

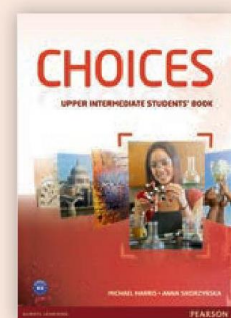
CHOICES UPPER INTERMEDIATE

Choice motivates. Motivation creates successful learners.

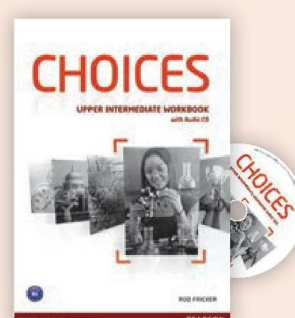
Flexibility in **Choices** caters for all your students' needs and encourages them to be independent learners, equipped with skills for the 21st century. No student is left behind!

Components for the student

Choose a paper Workbook or a blended solution



Students' Book



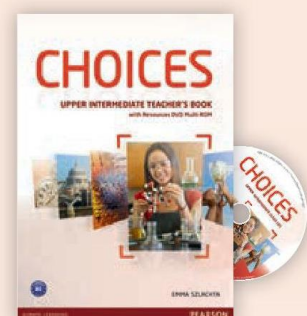
Workbook
with Audio CD

or

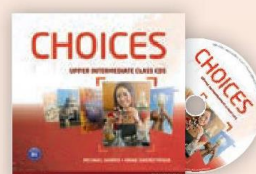


Students' Book with MyEnglishLab
Online learning for students, instant
marking and monitoring for teachers
www.MyEnglishLab.com/choices

Components for the teacher



Teacher's Book with Teacher's
Resources DVD Multi-ROM
Includes photocopyable resources,
video and tests



Class CDs

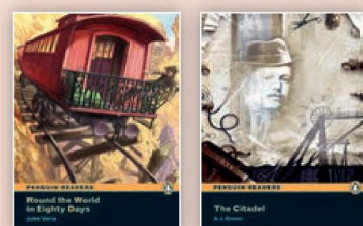


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A1	Elementary
A2	Pre-intermediate
B1	Intermediate
B2	Upper Intermediate
C1	Advanced

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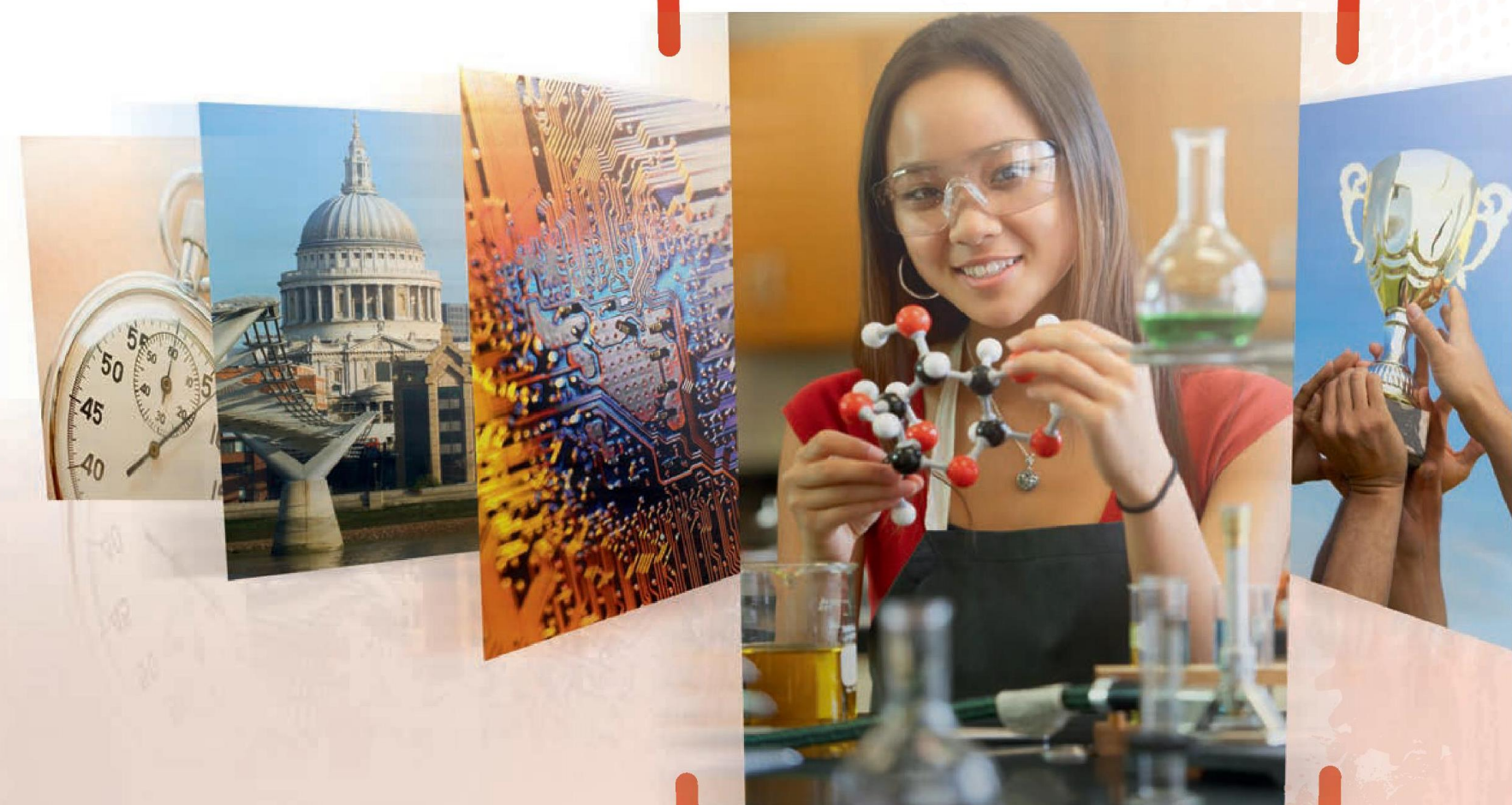
TEACHER'S BOOK with Resources DVD Multi-ROM

SZLACHTA

PEARSON

CHOICES

UPPER INTERMEDIATE TEACHER'S BOOK
with Resources DVD Multi-ROM



EMMA SZLACHTA

ALWAYS LEARNING

PEARSON

CHOICES

UPPER INTERMEDIATE TEACHER'S BOOK

with Resources DVD Multi-ROM

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INTRODUCTION

1 THE COURSE

Choices is a five-level course for secondary students, taking learners from Elementary to Advanced level. *Choices Upper Intermediate* offers eighty lessons of core material but because of the inbuilt flexibility of the course, this could be extended considerably.

