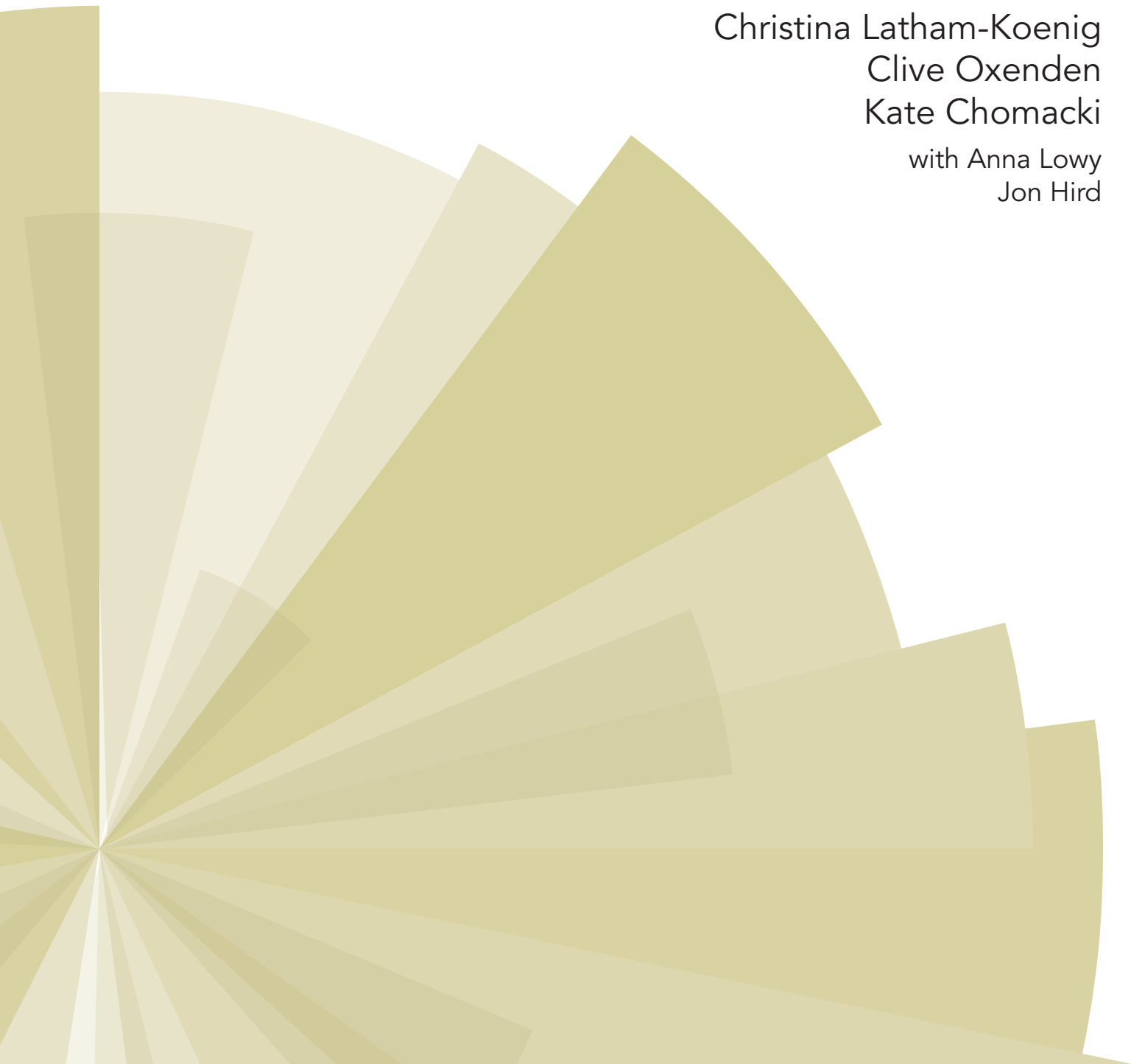
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Syllabus checklist

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
6	A Motivation and inspiration	modal verbs (1): <i>will, would, should</i>	vague language	contractions
10	B The parent trap	noun phrases	phrasal nouns	short and long vowels
14	Revise and Check 1			
2				
16	A Overcoming adversity	modal verbs (2): <i>can / could / be able to, may / might</i>	prefixes and suffixes	words that can be pronounced in two ways
20	B A big adventure	participle clauses	ways of moving	consonant clusters with s
24	Revise and Check 2			
3				
26	A A Live your age	determiners: articles and quantifiers	research language	verb / noun word stress; stressed and unstressed articles
30	B In love with Shakespeare	word order	idioms from Shakespeare	reading aloud
34	Revise and Check 3			
4				
36	A No more boys and girls	cause and effect	binomials	binomials
40	B Live to work?	aspect: perfect and continuous tenses	acronyms and initialisms	acronyms and initialisms
44	Revise and Check 4			

SPEAKING	LISTENING	READING
presenting a well-structured description	understanding extended speech on abstract and complex topics beyond his / her own field	understanding implicit attitudes and opinions
discussing cultural issues sensitively	understanding and assessing the evidence from research	understanding implicit and explicit meaning in non-literary writing
telling a well-structured anecdote	identifying finer points of details	understanding contemporary literary texts and non-fiction with appreciation of implicit meanings and ideas
discussing and justifying opinions	following most lectures, discussions, and debates with relative ease	explaining the attitude or opinion expressed in a text, supporting inferences with reference to the original
speaking smoothly and fluently	making decisions about what to note down and what to omit	scanning for information
speculating and checking hypotheses	following extended speech on abstract and complex topics	interpreting a character in literature
summarizing a text in speech	identifying finer points of detail in the context of advice	comparing and contrasting the findings of research
starting and maintaining a conversation	recognizing idiomatic expressions and colloquialisms, and appreciating register shifts	understanding humour, irony, and implicit cultural references and nuances of meaning

	GRAMMAR	VOCABULARY	PRONUNCIATION
5			
46 A An emotional roller coaster	prepositions and sentence patterns	more sophisticated emotions	stress in multi-syllable adjectives
50 B Crossing cultures	advanced structures for comparing and contrasting	individuals and populations	contrastive stress
54 Revise and Check 5			
6			
56 A Hi-tech, lo-tech	position of adverbs	common adverb collocations, verbs for making things	sentence intonation with adverbs
60 B It all adds up	singular and plural agreement	numbers and measurements	stress and intonation in long numbers
64 Revise and Check 6			
7			
66 A Whodunnit?	complex passive forms	punishment	understanding an accent
70 B Alone or with friends?	special uses of tenses	connotation	linking
74 Revise and Check 7			
8			
76 A Food of love	expressing conditionality	eating and drinking	vowel sounds and spelling
80 B Seeing things differently	adjective order	ways of seeing	stress and intonation
84 Revise and Check 8			
86 Communication	94 Writing	106 Listening	116 Grammar Bank

developing a conversation	understanding authentic broadcast material with a variety of accents	understanding implicit as well as explicit attitudes, emotions, and opinions
giving an engaging presentation	taking detailed notes	identifying finer points of detail including attitudes and opinions

Course overview

Introduction

Advanced Plus is a completely new level of *English File* designed to meet the needs of students who are between C1 and C2 level. Our aim has been to create a course which takes the principles that *English File* is based on and applies them to the needs of higher-level students and which, above all motivates students to take their learning into new territory, while giving teachers the support they need at this challenging level. Don't forget:

- videos that can be used in class in every File.
- photocopiable Grammar and Communicative activities for every A and B lesson, and a Vocabulary activity for every Vocabulary Bank
- Quick Tests and File Tests for every File, as well as Progress Tests, an End-of-course Test, and an Entry Test, which you can use at the beginning of the course

Online Practice and the **Workbook** provide review, support, and practice for students outside the class.