2 WHY CHOICE?

Choice for learners

When you have an element of choice in what you do, you are more likely to be motivated, and motivation is fundamental for teenage learners.

People have different learning styles and need to work in ways best suited to them.

The ability to make choices when learning is an important strategy in itself and is a crucial element of life-long learning skills which will become more and more important in the 21st century as technology and jobs change rapidly.

Choice for teachers

Teachers work in very different contexts (e.g. number of hours, facilities, equipment) with very different groups of learners (e.g. numbers in classes, previous learning experience, interests). Every teacher has his/her own ideas about learning and teaching.

3 CHOICE IN CHOICES

In an educational context, choice must be guided to avoid chaos in the classroom. *Choices* introduces these elements of guided choice:

- **Topic Talk Networks:** Using a language is a creative activity and involves constant choice and options. Vocabulary networks provide guided choice by marrying functional exponents with lexical items.
- **Your Choice:** These exercises give students the opportunity to choose between different topics to discuss.
- **Grammar Practice:** Grammatical structures are first compared and contrasted, then students are trained in choosing forms that best express given meanings or intentions.
- **DVD Choice:** This is an optional section with authentic video material that extends the lesson topic.
- **Listen or Watch:** Target functional language is presented through dialogues which can be watched **DVD 1** or listened to **1.39**, depending on the equipment available.
- **Listening Choice:** The teacher can choose between two levels of difficulty in the listening CDs. One is slower (**1.2**), without accents. The other is faster and more natural (**1.3**), with different regional accents. This feature gives the teacher a choice, depending on the level of the students, and the option of listening to the more difficult version after students have listened to the easier level.
- **Language Choice:** This booklet, which provides options for extra practice related to new language and language reference, comes in a convenient, fold-out section at the back of the book.
- **Skills Builders:** Teachers and learners have the choice of using this section while doing communicative tasks and when revising; it gives support in terms of both strategies and language, with examples of linkers, explained text models and model dialogues.
- **Language Review/Self Assessment:** Students do language revision exercises, listen and check their answers and use a feedback guide to choose what they need to practise more.

- **Learning Links:** There are references throughout the book to extra activities which provide a further element of choice. At the end of each module, students are directed to further cultural input (Culture Choice at the back of the book), plus extra revision, practice and self assessment (in the Workbook/MyLab).
- **Culture Choice:** These optional lessons at the back of the book include cultural input, literature and projects. They are related to pairs of modules but can be done at any time. The extensive reading can also be done by students on their own and is a good way of introducing students to guided readers (see the Penguin Readers collection).
- **Sound Choice (Workbook):** Different language learners have different problems according to their own language and according to their own personal difficulties. A short diagnostic exercise is followed by a choice of exercises on problem sounds.

4 APPROACH

In addition to the learner-development features of *Choices* that are related to the central concept of choice, the course contains other key elements:

a Educational Content

The strong content syllabus covers the key areas in the Common European Framework of Reference (CEFR), has systematic cross-curricular input and includes up-to-date and challenging topics. Each topic-based module is introduced in the Topic Talk, then the lessons include input on different thematic strands related to the main topic.

b Cultural Input

Choices not only provides systematic cultural input about English-speaking and other cultures but gives frequent opportunities for students to talk and write about their own culture, thus strengthening their own cultural identity. In main lessons, Your Culture spots relate the topics to the students' own culture. The five Culture Choices at the end of the coursebook have input about English-speaking culture and cultural awareness and literature (poems, stories and a play), and My Culture Projects allow students to research information about their own culture and then talk or write about it.

c A Broad Approach to Language

Rather than establish a false dichotomy between vocabulary on the one hand and grammar on the other, the language syllabus in *Choices* integrates different strands of linguistic input in both grammar and skills lessons through a comprehensive focus on morphology, syntax, word grammar, lexical features, text grammar, functions, conversational grammar and phonology. Features in *Choices* that enable the course to cover this broad scope of language are:

- **Vocabulary Networks:** They combine key functional language with useful lexical sets and enable students to talk about common exam topics in a personal way.
- **Sentence Builders:** They focus on difficult areas of syntax which often cause students problems and systematically cover written linkers.
- **Word Builders:** They look at lexical features such as plurals and multi-part verbs.
- **Text Builders:** They cover text organisation and style in written language.

d Integrated Skills

As in real life, where communication usually involves more than one channel at a time, skills in *Choices* are always developed together. For example, in the main skills lesson, there are always at least three out of four of the main skills:

- **Oral Production:** Every Topic Talk has an activity in which learners can talk about their own lives. There are other such tasks in the main skills lessons and Speaking Workshops.
- **Oral Interaction:** There are interactive speaking activities throughout the book, especially in the oral skills lessons and the Speaking Workshops.
- **Listening (Watching):** There are four or five listening tasks in each module with a wide variety of text types: monologues, stories, dialogues, interviews and radio documentaries. Watching tasks include TV documentaries, interviews and dialogues. Pronunciation activities involve intensive listening with tasks to develop learners' ability to distinguish sounds, words and expressions. There is further listening in the Culture Choices.
- **Reading:** There is one major reading text per module and other shorter ones in the grammar lessons and the workshops. Text types include articles, book reviews, adverts, letters, notes, a postcard, websites, magazine interviews, a magazine letter page and blogs. There are also five further reading texts in the Culture Choice sections (three poems, two stories and a play).
- **Writing:** There is writing in every module. Text types in the Writing Workshops include: an informal email, essays, a review, a formal letter, a description of a person, a description of a place, a story and a report. Clear models are provided and there are staged tasks, plus work on text organisation and style. Further models of text types are given in the Skills Builder, which illustrates target features and language.

e Critical Thinking and Information-handling

Elements of critical thinking are introduced in reading and listening tasks: inference of non-explicit information, analysis of textual elements such as author's style or context, evaluation of content or arguments in the text, application and discussion of knowledge or ideas from texts. The information handling activities in the Online Skills in the Workbook provide further activities to develop learners' skills in selecting, evaluating and processing information in the context of the internet.

f Communication Strategies

There is a systematic focus on communication strategies in the Skills Builders for both receptive and productive skills. For reading and listening, there are both general processing strategies such as working out the meanings of new words, plus exam task strategies such as doing matching or multiple-choice tasks. Writing strategies are embedded in the tasks in the Writing Workshops and explicit speaking strategies appear in the Speaking Workshops.

g Guided and Staged Production

Both shorter and longer productive tasks are guided in *Choices*. For example, in main skills lessons Your Choice tasks contain brief preparation stages. In the longer Writing Workshop and Speaking Workshop, there are explicit stages followed by feedback activities to enable students to reflect on or react to their partners' writing or what they have said. The Skills Builder acts as a back-up when learners are doing these tasks, providing model texts and dialogues.

5 COMPONENTS

The components of the course are as follows:

1 Students' Book

The Students' Book consists of ten thematic modules. Each module is clearly divided into sections: Topic Talk (opening page of the module), Grammar, Skills, Writing Workshop, Speaking Workshop. There is a one-page Language Review after every module.

- **Skills Builder** (a section of support strategies and model language and texts)
- **Culture Choice** (optional lessons which present reading texts, and songs with projects related to the students' own culture)
- **Word List** (list of key words and their definitions for every module)
- **Language Choice booklet** (which provides further language practice of both vocabulary and grammar and also has a reference section for each language point that is presented)

2 Workbook

The Workbook gives further practice of the language introduced in the Students' Book. Each module directly reflects the content of the corresponding module of the Students' Book. At the end of each module, there is a revision section followed by a Module Diary where students assess their progress.

After every second module, there is an Exam Choice zone with practice tests for reading, listening, speaking, use of English and writing. The Sound Choice section allows students to work on their pronunciation. Finally, at the end of the book, there is a section called Online Skills, which develops information handling skills in the context of the internet.

3 MyLab

This online resource allows teachers and students to interact beyond the classroom. It has all the practice exercises of the Workbook, which can be automatically graded, and instant feedback can be sent to the student. Teachers can use MyLab to assign homework and see their students' progress in the gradebook.

4 Teacher's Handbook

The Teacher's Handbook contains reduced pages from the Students' Book, along with teaching notes, answers, teaching tips, suggestions for extra exercises and background information about the contents of each spread. It also contains the Students' Book audioscript, the Workbook audioscript and the answer key.

5 ActiveTeach

This DVD-ROM is a teaching resource, providing everything needed both for the classroom and for preparation. It contains:

- an interactive whiteboard of the Students' Book with integrated audio and DVD, interactive activities and zoomable areas
- photocopiable activities to use in the classroom
- teacher development workshops on different elements of language teaching
- a comprehensive mapping of *Choices* to the CEFR.

6 Class Audio CDs

The Class Audio CDs contain all the listening activities recorded in the two levels of difficulty, plus recordings of all the reading texts.

6 CHOICES AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

Choices covers most of the descriptors of the Common European Framework of Reference (CEFR) at each level, except some of those related to work and other adult contexts:

<i>Choices</i>	CEFR	UCLES
Elementary	A1-A2	
Pre-Intermediate	A2-B1	KET
Intermediate	B1-B2	PET
Upper Intermediate	B2	PET/FCE
Advanced	B2-C1	FCE/CAE

For a complete breakdown of the descriptors covered at this level, see the Teacher Development Workshop entitled Evaluation: European Framework of Reference on the *Choices ActiveTeach*.

These boxes contain the learning **objectives** of each module.

Systematic practice of **pronunciation** (e.g. unstressed words, word stress, contractions).

The **Language Choice** booklet provides extra practice and reference.

PRACTICE

- 1 Talking about relationships** Complete the description.
- My name's Jason and I suppose I'm quite shy - I've got a few very close friends. My girlfriend is called Mary. We met each ¹ other at a club about a year ago. I suppose we get ² on well together because we have similar ³ interests and tastes. We go ⁴ together two or three times a week and use NetFriends to ⁵ keep in touch the rest of the time. I've got a small family with only two cousins and one ⁶ sister - my dad's sister. We are not very ⁷ close as a family and we hardly ever see each other because they live in Australia. I get on especially well ⁸ with my mum although we sometimes argue a bit. My mum and I ⁹ have a lot in common and we have a similar ¹⁰ sense of humour. She can be very funny, you know!

MODULE 1 RELATIONSHIPS

Objectives: Listen, read and talk about personal relationships; give a presentation about trends; learn more about present and past tenses and quantifiers; write a personal email with news.

TOPIC TALK

1 Look at the network and make guesses about the relationships in the photos (a-c).

2 **1.2-1.3** Listen to Fiona, Toby and Sally. Match them with the descriptions (a-i).

Fiona:

- a has a very close family
- b has a difficult family life
- c has a complicated family
- d has lots of virtual friends
- e has a few good friends
- f has a boyfriend
- g loves talking on the phone
- h keeps in touch with his/her best friend online
- i talks on Skype

3 **1.4-1.5** Listen again to Fiona. Complete the information in the network below.

4 **1.6-1.7** **Pronunciation** Listen to compound words. Underline the main stress. Which part of the word is stressed?

girlfriend boyfriend classmate grandfather
great-grandmother half-brother stepmother

LANGUAGE CHOICE 1: PAGE 3

5 Work in pairs. Use the network to talk about the most important relationships in your life.

My relationships

I've got a 'big/small' family with 'lots of/a few' relatives. We get on especially well with my aunt Julie and we are close. My 'best friend/girlfriend/boyfriend' is called Alice. We go to know/met each other when we were at school/university. I suppose we get on well together because we have a lot in common. We talk at least once a 'day/week'.

Relationships: all get on brilliantly, always have a real laugh together, are (not) very close as a family, don't really get on, get on well together, (don't) often get each other out when we've got problems, like each other's company, trust each other.

Communication: go out together, meet up, see each other, talk on the phone, talk on Skype, text each other, use a social network (e.g. Facebook) to keep in touch.

The **Topic Talk** introduces the module topic.

Vocabulary networks present key lexical sets and functional language to talk about the topic.

Students have the chance to **personalise** the topic and talk about themselves.

GRAMMAR

Warm Up sections introduce the lesson topic.

Presentations encourage students to work out rules in a guided way.

Students read texts containing target grammar in context and do simple **reading tasks**.

MODULE 2 LOVE RESEARCH

Warm Up

1 Look at the photos of couples (a-c). Read the sentences, which of them do you think are true about romantic relationships?

- People usually think that their partners are more attractive than they really are.
- In relationships, people find differences attractive.
- Men like women who are more intelligent than they are.
- You should boast about your achievements when you're trying to chat up a girl.

2 Read the text and check your guesses from Exercise 1.

3 What would your ideal girlfriend/boyfriend be like? What, in your opinion, is the recipe for an ideal relationship?

Present and past tenses

4 Read the sentences (1-6) in red in the text. Match them with the names of tenses. There is more than one example of some of the tenses.

- Present Simple
- Present Continuous
- Present Perfect
- Present Perfect Continuous
- Past Simple
- Past Continuous
- Past Perfect

5 Match the present tenses with the uses (a-f) and the past tenses with the uses (g-i). Look again at the sentences (1-6) from the text for help.