The **Teacher's Guide** suggests different ways of exploiting the Student's Book depending on the level of your class. We very much hope you enjoy using *English File fourth edition*.

What do Advanced Plus students need?

When students reach such an advanced level of English, they are, by definition, successful learners and they feel positive about the language and their classes. However, it can be hard to make them feel they are actually making progress and improving. It is important to challenge students with material that they feel is relevant to their needs and which they can see a purpose to. They want to see and hear material from the real world, which respects their intelligence, but also need support to help them use what they know to overcome new challenges and to set realistic and positive expectations of what they can achieve.

Grammar

- A range of structures to express precise and subtle concepts
- Fluency and accuracy using more sophisticated structures
- Awareness and control of register

At this level, students will have already studied the common grammatical structures. However, students will still need to work with more complex areas such as inversion and ellipsis, and aspect. For *Advanced Plus*, the Grammar Banks have been expanded to allow for more detailed analysis and exploration of examples of language in use. There is a focus on understanding the shades of meaning behind different grammatical choices, as well as on the register and aspects of spoken and written grammar. Broader grammar areas, such as word order or cause and effect allow students to consolidate and refine their use of more basic structures as well as increasing their range and accuracy. To build fluency, students need to train and trust their own 'ear' and the practice activities encourage them to use their instinct before checking back at the rules and explanations.

Vocabulary

- A wider range of idioms, synonyms, phrasal verbs, and collocation
- A focus on precision and finer shades of meaning
- Increased awareness of connotation and appropriacy

At this level, it is hard to predict students' vocabulary needs, depending on their experience and interests. In the **Vocabulary Banks** we have focused on expanding students' vocabulary knowledge in different directions, rather than just providing lists of unfamiliar words, focusing on near synonyms, such as ways of moving, word building, acronyms and initials, and idioms. Reading and listening exercises include the **Language in Context** feature, which focuses on naturally-occurring items, such as metaphor, idiomatic language and technical vocabulary.

Pronunciation

- 'Fine-tuning' of pronunciation of difficult sounds
- Awareness of their impact on the listener
- Developing their own accent

Students are likely to have varying needs and goals at this level. There is a pronunciation focus in each lesson with work on advanced features such as aspects of accent, use of pauses and intonation, as well as revisiting common problem areas such as consonant clusters or short and long vowels.

Online Practice contains the Sound Bank videos which show students the mouth positions to make English vowels and consonants. They can also review the pronunciation from the lesson at their own speed. There is more practice of pronunciation in the **Workbook**, with audio, which can be found on **Online Practice**.

Speaking

- Adapting their spoken English to a variety of situations and registers
- Ability to structure their spoken language smoothly and logically
- To use language skilfully and sensitively across a wide range of complex, academic, or controversial subjects

Whatever the level, students all need a topic which will motivate them to speak, and a reason to communicate. Every lesson has a speaking activity which challenges



students to expand their speaking skills and expand their range of language. Students can use **Online Practice** to develop their speaking skills further.

Listening

- Meaningful, real-life tasks
- Longer listenings at natural speed, with a wide variety of accents
- Ability to infer the speaker's intention and recognize humour

For most students, listening is still the hardest skill and it is vital that listening material is both interesting and provides the right level of challenge. *English File Advanced Plus* contains a wide range of authentic listening material, including BBC interviews and discussions, drama, and audiobook extracts. These recordings expose students to a variety of language, accent, and speed of speech with achievable but challenging tasks. On **Online Practice**, for each File students can find further listening practice related to the topic. They can also access the listening activities from every lesson, to practise in their own time, and to read the script to check anything that they have found difficult.

Reading

- Understand the writer's tone and intention and recognize cultural references
- A wide variety of text types including more academic and technical writing
- Challenging tasks which build advanced reading skills

Many students need to read in English for their work or studies. This level contains a variety of authentic reading texts, including media articles, literature and non-fiction book extracts, and academic reports, and have been chosen to stretch students' reading ability, but also for their intrinsic interest and potential to generate a reaction. The opinions expressed in these texts do not necessarily reflect the view of the *English File* authors or of Oxford University Press.

Writing

- An ability to write longer, complex, well-organized texts
- Control of aspects of genre, style, and register
- An appreciation of the expectations of the reader

Each guided writing activity flows out of a main lesson to ensure that students have plenty of ideas to start with and focuses on key areas of language, style, and organization to help break the writing process down into a series of achievable tasks.

Students can use **Online Practice** to develop their writing skills further. The Discussion board also provides opportunities for informal written interaction.

Video

- Further exposure to authentic, unscripted colloquial speech
- The ability to deal with different speeds and accents
- Exposure to high-frequency colloquial phrases and idioms
- Techniques and strategies for participating in a conversation

Each File finishes with a video, either The Conversation or a Video Listening. The Conversation features a spontaneous conversation between three people answering a question related to the lesson topic. There is also a language focus on a particular aspect of functional language used by the speaker. On **Online Practice**, students can use the interactive video to record themselves. The **Workbook** provides practice of all the language from The Conversation. Video Listening documentaries focus on aspects of the topic students have worked on and include unscripted interviews with a person who is an expert in the area.

Revision

- Regular review
- Motivating reference and practice material
- A sense of progress

The higher the level, the harder it is to see your progress. Advanced Plus students need to feel they are increasing their knowledge, improving their skills, and using English more fluently and effectively. At this level, many students are also working towards a high-level exam and require revision in the form of exam practice. After every File there is a two-page Revise and Check section. The left-hand page revises the grammar and vocabulary of each File through Use of English tasks to provide some additional exam training. The right-hand page provides a challenging, longer reading text, accompanied by an exam-style reading task. These

pages are designed to be used flexibly according to the needs of your students. On **Online Practice**, for each File, there are two **Check your progress** activities. The first is a multiple choice activity for students to test themselves on the Grammar and Vocabulary from the File. The second is a **Challenge** activity, which involves a mini-research project based on a topic from the File. After every two Files, the **Workbook** contains a *Can you remember...?* page, which provides a cumulative review of language students have covered in the **Student's Book**.