- a happens regularly
- is a state or situation started in the past and is still true
- is a permanent situation
- is happening now or around now
- is happening in the past but it doesn't matter when the activity started in the past and is going on now
- is happened at a specific time in the past
- is happened earlier than other events in the past
- the activity formed the background to some past events

6 **My girlfriend loves opera and I have always hated it. Do opposites attract?**

7 **We're not dealing with magical pink bats, where opposites really attract. In relationships, couples usually share religious and political beliefs, are about the same age and similar in their education and intelligence.**

8 **My last boyfriend dumped me because I had been so busy with my work. He was a bit of a control freak and I was a bit of a mess. He was a bit of a control freak and I was a bit of a mess. He was a bit of a control freak and I was a bit of a mess.**

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Grammar Alive sections link grammar with functional areas and provide practice in everyday contexts.

Practice activities check concepts and provide oral and written practice.

- 1** **Present and past tenses** Complete the sentences with the correct form of the verbs in brackets.
- I don't understand (not understand) people who fall (fall) in love at first sight.
 - When I was (see) Lucy for the first time in summer she was (practise) yoga in the park.
 - When my grandparents were (meet), my granddad was (be) in the army for a few years.
 - It's strange. Brian always (always / prefer) blondes but now he goes (go out) with Mary for a few weeks and her hair is (be) really black.

The **Language Choice** booklet provides more grammar practice and reference.

REFERENCE

Present and past tenses

Present Simple

- We use the Present Simple to talk about:
- activities that happen regularly, habits and routines.
I usually go out on Saturdays.
 - feelings, opinions, permanent situations.
We like people similar to us.

Present Continuous

- We use the Present Continuous to talk about:
- things happening exactly at the time of speaking.
Look, that girl is trying to chat up your boyfriend.

Warm Up activities introduce the topic of the lesson.

Word Builders systematically present lexical features (e.g. prefixes/multi-part verbs).

Sentence Builders focus on linkers and sentence structure.

Skills Builders at the back of the book provide useful reading strategies.

10 Mapping a writer's argument

Page 6, Exercise 4

Draw a table with headings like these:

MAIN ARGUMENT	
Communication technology can be bad for us and we need to learn how to use it better.	
Reasons	Information and examples supporting it
1 communication technology can be addictive	a woman cannot resist the red light that shows a new message
2 communication technology is bad for relationships between people	
3	
4	

- Read the text and identify the main argument.
- Read it again and list the writer's main reasons. Examples: 1 communication technology can be addictive, 2 communication technology is bad for relationships between people
- After listing the writer's main reasons for his/her opinions, read the text again and list the information (e.g. facts and statistics) or practical examples that the writer mentions to support his/her point of view. Example: a woman cannot resist the red light that shows a new message
- Use the table to evaluate the writer's argument. Are all the reasons supported by facts or examples?

1 COMMUNICATION

Warm Up

- Work in pairs. What are the advantages of modern communication technology, like smartphones?
- Communication technology is bad for relationships between people. Do you agree? Why/why not?

Reading

Read the article quickly. What is its main argument?

- Communication technology makes our relationships with other people better.
- Communication technology can be bad for us and we need to learn how to use it better.
- My friend says using communication technology because it is bad for us.

Word Builder Match the verbs (1) with the definitions (2).

1. to need to start taking into account the effects on our lives
2. to have a strong effect on something
3. to be very busy with something
4. to be very busy with something
5. to be very busy with something
6. to be very busy with something

Relationships

Look at the Sentence Builder. What comes after up and what after such a noun or an adjective?

Sentence Builder Match the verbs (1) with the definitions (2).

1. to need to start taking into account the effects on our lives
2. to have a strong effect on something
3. to be very busy with something
4. to be very busy with something
5. to be very busy with something
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Language Choice Choose the best option (a-d) to complete the sentences.

1. I was very busy. I forgot to call my grandmother. I spent a long time on the computer. I didn't get to bed until 3 a.m.
2. My internet connection is very slow. I can't watch videos on TV or my computer.
3. I have got a very old phone. It hasn't got an internet connection or a camera.
4. She is a real Facebook addict. She updates her wall ten times a day.
5. Some people have good fun online. They hardly ever go out and meet people.

Work in pairs. Choose two of the options (a-d) to discuss.

1. Social media sites (e.g. Twitter/Facebook) have often do you use social media? How many hours do you spend online every week? Has your use ever affected your studies or your sleep?
2. Online friendship. How many friends have you got on social networks? How many of them are real and how many are virtual? Have you ever met any of your new or old friends?
3. Dangers of social media. Have you ever seen anything online? Have you ever given away personal information? Has a stranger ever approached you online?
4. Tell the class some of your experiences and opinions.

No Comment

'Twitter is a great place to tell the world what you're thinking before you've had a chance to think about it.' *Chris Smith*

No Comment boxes include quotes about the lesson topic.

Your Choice activities give students an element of choice.

SKILLS READING / LISTENING

6 RESISTANCE

Warm Up

- Look at the photos and read the headlines. What do you think the protests were about?

Reading

- Read the book extracts and check your guesses from Exercise 1.
- Read the extracts again. Are the sentences true (T), false (F) or is no information given (NG)?

1. African Americans had the same rights as the whites in the 1950s.
2. A white woman told Claudette to give up her seat.
3. She started her protest because she knew about politics and history.
4. She appeared in court with Luther King.
5. She was braver than the adults around her.
6. The British had the full support of the people of India.
7. British soldiers stopped people from leaving the public garden.
8. Gandhi organised non-violent protests.
9. Gandhi campaigned for women's rights.
10. People around the world were interested in Gandhi's campaign.

Skills Builders Read the extracts again. Use the strategies in the Skills Builder and the words below to describe the writer's opinions about the things (a-d).

arrogant brave clever cruel determined idealistic imaginative peaceful proud of... (e.g. your country) rebellious undemocratic unfair untrue violent well-educated

- a. the situation of African Americans in 1955
- b. Claudette Colvin
- c. British rule in India
- d. Gandhi

Teenage Defiance

In the 1950s, African Americans were second-class citizens. In the South, they had to sit at the back of buses and give up their seats for whites. A courageous schoolgirl called Claudette Colvin challenged this unjust discrimination.

On March 2 1955, while riding a bus in Montgomery, Alabama, Colvin refused to give up her seat and was thrown off the bus and arrested for her peaceful protest. Decades later, Colvin looked back on the incident: 'We had been studying the Constitution in class. I knew I had rights. I was thinking, "Why should I have to get up just because someone tells me to or just because I'm black?" Colvin was also inspired by strong women who had fought against slavery a century earlier. My head was just too full of black history. I couldn't stand up, she later said. Colvin became a key witness in a court case that went to the Federal District Court of Alabama and then the US Supreme Court. It finally outlawed segregation on the buses forever. Martin Luther King Jr declared Colvin a "brave young lady" for her defiance.

Fifty years later, she described her feelings: 'As a teenager, I kept thinking, "Why don't the adults around here speak out about this?"' she said. 'You have to take a stand and say, "This is not right."'

Vocabulary Look at the Word Builder. Match the verbs in bold with the meanings (a-f).

- a. remember
- b. say something publicly in protest
- c. force to leave a vehicle
- d. make something happen at an earlier time
- e. give to someone else
- f. stop something by force

Word Builder Multi-part verbs (2)

1. Colvin refused to give up her seat and was thrown off the bus.
2. Colvin looked back on the incident.
3. Why don't the adults around here speak out about this?
4. British rulers in India decided to put down protests in the city of Amritsar.
5. ... this brought forward the end of the empire.

Language Choice 11 PAGE 11

END OF EMPIRE

In April 1919, the British rulers in India decided to put down protests in the city of Amritsar. As people gathered in the public garden during the festival of Vaisakhi, a British general ordered his soldiers to block the exits and shoot into the crowd. As well as thousands of injuries, there were hundreds of deaths.

Despite the violence and anger that followed, Mohandas Gandhi was able to organise non-violent protests such as a boycott of British goods. But how could peaceful resistance force the British to leave India?

Gandhi began a campaign of non-cooperation with the British authorities. Parents stopped sending their children to British schools, people refused to go to British law courts and others walked out of their jobs for the government.

The British lost on salt also became a concern for Gandhi. In a hot country like India, salt was important for everyone and the salt represented an enormous amount of money for the British. So Gandhi began a new campaign with a march across the country to collect salt without paying tax. Thousands of people joined him but the authorities could do nothing about it as going for a walk was not a crime.

Gandhi finally reached the end of his journey at the town of Dandi, where he broke the law by producing salt. The British arrested him as soon as they could but now millions of people had joined his campaign and the world was watching. Civil disobedience spread across India and this brought forward the end of the empire.

Use the cues to make sentences with as.

1. at university / he worked / volunteer / for an NGO
2. he did / different jobs / fundraising and writing letters
3. after university / he got / a job with a charity / he had experience working for NGOs
4. he visited / Africa / several times / going to the USA and Australia
5. one day / he was going to work / he had an idea for a new NGO
6. his new group / is not big / other NGOs but he is happy

Your Culture Choose a story from your country's history. Answer the questions and write notes.

1. What was the situation?
2. Who was involved? What did he/she/they do?
3. What happened next? What problems were there?
4. What happened in the end?

Work in groups. Tell your partners your story.

My country was invaded by the French in 1666.

No Comment

'You can cage the singer but not the song.' *Harry Belafonte*

Language Choice 13 PAGE 13

There is a variety of reading texts (e.g. articles, adverts, websites).

Your Culture activities relate the lesson topic to the students' own context.

Language Choice activities provide reference and further practice.

Skills Builders at the back of the book have useful listening strategies.

12 Identifying writers' opinions

Page 10, Exercise 4

- Read the text quickly to get the general idea.
- Read the text again more slowly. Underline words and expressions that clearly show opinions.
 - Adjectives: popular, courageous, unjust
 - Adverbs: brutally
 - Nouns: discrimination
 - Verbs: had to
- Underline quotes from people that give an opinion about what happened (e.g. you feel part of something).
- Underline examples of positive and negative behaviour that the writer mentions (e.g. government in Poland sent tanks onto the street = negative).

1. Rewrite the sentences using as.
 1. I am a student and I think we should have fewer exams. *As a student I think that we should have fewer exams. (example)*
 2. I realised that I was in love with her while she was talking to me.
 3. I bought some things at the market and also went to the bank.
 4. She is less punctual than her brother.
 5. I'd like to join an NGO like Amnesty International.
 6. I would like to study Chinese because I am interested in the culture.

The DVD Choice section provides optional authentic video footage.

Pronunciation activities focus on intonation.

Your Culture activities have speaking practice.

Listening texts give input about the lesson topic.

Talk Builders present functional language. Skills Builders provide further reference.

36 Describing scenes
Page 31, Talk Builder

Well, the scene starts off with Ricky lying on the sofa half asleep reading a magazine. Then the camera focuses on Suzie coming in. First of all, Suzie screams and frightens Ricky so that he jumps. Then Suzie goes into the kitchen. At first, you think she is making a drink for herself with lots of ice. But it's just hilarious because Suzie pours it onto Ricky's head. Anyway, eventually, Ricky gets off the sofa and goes into the kitchen to help with the dinner. Unfortunately, there isn't any food in the fridge so Ricky immediately phones for a pizza. It's so funny because, when he's talking to the pizza place, Suzie is miming to describe the sort of pizza she wants. The next thing that happens is that the dog starts jumping up on Ricky. It's ridiculous because, as soon as the dog does that, Ricky starts shouting down the phone. Eventually, the woman puts the phone down and they decide to go out for a hamburger. In the end, they have a great time. The dog finally eats most of Suzie's hamburger so he's happy, too.

WRITING / SPEAKING WORKSHOPS

Staged speaking and writing tasks are provided.

Skills Builders provide model texts with explanations.

Talk Builders focus on conversational grammar.

Writing Workshop 1

Read the email, which two of these adjectives would you NOT use to describe Karen?

active, sociable, sporty, lazy, independent, materialistic

From: Karen
Subject: How are things?
To: Lucy

Hi there Lucy!
1 How are things? I'm sorry for not writing back sooner but I've been really busy - **actually** I haven't had time for anything.
2 As you know, I'm in the town volleyball team and we've been training three nights a week. It's fun but EXHAUSTING!!!! And I've got lots of school work too, especially for history @. How are you getting on at school?
3 I'm also trying to decide what to study at university. My parents want me to do law but I'd like to study journalism, though it pays less. To be honest, after my work experience in that lawyer's office, I don't think I'd ever be a good lawyer. It's so DULL!!! How are your plans getting on?
4 Anyway, I also wanted to tell you about Alan - things aren't great @. He's becoming a control freak! He always wants to know what I'm doing and he's always complaining about my volleyball. What do you think I should do?
5 By the way, I met Jamie Wilson at a party last week. Do you remember him? He was that funny little guy with red hair in Year 7 but he's quite good-looking now and he's got a great sense of humour. In fact, I haven't laughed so much for ages @!!! Would you like to meet up with him when you come over in the holidays?
6 I hope all's well with your family and with Tony @. Love, Karen xxxxxxxxxxxx

Read the email again. Answer the questions.

- 1 What is the relationship between Karen and Lucy?
- 2 Who do you think Alan and Tony are?
- 3 What news does Karen want to know about Lucy's life?
- 4 What opinions and advice does she want Lucy to give her?
- 5 What do you think is going to happen between Karen and Alan?

Text Builder

Match the parts of the email (1-6) with the topics (a-f).

- a. news about my everyday life
- b. problems with a relationship
- c. touching the letter
- d. introduction - apologies for not writing before
- e. meeting an old friend
- f. my plans for the future

Skills Builder 11 Use the strategies to find examples of informal style in the email.