4 LISTENING & WRITING

a Every year, Time magazine publishes a list of 'The most influential people of the year'. In pairs, look at the photos of some of the young people who have appeared in the list in recent years. How you heard of any of them? What do you know about them?

b 3.4 Listen to a podcast about people 1, 2, 3, 5, and 6 in the photos. What have they done?

c Listen again and make biographical notes about each person / pair. Include the following information:

- where they are from
- how old they were when they were nominated
- what inspired them
- what they have achieved
- any other interesting details

d In pairs, compare your notes. Is there anything to add from your partner's notes? Then choose one of the teenagers and write a biographical paragraph about them.

5 GRAMMAR determiners: articles and quantifiers

a Check what you know about articles and quantifiers. Complete four extracts from the podcast in 4 with a, the, some, or – (no article).

He says he'll also get _____ of the money towards _____ college fund, so he can study to become either _____ engineer or _____ doctor.

Since then, as well as her acting, she's worked as _____ model and as _____ music videos, and, in March 2010, became an ambassador of UNICEF's 'Together We Play Strong' campaign, which promotes _____ women's football.

She decided to launch _____ campaign called #100BlackGirlBooks, in order to call _____ public attention to _____ lack of diversity in _____ children's literature and to promote honoring _____ black girls as _____ main characters.

They hope _____ Bill can follow in the footsteps of _____ friends to making _____ plastic bag _____ thing of the past.

b 3.5 Listen and check.

c p.120 Grammar Book 3A

6 PRONUNCIATION stressed and unstressed articles

a 3.6 Listen to a short conversation. How are a, the, and some pronounced? Are they stressed or unstressed? What other way can the be pronounced?

A Are you having a holiday this summer?
B Yes, we're going to the Lake District.
A Don't you usually go abroad?
B Yes, but we've decided to stay in the UK and rent a cottage. We're trying to cut down on air travel, you know, to save the planet. We're big fans of Eco...
A Did you feel the dress you wanted for the wedding?
B I found a dress, but not the style I really wanted.
A Did you meet anyone new last night?
B I met the guy.
A The guy?
B Yes, the one I've been waiting for all my life.

b Listen again and underline any other words or syllables that contain the 'r' sound.

c 3.7 Listen to two more conversations. Why are the highlighted articles stressed? How are they pronounced?

1 A Did you feel the dress you wanted for the wedding?
B I found a dress, but not the style I really wanted.
2 A Did you meet anyone new last night?
B I met the guy.
A The guy?
B Yes, the one I've been waiting for all my life.

d 3.8 Listen to two more conversations. When does the speaker stress that? Why?

1 A Did you feel the dress you wanted for the wedding?
B I found a dress, but not the style I really wanted.
2 A Did you meet anyone new last night?
B I met the guy.
A The guy?
B Yes, the one I've been waiting for all my life.

7 SPEAKING

a Look at the topics in Just a Minute and think for one minute what you might say about them.

b Work in groups of three, A, B, and C. Read the rules for playing the game.

c Now play three for round rounds. At the end of each round, note how many times the speaker was stopped. Who was stopped the fewest times?

d Compare for monitoring after an interruption. Where was it OK yes, I was talking about... Anyway, as I was saying...

JUST A MINUTE

1 The best age to learn a sport

2 Something I feel passionate about

3 An important teacher

4 A time when I got completely lost

5 One of the most beautiful places I've been to

6 What I was like as a child

7 The device I rely on the most

8 The subject I hate(s) most at school

9 How to spend a perfect weekend

10 Another language I would love to learn

RULES

You are going to try to talk for a minute about a topic.

ROUND 1

A You are the Devil. Choose which topic you would like to talk about. Then call B the number of the topic and start timing. Whenever C says stop, pause the timer, and discuss whether topic C thinks B has made. Continue until B's minute is up.

B You are going to try to speak for one minute on whichever topic A gives you, as accurately and fluently as possible. If C thinks you have made a mistake, he / she will tell you to stop.

C You are going to listen to B talk for a minute about one of the topics. If you think B has made a mistake (grammar, vocabulary, or pronunciation) say stop, and between the three of you, agree how to correct it. Make a note of how many times B made a mistake during his / her turn.

ROUND 2

B is now the Devil. C talks for a minute, and A listens for mistakes.

ROUND 3

C is now the Devil. A talks for a minute, and B listens for mistakes.

Go online to review the lesson

Course overview

For students

Student's Book

The Student's Book has 8 Files. Each File is organized like this:

A and B lessons

Each File contains two four-page lessons which present and practise **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and lots of opportunities for speaking. At the end of every File, the B lesson ends with a **Video Listening** section. All lessons have clear references to the **Grammar Bank** and **Vocabulary Bank**.

Revise and Check

After every File, there is a two-page section revising the **Grammar** and **Vocabulary** of each File and practising **Reading**. All tasks in this section are designed to give students exposure to international exam task types.



The back of the Student's Book

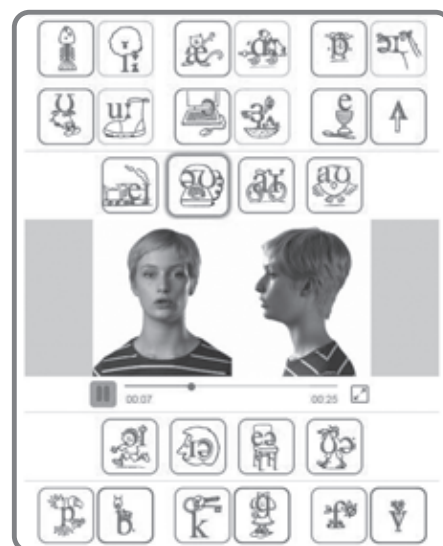
Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

The Student's Book is also available as an eBook.

Online Practice

For students to practise and develop their language and skills or catch up on a class they have missed.

- **Look again:** students can review the language from every lesson.
- **Practice:** students can develop their skills with extra Reading, Writing, Listening, and Speaking practice.
- **Check your progress:** students can test themselves on the main language from the lesson and get instant feedback, and try an extra challenge.
- **Interactive video** to practise the language from the Conversation videos.
- **Sound Bank videos** to learn and practise pronunciation of English sounds.
- **Resources:** All Student's Book audio, video, scripts, wordlists, dyslexia-friendly texts, and CEFR Language Portfolio.



Workbook

For language practice after class.

- All the Grammar, Vocabulary, and the Conversation language focus
- Pronunciation exercises with audio. The audio can be accessed on **Online Practice**
 - *Can you remember...?* exercises for students to check their progress
 - Available with or without key
- **The Workbook is also available as an eBook.**



Say It: English pronunciation app

For students to learn and practise the sounds of English

- Individual sounds
- Sounds in key words
- Speak and record functionality



For teachers

Teacher's Guide

Step-by-step procedural notes for all the lessons including:

- an optional 'books-closed' lead-in for every lesson.
- **Extra challenge** suggestions for ways of exploiting the Student's Book material in a more challenging way if you have a stronger class.
- **Extra support** suggestions for ways of adapting activities or exercises to make them work with weaker students.
- **Extra ideas** for optional activities.