Look at the words in **blue** in the email. Match them with the uses (1-6).

- 1 to say something that you have just remembered
- 2 to change the subject
- 3 to say what you really think
- 4 to add information to emphasise or explain what you said before (x 2)
- 5 to emphasise one example of something
- 6 to mention something the other person knows

Choose the correct words to complete the email.

How are things? I'm **really** busy. In fact, I've got lots of school work too, especially for history @. How are you getting on at school?
As you know, I'm in the town volleyball team and we've been training three nights a week. It's fun but EXHAUSTING!!!! And I've got lots of school work too, especially for history @. How are you getting on at school?
I'm also trying to decide what to study at university. My parents want me to do law but I'd like to study journalism, though it pays less. To be honest, after my work experience in that lawyer's office, I don't think I'd ever be a good lawyer. It's so DULL!!! How are your plans getting on?
Anyway, I also wanted to tell you about Alan - things aren't great @. He's becoming a control freak! He always wants to know what I'm doing and he's always complaining about my volleyball. What do you think I should do?
By the way, I met Jamie Wilson at a party last week. Do you remember him? He was that funny little guy with red hair in Year 7 but he's quite good-looking now and he's got a great sense of humour. In fact, I haven't laughed so much for ages @!!! Would you like to meet up with him when you come over in the holidays?
I hope all's well with your family and with Tony @. Love, Karen xxxxxxxxxxxx

Write a reply to Karen's email.

Skills Builder 22 Write notes with answers to Karen's questions. Include one piece of false information about yourself.

Use your notes to write your email.

Check your email for mistakes.

Give your email to your partner to read. Can they find the piece of false information?

Speaking Workshop

Read sentences 1-5. Do you think they are probably true (T) or false (F)?

- 1 A lot of medical research involves the use of animals.
- 2 Animal testing for cosmetics is still legal everywhere in the world.
- 3 Animal testing has helped to develop drugs that have saved millions of lives.
- 4 It is easier to see the long-term effects of drugs by testing on humans rather than on animals.
- 5 The numbers of larger animals used for testing have gone down in the last few years.
- 6 I'm really worried about them - 'by the way' in fact, I'm having problems sleeping.

Look at the words in **blue** in the email. Match them with the uses (1-6).

- 1 to say something that you have just remembered
- 2 to change the subject
- 3 to say what you really think
- 4 to add information to emphasise or explain what you said before (x 2)
- 5 to emphasise one example of something
- 6 to mention something the other person knows

Choose the correct words to complete the email.

How are things? I'm **really** busy. In fact, I've got lots of school work too, especially for history @. How are you getting on at school?
As you know, I'm in the town volleyball team and we've been training three nights a week. It's fun but EXHAUSTING!!!! And I've got lots of school work too, especially for history @. How are you getting on at school?
I'm also trying to decide what to study at university. My parents want me to do law but I'd like to study journalism, though it pays less. To be honest, after my work experience in that lawyer's office, I don't think I'd ever be a good lawyer. It's so DULL!!! How are your plans getting on?
Anyway, I also wanted to tell you about Alan - things aren't great @. He's becoming a control freak! He always wants to know what I'm doing and he's always complaining about my volleyball. What do you think I should do?
By the way, I met Jamie Wilson at a party last week. Do you remember him? He was that funny little guy with red hair in Year 7 but he's quite good-looking now and he's got a great sense of humour. In fact, I haven't laughed so much for ages @!!! Would you like to meet up with him when you come over in the holidays?
I hope all's well with your family and with Tony @. Love, Karen xxxxxxxxxxxx

Write a reply to Karen's email.

Skills Builder 22 Write notes with answers to Karen's questions. Include one piece of false information about yourself.

Use your notes to write your email.

Check your email for mistakes.

Give your email to your partner to read. Can they find the piece of false information?

Skills Builder 22 Write notes with answers to Karen's questions. Include one piece of false information about yourself.

Use your notes to write your email.

Check your email for mistakes.

Give your email to your partner to read. Can they find the piece of false information?

There are reading activities with model texts.

Listening input and focus on pronunciation are provided.

Students can listen to or watch everyday functional dialogues.

Skills Builders give communication strategies.

22 An informal email

Page 19, Exercise 7

KEY
linkers
informal style

Informal beginning

Hi there Fred!
How are things? I'm sorry for not writing back sooner but I've been really busy - **actually** I haven't had time for anything.
As you know, I'm in the school play and I've got lots of school work too for all my subjects, **especially** for geography @. How are you getting on at school?
I'm also trying to decide what to study at university. My parents want me to do medicine but I'm not keen on it - in fact, I can't STAND the sight of blood!!! How are you getting on with your plans?
Anyway, I also wanted to tell you about Sue - things aren't great between us and she's always telling me what to do and complaining @. To be honest, I'm really fed up. What do you think I should do?
By the way, I met Jennie Smith in the street last week. Do you remember her from Year 6? She was that tall girl with black hair - she's quite good-looking now and she's got a great sense of humour. In fact, I haven't laughed so much for AGES!!! Would you like to meet up with her when you come over in the holidays?
I hope all's well with your family and with Kate. Send them my love.
All the best,
Tom

Informal ending

Exercises test knowledge of language from the module

Revision of the Vocabulary network

Revision of the Word Builder

Revision of the Sentence Builder

Revision of Grammar

Language Review Module 1

1 Talking about relationships Complete the text with one word in each gap. The first letter of each word is given.

My best friend and I are very 'c_____. We do everything together and help each other out when we have problems. We can tell each other everything because we 'u_____ each other and know that the other person won't give away our secrets. We spend a lot of time together because we like each other's 'c_____, and we always have a 'l_____ together because we share the same sense of humour. I get on well with a lot of people and I'm 'f_____ of them all but no-one else is such a good friend. /6

2 Multi-part verbs (1) Complete the sentences with one word in each gap.

7 How can I get _____ touch with my old school friends?
8 It's _____ to you what information you make public on your website.
9 _____ attention to the rules of the website before you use it.
10 It's not too expensive when you take _____ account all the things they offer.
11 Don't let your social networking page get in the _____ of your studies.
12 Everything you need has been put _____ place and is ready for you to use. /6

3 Result linkers (1) Choose the correct word to complete the sentences.

13 I've had so/such many comments on my blog that I haven't read them all yet.
14 Lisa's so/such a good friend that I don't know what I'd do without her.
15 I was so/such upset that I didn't go out for a week.
16 I've got so/such a big family that I have never met some of my cousins. /4

4 Present and past tenses Complete the sentences with the correct form of the verbs in brackets.

17 I _____ (not get) on very well with my brother.
18 Sorry I'm late. I _____ (chat) to a friend online earlier and I forgot the time.
19 I went to the shops yesterday but I _____ (not buy) anything.
20 Before I met Melanie, I _____ (never / have) a proper girlfriend.
21 My parents _____ (not meet) my new boyfriend yet.
22 At how long _____ (your mum / work) at the hospital?
23 What _____ (you / do) at the moment?
24 I agreed to meet my friends at 8 p.m. but I was late and, by the time I got there, they _____ (all / go) home.
25 Hi, Steve. How are you? I _____ (not see) you for ages.
26 _____ (your sister / like) computers? /10

5 A presentation: describing trends Complete the text with one word in each gap.

Ten years ago, the average person had only one or two friends that they had never met. Now that figure is '7_____ by a huge amount. We have many virtual friends, in fact the '8_____ of people with virtual friends has increased from eight percent just a few years ago to about eighty percent now. In our class, only one '9_____ four people don't have any Facebook friends that they have never met and over a quarter '10_____ the people we asked had virtual friends from internet forums and blogs. '11_____ of the main reasons for this change in how we make friends is that communication is much easier now. So, '12_____ summarise, changes in communication have affected our friendships to some extent but not completely. /6

6 Quantity Choose the correct words to complete the sentences.

33 There are hardly any/more people here.
34 I'd do it even less/fewer money than everyone else here?
35 I've got few/little very close friends.
36 There are ten people here but any/more of them are from my class.
37 Two boys in my class have got Italian parents but both/neither of them speak much Italian.
38 There's several/little time left before the film starts.
39 I've never met some/any famous people.
40 All/All of us like meeting friends at the weekend. /6

Self Assessment

Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 1
2	Language Choice 2
3	Language Choice 3
4	Language Choice 4 and 5
5	Students' Book p.11 ex.11
6	Language Choice 6

LEARNING LINKS: 1 Check Your Progress 1 → MyLab / Workbook page 11. Complete the Module Diary.
2 Sound Choice 1 → MyLab / Workbook page 12. Choose three pronunciation activities to do.

Revision of the Talk Builder

Revision of Grammar

Students **listen**, **check** their answers and **decide** on further practice.

Learning Links direct students to the Workbook.

Sound Choice focuses on problem sounds.

CULTURE CHOICES

Culture Choices are optional lessons at the back of the coursebook.

Reading tasks include inference (reading between the lines) and evaluation.

Your Culture activities relate the topic to the students' own culture.

Listening texts provide cultural background.

Culture Choice 1

1 **Large Culture** Are there any groups of people in your country which are discriminated against now or have suffered from discrimination in the past?

2 **Small Culture** Listen to a talk and complete the notes.

3 **Small Culture** Read the poem again and answer the questions.

4 **Small Culture** Work in pairs. Discuss the questions about the language in the poem.

5 **Small Culture** Listen again. Answer the questions.

6 **Small Culture** Work in pairs. Choose a story of your country's history. Use the text to find information and write notes under headings like these:

- the situation
- the causes
- the leaders
- the result

7 **Small Culture** Tell the class about the period in history.

James Langston Hughes was born in Missouri in 1902. His parents were poor and he lived with his grandmother for a few years before going to live with his mother and her new husband. He began writing poetry at school and, after leaving, did different jobs and worked around the world as a seaman. He came back to the USA in 1934 and went to live with his mother. He spent most of his life writing poems, plays, short stories and novels. He lived poor and his rhythm can be seen in his poems about the lives of working class blacks. In his writing, he attacked social stereotypes and fought for Afro-American rights. He died in 1967.

Will V-Day Be Me-Day Too?

Once there, World War II.
Dear Fellow Americans,
I write this letter.
Hoping times will be better
When this war
Is through.
I'm a Tax-exempt
Drinking a tank
I ask, WILL V-EAX
BE ME-DAY, TOO?
I want a V-Day medal.
I've done the enemy much harm.
I've driven back
The Communists and the Japs.
From Burma to the Rhine.
On every battle line,
I've dropped bombs,
I've been the first to
Go to the front line.
I am a Negro American
But no colored up back
Army, Navy, Air Corps -
I am there.
I like machines, tanks,
I like - or microscopes, too.
I like to see the water as you do
Everywhere.
I've worn my buddy's thing
Where he fell.
I've watched him dying
I promised him that I would try
To make our land a land
Where his son could be a man -
And there it is, Jim Crow
Left us out.
So this is what I want to know:
When we see Victory's glow,
Will you still tell old Jim Crow
Hold me back?
Where all those foreign bolls who're wanted -
Bulgers, Chinkies, Japs - are banned,
Will I still be ill hated
Because I'm black?
Sincerely, G. Joe

Glossaries provide meanings of new words.

Texts include poems and novel extracts.

Projects get students writing and talking about their own culture.

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Skills

1 RELATIONSHIPS

Topic Talk (p. 5)	Vocabulary network: Relationships Pronunciation: Word stress in compound words	Listening: Three interviews about relationships Speaking: Talk about the relationships in your life
1 Communication (pp. 6-7)	Word Builder: Multi-part verbs (1) Sentence Builder: Result linkers (1)	Reading: Article about social media Speaking: Discuss social media
2 Love Research (pp. 8-9)	Grammar: Present and past tenses Grammar Alive: Sharing personal information	Reading: Advice column Listening: Dialogue about relationships
3 Families (pp. 10-11)	Talk Builder: A presentation: describing trends Pronunciation: Figures and statistics	Listening: Interview about family life (Multiple choice) DVD Choice: Documentary - Three Generations Speaking Workshop: Presentation about trends
4 Modern Parents (p.12)	Grammar: Quantity	Reading: Article about modern parenting
Writing Workshop 1 (p. 13)	Text Builder: Organisation; Informal style, Linkers: <i>in fact, actually, by the way</i> , etc.	Reading/Writing: Informal email with personal information
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2 CAMPAIGNS