All lesson plans include answer keys and audio scripts.

Over 50 pages of photocopiable activities.



Grammar

see pp. 134–152

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice

Communicative

see pp. 153–182

- Extra speaking practice for every A and B lesson

Vocabulary

see pp. 183–200

- An activity for every Vocabulary Bank, which can be used in class or for self-study extra practice

There is more information on page 133 of this Teacher's Guide about the photocopiable worksheets and tips on how best to use them.

Teacher's Resource Centre



- All the Student's Book audio/video files and scripts
- Detailed lesson plans from the Teacher's Guide
- Answer keys
- All the photocopiable activities from the Teacher's Guide, including customizable versions
- All the Workbook audio files and scripts
- Tests and assessment material, including: an Entry Test; Progress Tests; an End-of-course Test; a Quick Test for every File; and complete test for every File. There are A and B versions of all the main tests and audio files for all the Listening tests
- CEFR documents



Classroom Presentation Tool



- The complete Student's Book
- Photocopiable activities from the Teacher's Guide
- All class audio and video, with interactive scripts
- Answer keys for exercises in the Student's Book and photocopiable activities
- Dyslexia-friendly texts
- The Workbook is also available as a Classroom Presentation Tool.



Class audio

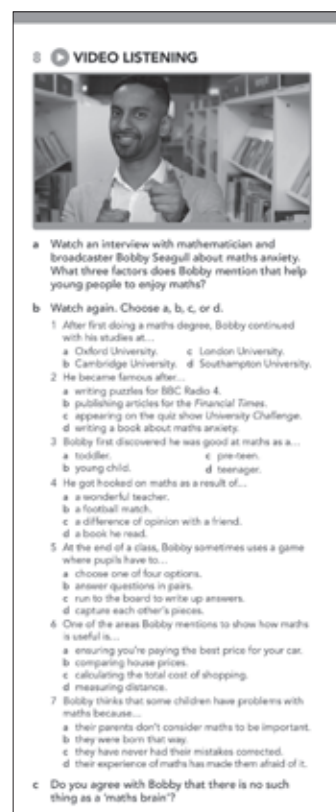
All the listening materials for the Student's Book can be found on the **Teacher's Resource Centre**, **Classroom Presentation Tool**, **Online Practice**, and **Student's eBooks**.



Video

Video Listening

- Documentaries and interviews for students at the end of even-numbered B lessons (2B, 4B, 6B, 8B.)



The Conversation

- Unscripted group conversations for students at the end of odd-numbered B lessons (1B, 3B, 5B, 7B)

All the video materials for the Student's Book can be found on the **Teacher's Resource Centre**, **Classroom Presentation Tool**, **Online Practice**, and **Student's eBook**.

G modal verbs (1): *will, would, should*

V vague language

P contractions

Lesson plan

The main topic of the lesson is motivational advice.

The first half of the lesson begins with Sts reading extracts from a book called *If I could tell you just one thing...*, in which the author shares conversations with some inspiring and successful people. Sts read about two of them and the advice that they want to pass on and then identify their personal qualities. They then read six more extracts giving advice, and finally work on phrasal verbs and idioms that come up in the text, and discuss which of the pieces of advice mean something to them. This leads into a lexical focus on vague language, e.g. *kind of thing, stuff, etc.*, followed by Speaking, where Sts think of someone they find inspirational, describe them in small groups, and then agree on what makes a good role model.

The second half starts with the grammar focus, which is the first of two dealing with more advanced uses of modal verbs, here *will, would, and should*. This is followed by a pronunciation focus on how these modals are contracted in spoken English, e.g. *I'll soon've been living here for 20 years*. Sts then listen to a podcast based on a *Guardian* newspaper article about advice and look at collocations with *advice*, e.g. *offer advice, dispense advice, etc.* The lesson ends with Sts discussing in small groups their experience of being given advice and then rating the advice the others were given.

More materials

For teachers

Photocopiables

Grammar modal verbs (1): *will, would, should* p.137

Communicative Motivation p.159 (instructions p.153)

Vocabulary Vague language p.187 (instructions p.183)

For students

Workbook 1A

Online Practice 1A

OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.6 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Dwight Eisenhower (1890–1969) was president of the USA from 1953 to 1961.

Get Sts to discuss what they think the quote means. Do they agree with it?

1 READING & SPEAKING understanding implicit attitudes and opinions

a Focus on the task and tell Sts that the extracts come from a book where the author has collected advice he was given over the years. You might want to give Sts some more information about Richard Reed. He is a British entrepreneur, co-founder of Innocent Drinks, a highly successful company producing fresh fruit smoothies and vegetable pots, which he started from a market stall and eventually sold to Coca-Cola. The full title of the book is *If I could tell you just one thing... Encounters with remarkable people and their most valuable advice*.

Give Sts time to read both pieces of advice.

Put Sts in pairs and get them to discuss which one is more meaningful for them at the moment.

Get some feedback from various pairs.

b Tell Sts they are going to read an extract from the book *If I could tell you just one thing...* where the author describes the two people who gave the advice in **a**, and Sts must match the advice to the people and then explain how the piece of advice shows the person's life experience. Focus on the two names and find out with a show of hands if Sts have heard of them. You could tell Sts that Annie Lennox was born in Scotland and is now a singer-songwriter, political activist, and philanthropist. Alexander McLean is a British activist, humanitarian, and lawyer. After leaving school, he visited Kampala, Uganda, where he volunteered in a hospital. When he returned to the UK, he went to Nottingham University; he was the first person in his family to get a degree. After graduating, he returned to Kampala, where he created a team of local and international staff and volunteers with the goal of professionalizing the African Prisons Project and increasing its impact.

EXTRA SUPPORT In the Annie Lennox extract, you may want to explain the meaning of *tenement* (= a large building divided into flats, especially in a poor area of a city).

Give Sts time to read about Annie Lennox and Alexander McLean and do the task.

Get Sts to compare with a partner, and then check answers.

- 1 **B** She had a difficult early life, but her one constant thing was singing, and she continued singing and composing her own music until she met someone who shared her passion.
- 2 **A** His experience in African prisons brought him into contact with many people whose crimes were simply a result of their poverty but who, given the basic healthcare and access to education, have a better chance of making a success of their lives.

c Focus on the task and the words in the list, making sure Sts understand them all. Highlight any words your Sts may have problems pronouncing correctly, e.g. *altruism* /'æltrʊɪzəm/, *charisma* /kə'rɪzmə/.

Now give Sts time to read the book extracts again and then, in pairs, to decide which personal qualities in the list apply to each person. You could tell them that they don't have to agree with each other but should be able to justify their opinions.

Elicit answers.

Suggested answers

Annie Lennox: creativity (composing and singing her own songs), determination (keeping at it despite not having any support), altruism (she supports women's rights and AIDS awareness in Africa).

Alexander McLean: altruism (his work with the African Prisons project), charisma (talking his way into the prisons), determination and energy (he has succeeded in effecting change in a challenging context and has continued this work since), people skills (he's able to get through to people from a very different culture and background)

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- d Focus on the task and make sure Sts know the idiom *in the public eye* (= well known to many people through newspapers and television).

Give Sts time to match the people's advice to the summaries.

Get Sts to compare with a partner, and then check answers.

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

! Don't ask Sts their opinions on the pieces of advice as they will be doing this later in f.

LANGUAGE IN CONTEXT

- e Focus on the task and put Sts in pairs to discuss what they think the highlighted phrasal verbs and idioms in 1–8 mean. Tell them to look for them in the extracts if necessary, as the context will help them work out the meaning.

Check answers. You might want to tell Sts that *hype* is informal, usually used with a negative connotation, and the phrasal verb *screw up* is slang.

- 1 from the beginning
- 2 stopped studying
- 3 to earn just enough money to be able to buy the things you need
- 4 persuaded people to allow him to do something (get into a prison)
- 5 usually, typically
- 6 set apart from, not included in the main social group
- 7 how good people say you are
- 8 fail, make a mistake

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

- f Give Sts time to read all eight pieces of advice from the book again and decide which they identify with the most. Put Sts in pairs or small groups to discuss their answer. Monitor and help where necessary. Elicit some feedback.

2 VOCABULARY

vague language

- a Do this as a whole-class activity, or put Sts in pairs and then check answers.

1 kind of thing 2 my own stuff

Now elicit why Annie Lennox chooses to use vague language.

- 1 Because she doesn't need to give a complete list of all the places where she lived.
- 2 Because she is probably referring to various things such as music, lyrics, etc.

- b Tell Sts to go to **Vocabulary Bank Vague language** on p.140.

Vocabulary notes

We commonly use vague language in spoken English:

- when we don't need or want to give too much detail.
- when we don't know the precise detail or the exact word.
- when it's not necessary to be exact.

Explain to Sts that incorporating language like this into their speech will make their English sound more fluent and natural.

There are many informal words and phrases that people use when they want to be vague.

- 1 Avoiding unnecessary detail

Other examples with things that you may want to highlight include:

*I threw out old clothes, books, **that kind of thing / things like that.*** (= more things of that kind)

*Bob's dog is a cross between a poodle and a Labrador, **or something.*** (= I don't really know, it's a guess)

A *You help out at school, don't you? Are you a teaching assistant?*

B *Yeah, **something like that.*** (= normally used when you can't be bothered to explain something)

*Jane had a **sort of / kind of** X-ray, **that thing where / what do you call it where** they put you in a tunnel.*

(= used when you don't know the exact word or expression)

- 2 Being imprecise using *-ish*:

You could tell Sts that *ish* when used on its own is an informal modifying adverb.

- 3 Being imprecise about quantity and time:

We can use *around* (or *about*) with a time or time + *-ish*, e.g. *Shall I come (at) **around / about seven / sevenish?***

Other vague expressions for time and quantities you may want to remind Sts of are: *more or less, loads of / a few / a couple, roughly.*

- 4 *whatever, whenever, etc.*

We can also use *whenever, whoever, wherever* as one-word answers to show indifference, but *Whatever!* is probably the most common.

Focus on **1 Avoiding unnecessary detail** and get Sts to do **a** individually or in pairs.

🔊 1.2 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

🔊 1.2

Vague language

1 Avoiding unnecessary detail

- 1 A Are you getting the train back to uni?
B No, luckily my parents said they'd drive me. I've got loads of stuff and it'll be much easier to just put it all in the car.
- 2 A What's wrong with your pen?
B The top bit's dropped off and I can't get it to work.
- 3 A What do you think of the hotel?
B Well, there's one thing I'm not very keen on.
A What's that?
B Well, the bar's nice, but it's really noisy, and you can hear the music from our room.

Now get Sts to match the words to the definitions.

Check answers.

1 thing 2 bit 3 stuff

🔊 1.3 Focus on **2 Being imprecise using -ish** and play the audio for Sts to listen and answer the three questions.

Get Sts to compare with a partner, and then check answers.

EXTRA SUPPORT Do this as a whole-class activity.

1 kind of 2 roughly 3 a bit, quite

🔊 1.3

2 Being imprecise using -ish

See conversations in Student's Book on p.140.

Focus on **3 Being imprecise about quantity and time** and get Sts to do **a** individually or in pairs.

🔊 1.4 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

1 around 2 so 3 odd 4 least 5 most 6 something

🔊 1.4

3 Being imprecise about quantity and time

- A How many people were there at the demonstration?
B Oh, around 500.
There must have been 500 or so.
Maybe 500-odd?
At least 450 and at most 525.
- A How old were most of the demonstrators?
B Oh, 20-something, I'd say.

Now ask the class which expressions mean *maximum* and *minimum*.

maximum = at most, minimum = at least

Focus on **4 Whatever, whenever, etc.** and get Sts to do **a** individually or in pairs.

🔊 1.5 Now focus on **b**. Play the audio for Sts to listen and check.

Check answers.

1 Whenever 2 whoever 3 whatever 4 However
5 Whichever 6 Wherever

🔊 1.5

4 Whatever, whenever, etc.

- 1 A What time do you want us to be there?
B Whenever suits you, really. Seven-ish?
- 2 A Is it OK if I ask Sean and Jerry to the party?
B Ask whoever you like, so long as it's not more than 20-odd people.
- 3 A Nice menu! I really fancy the lobster, or is it too expensive?
B Have whatever you like! The company's paying.
- 4 A That's it. Checkmate.
B You're so annoying! However well I play, you always win!
- 5 A Tea or coffee?
B Whichever's easiest. I'm happy with either.
- 6 A Did you know the dog's chewing your slipper?
B Not again! Wherever I hide them, he always finds them.

Now ask the class what meaning *ever* adds to a word it is added to.

any thing, time, place, person, object, way

Finally, focus on the **A one-word answer with Whatever** box and go through it with the class. This usage is particularly in response to something said by someone who is senior to us, whom we disrespect.

Tell Sts to go back to the main lesson **1A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Vocabulary** photocopiable activity at this point.

- c Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Don't be vague!**, **A** on p.86 and **B** on p.90. Here they role-play conversations where one person is being deliberately vague, and the other is trying to push them to give precise details.

Go through the instructions and tell Sts to read their example to make sure they understand what they have to do.

EXTRA SUPPORT You could demonstrate by getting a Student **A** to ask you the first question, and try to answer with vague language for as long as possible before finally agreeing details.

Get Sts **A** to start with their first question. Monitor and help where necessary.

When Sts have finished, you could do **d** as a whole-class activity.

Tell Sts to go back to the main lesson **1A**.

3 SPEAKING

- a Focus on the task and give Sts time to decide who they want to talk about and to make notes.

EXTRA IDEA You could get Sts to do some research using their phones and prepare a presentation either before or during class.

- b Put Sts in small groups of three or four and tell them to take turns to describe the person they chose. They should describe with as much detail about the person as possible, using their notes from **a**.

- c Get Sts to discuss in their groups which of the people they described they think is the best role model and why. Get feedback from different groups about the people they spoke about and the one they thought was the best role model.

EXTRA SUPPORT Do this as a whole-class activity.

4 GRAMMAR modal verbs (1): *will, would, should*

- a Focus on the task and then give Sts time to circle the sentence in each group giving advice for the future. Get Sts to compare with a partner, and then check answers.

Sts should circle the following sentences:
will – 1 would – 3 should – 2

- b Now put Sts in pairs and tell them to decide what function the highlighted phrases have in the other sentences. You could do the first one as a class. Check answers.

will

- 2 refusing
- 3 expressing annoyance at typical behaviour
- 4 supposing sth is true

would

- 1 past habit
- 2 hypothesizing about the present
- 4 expressing annoyance at typical behaviour in the past

should

- 1 a desirable or moral duty
- 3 a criticism of a past event
- 4 a formal instruction

EXTRA SUPPORT Do this as a whole-class activity.

- c Tell Sts to go to **Grammar Bank 1A** on p.116.

Grammar notes

Uses of will:

- 1 Remind Sts that *dynamic verbs* = action verbs, as opposed to state or non-action verbs.
You may want to elicit from Sts alternative forms for describing habits and typical behaviour, e.g.:
tend (not) to + infinitive (e.g. *I **tend not to have** breakfast.*)
have a tendency (not) to + infinitive (e.g. *She **has a tendency to underrate** her abilities.*)
be (not) in the habit of + gerund (e.g. *We're **not in the habit of getting up** early.*)
Another way to express annoyance about a habit is *wish* + *would(n't)* + infinitive (e.g. *I **wish you'd listen** to me for a change.*)

Uses of would:

- 2 *be* is not normally used with *would* with its stative meaning, e.g. NOT *I would be shy when I was a child*, but it can when it has a dynamic meaning, *In the summer holidays, I **would be** outside all day playing with my friends.*
- 4 Using *would* makes what we say more polite because it sounds less direct and final, and more open to discussion or negotiation.

Uses of should:

- 1 You may want to elicit from Sts alternative forms for expressing a moral obligation, e.g. *ought to* / *have a duty to* + infinitive (e.g. *We **ought to / have a duty to care** for the planet.*)
- 2 Another way to express an assumption is *I assume* or *presumably* (e.g. *I **assume** you have everything you need?* ***Presumably** he's missed the bus.*)
- 3 We can omit *should* in structures expressing importance (e.g. *It is imperative (that) you **should** reserve a place.*), or in suggestions (e.g. *I suggest you **should** do nothing.*)

Focus on the example sentences for uses of *will* and go through the rules with the class.

Repeat for uses of *would*, uses of *should*, and structures after modal verbs.

Go through the **will or shall?** box with the class.

Now tell Sts to go to p.132 and get them to do the exercises individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers after each exercise.

a

- 1 I don't know what's wrong with my scanner, but it won't connect to my wi-fi.
- 2 I think I'd / would find it too stressful.
- 3 Ben will leave / shouldn't leave his dirty dishes in the sink...
- 4 I'm assuming everyone will have done the homework...
- 5 When I was at primary school, anyone arriving late would be sent to see the headmistress.
- 6 I should be (shows reasonable expectation) (OR will / shall be – certain prediction) there, although unfortunately I won't / shan't be able to stay long.
- 7 It's no use phoning Mimi now – she'll / will be taking her driving test.
- 8 I find it astonishing that the old theatre should have been demolished.
- 9 It's vital that your password shouldn't / should not be disclosed to anyone else.
- 10 I assumed the rules would have been / would be explained to you when you joined the gym.
- 11 I absolutely won't apologize.
- 12 It would seem that your partner is not very well.
- 13 Most migrating birds will return to the same habitat year after year.

b

- 1 I won't generally get up before ten o'clock at weekends nowadays.
- 2 My teacher suggested (that) I should choose a subject I was passionate about.
- 3 Of course she would deny screwing up.
- 4 Thanks for the offer of a lift, but to be honest, I'd sooner walk.
- 5 I'd have thought / I should think you could afford to buy a car if you start saving up now.

Tell Sts to go back to the main lesson **1A**.

EXTRA SUPPORT If you think Sts need more practice, you may want to give them the **Grammar** photocopiable activity at this point.

5 PRONUNCIATION contractions

Pronunciation notes

Sts will be used to hearing contractions of *will, would, have, had*, etc., but when two are used together (e.g. *I'd've, I'll've*) they may have problems recognizing what was said. The focus here is mainly on understanding multiple contracted forms, but Sts are also encouraged to practise multiple contractions themselves, as this will refine their pronunciation skills and make them sound more natural. Remind Sts that the focus is on multiple contractions in speech (more than one written contraction in a phrase is only likely to occur in, for example, a script for a very informal dialogue).

- a 1.6 Focus on the task and give Sts time to read the sentence and try to work out before they listen which words might be contracted. They could do this individually or in pairs.

Play the audio for Sts to listen and note which word(s) was contracted each time.

Check answers. You could write the three sentences on the board with contractions to show Sts.

- 1 *would* is contracted = 'd
- 2 *have* is contracted = 've
- 3 both *would* and *have* are contracted = 'd've

1.6

- 1 I'd have liked to come, but it was impossible.
- 2 I would've liked to come, but it was impossible.
- 3 I'd've liked to come, but it was impossible.

b 1.7 Focus on the task and then play the audio, pausing after the first sentence to give Sts time to write.

Now repeat the process for the five other sentences.

Get Sts to compare with a partner, and then play again if necessary.

Check answers by eliciting the full sentences onto the board.

- 1 I will soon have been living here for 20 years.
- 2 If we had set off earlier, we would not have got caught in the rush hour.
- 3 They should have known that it would be a disaster.
- 4 It will be easier to choose the right place if you have already researched online.
- 5 If I were you, I would accept their offer.
- 6 You should not have left so late.

1.7

- 1 I'll soon've been living here for 20 years.
- 2 If we'd set off earlier, we wouldn't've got caught in the rush hour.
- 3 They should've known that it'd be a disaster.
- 4 It'll be easier to choose the right place if you've already researched online.
- 5 If I were you, I'd accept their offer.
- 6 You shouldn't've left so late.

c Give Sts time, in pairs, to practise saying the sentences, contracting all the auxiliary verbs.

EXTRA SUPPORT If these sounds are difficult for your Sts, it will help to show them the mouth position. You could model this yourself or use the Sound Bank videos on the Teacher's Resource Centre.

Elicit the sentences from individual Sts.

EXTRA SUPPORT Play the audio again and then put Sts in pairs to practise saying the sentences.

d Focus on the task and give Sts time to think about the topics.

Put Sts in pairs to tell their partner about some of the topics. Encourage them to use contractions when they introduce the topic, e.g. *I'm going to tell you about some advice I should've listened to.*

Elicit some feedback.

6 LISTENING

understanding extended speech on abstract and complex topics beyond his / her own field

a Focus on the cartoon and ask Sts what point they think it is making.

Then do the questions as a whole-class activity, or put Sts in pairs and then get some feedback. You could tell Sts your answers, too.

EXTRA IDEA You could also ask Sts who they normally ask for advice and to what extent this has changed during the different stages of their life.

b 1.8 Focus on the task and tell Sts that this is a podcast based on a *Guardian* article. Make sure Sts understand what they have to do and give them time to quickly read 1–7.

Play the audio, pausing after the first extract to give Sts time to circle the correct meaning of *wary*.

Repeat for extracts 2–7.

Get Sts to compare with a partner, and then check answers, eliciting the pronunciation of any tricky words.

- 1 cautious
- 2 wanting the best for you
- 3 don't want to be responsible for it
- 4 different aspect of an idea
- 5 making you feel pleased
- 6 don't have
- 7 do things to make someone like you

1.8

- 1 Here's a solid gold piece of advice: be wary of anyone offering you solid gold pieces of advice.
- 2 The friend who advises you to, say, stay in your relationship or leave your job may well be looking out for you, but she's inescapably looking out for herself, too.
- 3 ...people will generally advise you to act more cautiously than they would act themselves in a similar situation – perhaps because they don't want it on their conscience if you take a daring leap and fall flat on your face.
- 4 There's a happy flip side to this, though, for parents, teachers, managers, and anyone else who finds themselves in the position of needing to motivate others.
- 5 This result isn't all that surprising, I suppose, when you consider how flattering it feels to be invited to give advice.
- 6 ...yet the truth, very often, is that we know exactly what we need to do – we just lack the confidence to do it.
- 7 ...to ingratiate yourself with someone, it's better to ask for a favour than to perform one: the favour-doer will come to think of you as the decent and likable sort for whom they do favours.

c 1.9 Tell Sts they are now going to listen to the whole podcast and they must complete its message.

Play the audio once the whole way through for Sts to listen and complete the message.

Get Sts to compare with a partner, and then check the answer.

Suggested answer

If you need to motivate others, it is better to ask them for advice rather than to give them advice.

1.9

(Script in Student's Book on p.106)

Here's a solid gold piece of advice: be wary of anyone offering you solid gold pieces of advice. The friend who advises you to, say, stay in your relationship or leave your job may well be looking out for you, but she's inescapably looking out for herself, too, whether she realizes it or not. Maybe she thinks her own marriage is not perfect, and that you, too, should accept a similar situation. Maybe she adores your company so much she could never recommend a career step that might involve your leaving town.

Moreover, research suggests that people will generally advise you to act more cautiously than they would act themselves in a similar situation – perhaps because they don't want it on their conscience if you take a daring leap and fall flat on your face.

There's a happy flip side to this, though, for parents, teachers, managers, and anyone else who finds themselves in the position of needing to motivate others: far better than giving them advice is to give *them* the opportunity to give advice. That's the conclusion of a new study by psychologists at the Universities of Chicago and Pennsylvania, who found that American middle-school pupils were much more enthusiastic about doing their homework after dispensing advice on the topic to younger children than after receiving advice from teachers. This motivational effect lasted weeks and was also observed among adults who were attempting to lose weight, save money, control their temper, or find a job. Teach a man to fish and he'll know how to fish – but get him to teach others how to fish, and he might actually do some fishing.

This result isn't all that surprising, I suppose, when you consider how flattering it feels to be invited to give advice. Faced with a challenge, we tend to assume we need to seek advice in order to obtain more knowledge about how to proceed; yet the truth, very often, is that we know exactly what we need to do – we just lack the confidence to do it. The act of giving advice reacquaints us with the knowledge we already possess, which instils confidence, which motivates action.

In fact, there are few bigger compliments you can pay another person than to ask, preferably sincerely, for their advice. As Benjamin Franklin, politician and founding father of the USA, famously observed, to ingratiate yourself with someone, it's better to ask for a favour than to perform one: the favour-doer will come to think of you as the decent and likable sort for whom they do favours. The same surely applies to advice: rather than giving it, ask for it.

- d Tell Sts they are going to listen to the podcast again and this time they need to answer the multiple-choice questions 1–4. Give them time to read the questions and options, and see if they can remember any of the information.

Play the audio again, and then check answers. If there are any differences of opinion, play the audio again, pausing after the relevant bit.

Check answers.

1 b 2 a 3 c 4 a

LANGUAGE IN CONTEXT

- e 1.10 Focus on the task and elicit what a collocation is (= a combination of words in a language, that happens very often and more frequently than would happen by chance). Put on the board a gapped sentence containing the collocation *strongly advise*, e.g.:

I _____ ADVISE YOU TO LISTEN TO WHAT I HAVE TO TELL YOU.

Elicit that the adverb which collocates here is *strongly*.

Then point out that they are going to look at verbs which collocate with the noun *advice*.

Get Sts to complete the missing verbs, individually or in pairs. You might want to point out that they need to put the verb in the correct form.

Play the audio for Sts to listen and check.

1 offering 2 dispensing 3 receiving 4 give 5 seek
6 ask, for

1.10

- 1 ...be wary of anyone offering you solid gold pieces of advice.
- 2 ...middle-school pupils were much more enthusiastic about doing their homework after dispensing advice on the topic...
- 3 ...than after receiving advice from teachers.
- 4 ...when you consider how flattering it feels to be invited to give advice.
- 5 ...we tend to assume we need to seek advice in order to obtain more knowledge...
- 6 ...there are few bigger compliments you can pay another person than to ask, preferably sincerely, for their advice.

- f Do this as a whole-class activity, or put Sts in pairs and then get some feedback.

- g 1.11 Focus on the task and give Sts time to read points 1–3.

Play the audio, pausing after each speaker to give Sts time to make notes.

Get Sts to compare with a partner.

1.11

(Script in Student's Book on p.106)

1 Kathy

So, the best advice I've ever been given... Well, in my early career I remember I'd been having – I'd been having trouble with a more junior colleague in our department, and I wasn't particularly senior – important – at that time where I was working, but I did need to get him to do something that he really didn't want to do and he kept avoiding it. And I didn't want to upset him by insisting on it, and I really just couldn't get anywhere with it, and now I think my boss could see what was going on. She was quite a... quite a perceptive person. Anyway, she said one evening she could give me a lift home, and she just asked me point-blank what the matter was, and I was so stressed by that point that I just told her the problem I was having with this colleague, and she said: 'Well, if you're sure you're right about this, and I think you are, then go ahead.' And I said I was just really worried that we wouldn't be able to get on – me and this colleague – anymore. And she said, 'Well, I think you're right about that, but the best advice I can give you is: he's your colleague, and not your friend, and just remember that it's not important that everybody likes you.' I was quite shocked, but in fact it was really good advice and, in difficult situations through my working life, I've remembered and, and followed that advice.

2 Emma

In terms of the best piece of advice I've ever been given, it's not something that was given to me personally, but I've been listening to a lot of podcasts recently, about body positivity, and confidence, and being healthy, and all that kind of stuff, and I'm not sure who it was but one of the podcasters basically said, you know, no one's actually looking at you – everyone's very self-conscious. When you put on swimwear, when you're in your summer clothes, you think you're going to walk out onto a beach and everyone's just going to turn around and stare at you, but the reality is, everyone's just far more concerned about themselves than they are about you. I think that's quite a good thing to live by, and I do try to think like that...

3 Cecile

The only thing I can think of off the top of my head is when I was with my sister shopping and we went into a department store. I think we were looking for a present for someone, and I fell in love with some really expensive shoes, and they weren't even dressy shoes, they were just trainers – very nice ones, I just love them – and my sister said to me, 'I think you should get them. They're so "you" and you'll wear them loads.' Anyway, she convinced me, and I've been wearing them for the last three years, day in, day out. If you use that system of dividing the price of something by how often you wear it, they sort of worked out cheap, I think.

- h** Tell Sts they are going to listen to the three speakers again and they should add more information to their notes.
Play the audio again, pausing after each speaker.
Check answers.

Kathy

- 1 She'd been having trouble at work with a junior colleague.
- 2 From her boss: do what you think is right – it's not important for everybody to like you.
- 3 Yes, she thought it was good advice. She has followed the advice throughout her working life.

Emma

- 1 She was listening to a podcast about body positivity.
- 2 The podcast: no one is actually looking at you, they're more concerned about themselves.
- 3 She doesn't say whether she has followed it, but she thinks it's a good thing to live by and she tries to think like that.

Cecile

- 1 shopping, looking for a present
- 2 Her sister: I think you should get the shoes, you'll wear them loads.
- 3 Yes, because she's worn them lots and they worked out cheap.

Now either do the questions as a whole-class activity, or put Sts in pairs and then get some feedback.

EXTRA SUPPORT If there's time, you could get Sts to listen again with the script on *p.106*, so they can see exactly what they understood / didn't understand. Translate / Explain any new words or phrases.

7 SPEAKING

- a** Focus on the task and make sure Sts understand what they have to do.
Give them time to think of a situation they are happy to talk about.
- b** Focus on the **Talking about advice you were given** box and go through it with the class.
Now focus on the task and put Sts in small groups of three or four.
Monitor and help if necessary whilst Sts talk about their experiences and rate the advice each person was given.
Elicit some feedback from various groups.

- G** noun phrases
V phrasal nouns
P short and long vowels

Lesson plan

The main topic of the lesson is upbringing and different styles of parenting, both from young people's perspectives and those of experts.

The first half of the lesson begins with reading an article about differences in upbringing and education between the UK and the Netherlands, in which five Dutch teenagers give their perspectives. This allows Sts to then compare what they say with what goes on in their own country. The reading is followed by a grammar focus on noun phrases, covering compound nouns, using gerunds and infinitives, and using a noun phrase instead of a verb phrase. There is then a speaking activity in which Sts listen to a model and then talk about their own upbringing.

The second half starts with Sts listening to a radio programme in which two people discuss a book about different styles of parenting. This leads to a vocabulary focus on phrasal nouns, such as *outcome*, *downpour*, etc. In Pronunciation, Sts focus on distinguishing between short and long vowels, e.g. *teens* vs *tins*. This is followed by a writing focus on discursive essays, which includes a section on proofreading. The lesson ends with a video listening, **The Conversation**, in which Sts hear three people discussing whether parents are influenced by the way they themselves were brought up. Sts then discuss this question, as well as a couple of other questions related to the topic. (This part of the lesson can be used with the video from the *Teacher's Resource Centre* or the *Classroom Presentation Tool*. Sts can find all the video content on *Online Practice*.)

More materials

For teachers

Photocopiables

Grammar noun phrases p.138

Communicative Parenting styles p.160 (instructions p.153)

Vocabulary Phrasal nouns p.188 (instructions p.183)

For students

Workbook 1B

Online Practice 1B

OPTIONAL LEAD-IN – THE QUOTE

Write the quote at the top of p.10 on the board (books closed) and the name of the person who said it, or get Sts to open their books and read it.

You could tell Sts that Anne Frank (1929–1945) was a Jewish girl whose diary of her family's two years in hiding in Amsterdam during the German occupation of the Netherlands became a classic of war literature.

Get Sts to discuss what they think she is saying in this quote, and whether they agree.

1 READING understanding implicit and explicit meaning in non-literary writing

- a** Focus on the task and check Sts know what UNICEF stands for (United Nations Children's Fund) and is an organization within the United Nations that helps to take care of the health and education of children all over the world. Then focus on the list from the UNICEF report and make sure Sts understand all the lexis, e.g. *a fussy eater*.

Put Sts in pairs and get them to decide which three they think would make children happier in their country and then which one is the most important to them.

Elicit ideas from various pairs.

EXTRA SUPPORT If your Sts come from the same country, you could do this as a whole-class activity.

- b** Focus on the task and the title of the article.

Give Sts time to read the first paragraph of the article, up to '...socially confident', and answer the question.

Get Sts to compare with a partner, and then check the answer.

British parents are worried about their children having accidents, e.g. falling into canals; Dutch parents worry about their children not being independent and self-confident.

Deal with any vocabulary that you think might be challenging for your Sts in terms of either meaning or pronunciation.

EXTRA IDEA You may want to tell Sts that the results of the UNICEF report showed that the top 5 countries for childhood happiness are:

- 1 The Netherlands, 2 Norway, 3 Iceland, 4 Finland, 5 Sweden

- c** Focus on the task and point out the two sections, **Upbringing** and **Education**. Elicit the difference in meaning between the two (*upbringing* = how their parents brought them up, *education* = their schooling). Tell Sts they must read what each teenager says and then write their name once next to a sentence in each section. Point out the **Glossary**.

Give Sts time to read what the teenagers say and complete the task.

Get them so compare with a partner, and then check answers.

Moya	5 and 8
Zeb	1 and 12
Seegert	4 and 7
Emma	6 and 11
Ben	2 and 10

EXTRA SUPPORT You could ask Sts some more comprehension questions about the young people's upbringing and education:

Moya: How did she learn to look out for other people? Why does she think it's good to be able to work at your own speed?

Zeb: What example does he give of using social media responsibly? What has recently motivated him to study American history?