Topic Talk (p. 15)	Vocabulary network: Big issues Pronunciation: Word boundaries and elision	Listening: Discussion about big issues Speaking: Talk about issues you care about
5 Kindness (pp. 16-17)	Grammar: Talking about the past; Past Perfect Continuous Grammar Alive: Telling stories	Reading: Website about the Random Acts of Kindness campaign Listening: An anecdote
6 Resistance (pp. 18-19)	Word Builder: Multi-part verbs (2) Sentence Builder: <i>as</i>	Reading: Extracts from books about protests (T/F/No information) Speaking: Tell the story of a resistance movement
7 Animal Rights (pp. 20-21)	Sentence Builder: Emphasis (1) Talk Builder: Discussions: opinions and reactions Pronunciation: Emphatic stress	Listening: Radio programme about animal rights (Matching) Speaking Workshop: Discuss animal rights
8 Natural Beauty (p.22)	Grammar: Linking prepositions	Reading: Article about a campaign related to body image
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9 Breaking News (pp. 26-27)	Word Builder: Idiomatic language (1) Sentence Builder: <i>used to</i>	Reading: Three reports of an event in different media (Matching, Gap-fill) Speaking: Report an event
10 24/7 News (pp. 28-29)	Grammar: Verb patterns Grammar Alive: Telling people what to do	Reading: Blog about information overload Listening: Five short dialogues
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12 Bad Science (p. 32)	Grammar: Negation (negative sentences) Sentence Builder: <i>hardly</i>	Reading: Book review about the reporting of science in the media
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13 Advertising Tricks (pp. 36-37)	Grammar: The Passive Grammar Alive: Giving product information	Reading: Article about advertising to children and teenagers
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Language		Skills
15 Online Ads (pp. 40–41)	Sentence Builder: Preferences Talk Builder: Leaving out words Pronunciation: Short expressions	Listening: Dialogues about online advertising (Matching) Speaking Workshop: Role-play a situation in a repair shop
16 You're Worth It! (p. 42)	Grammar: Nouns	Reading: Article about a famous advertising slogan
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Language

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Student A/B Activities Modules 1-6 (p. 105) Skills Builders: Listening (pp. 116-117) Reading (pp. 118-120) Writing (pp. 121-125)
Speaking (pp. 126-129) Student A/B Activities Modules 8-10 (p. 130) Word List (pp. 131-136)

Objectives: Listen, read and talk about personal relationships; give a presentation about trends; learn more about present and past tenses and quantifiers; write a personal email with news.

TOPIC TALK

1 Look at the network and make guesses about the relationships in the photos (a-c).

2 1.2 1.3 Listen to Fiona, Toby and Sally. Match them with the descriptions (a-i).

Fiona: a, ...

- | | |
|-------------------------------|--|
| a has a very close family | f has a boyfriend |
| b has a difficult family life | g loves talking on the phone |
| c has a complicated family | h keeps in touch with his/her best friend online |
| d has lots of virtual friends | i talks on Skype |
| e has a few good friends | |

3 1.4 1.5 Listen again to Fiona. Complete the information in the network below.

4 1.6 Pronunciation Listen to compound words. Underline the main stress. Which part of the word is stressed?

girlfriend boyfriend classmate grandfather
great-grandmother half-brother stepmother

LANGUAGE CHOICE 1: PAGE 3

5 Work in pairs. Use the network to talk about the most important relationships in your life.

My relationships

I've got a ¹big/small family with ²lots of/a few ³_____.
We ⁴_____. I get on especially well with my aunt Julie and we ⁵_____.
My ⁶best friend/girlfriend/boyfriend is called Alice.
We ⁷got to know/met each other when we were ⁸classmates/teammates/schoolmates.
I suppose we get on well together because we ⁹_____.
We ¹⁰_____ at least once a ¹¹day/week.

Relations

aunts, uncles, (first/second/third) cousins, (great-)grandfather/mother, half-brothers/sisters, stepmother/father/brothers/sisters

Relationships

all get on brilliantly, always have a real laugh together, are (not) very close as a family, don't really get on, get on well together, (don't) often get together, have rows, always put family first, hardly ever see each other

have a lot in common, similar interests and tastes, a similar sense of humour

Communication

go out together, meet up, see each other, talk on the phone, talk on Skype, text each other, use a social network (e.g. Facebook) to keep in touch



2 Students read the phrases before listening to the recording. Check understanding of *complicated* and *virtual*. Students check their answers in pairs before the class check.

Answers: Fiona: e, g
Toby: b, d, h Sally: c, f, i

3 Students read through the network, filling in any answers they may remember first. Once students have listened to the recording, check answers by asking individual students around the class.

Answers: 1 big 2 lots of 3 cousins 4 are very close 5 always have a real laugh together 6 best friend 7 got to know 8 classmates 9 have similar interests and tastes 10 meet up 11 week

Extra Exercise

Students look at the *Relationships* part of the network. Tell them to decide which qualities are positive or negative, and why. Tell them to give examples when they can. Check other words in the network that you think students don't know.

4 Do the first couple of words as a class. Elicit the answers and write them up on the board before playing the rest of the recording.

Answers: boyfriend, classmate, grandfather, great-grandmother, half-brother, stepmother

5

Background

Skype: allows people to chat and see each other over the internet for free.

Virtual friends: are people you communicate with online.

Modern families: the typical British two-parent family has changed over the last century. Cohabitation has risen in the last decade. Britain has the highest proportion of lone parents in Europe - a quarter of children now live with a single mum. Step-families are very common in Britain. One in three Britons is involved in a step-family situation.

TOPIC TALK

1 Give students a few minutes to read the information in the network. Students discuss in pairs. In feedback, have a class discussion.

Extra Discussion

Ask students what sort of relationship they have with their grandparents. How is it different from the relationship they have with their mum and dad?

For practice, students turn to **LANGUAGE CHOICE 1: PAGE 3**.

5 Put students in pairs. Give them five minutes to discuss. Monitor and help where necessary. Make a note of any interesting comments or language that needs correcting.

Now your students can:

- talk about relationships.

Background

The smartphone: is a mobile phone with more advanced ability and connectivity than a normal phone. They include portable media players, compact digital cameras, pocket video cameras and GPS navigation units. Modern smartphones also include high-resolution touchscreens and web browsers that can access and properly display web pages.

Twitter: is an online social networking service that enables its users to send and read text-based posts of up to 140 characters, known as 'tweets'. There were over 140 million active users as of 2012, generating over 340 million tweets daily. It has been used to organise protests (Twitter Revolutions), e.g. the 2011 Egyptian revolution and the Tunisian protests, 2009-2010. It has also been used as a form of civil disobedience, e.g. several celebrities who had taken out anonymised injunctions were identified by thousands of users in protest at traditional journalism being censored.

Chris Pirillo (b. 1973): is a technology expert on CNN and other TV stations and websites.

Warm Up

1 Write up *Advantages of modern communication* on the board with a circle around it. Put students into pairs. Give them three minutes to make a note of three advantages. Ask for volunteers to write up their ideas on the board around the main heading. Discuss their ideas with the class.

Extra Exercise

Give students three minutes to come up with three disadvantages to match their advantages. Write these up on the board in a different colour.

LESSON 1

SKILLS

COMMUNICATION

Warm Up

1 Work in pairs. What are the advantages of modern communication technology, like smartphones?

You can easily keep in touch with people who live a long way away.

Reading

2 Read the article quickly. What is its main argument?

- a Communication technology makes our relationships with other people better.
- b Communication technology can be bad for us and we need to learn how to use it better.
- c We should stop using communication technology because it is bad for us.

3 Read the article again. Which of these reasons supporting the main argument can you find in the text?

- a Communication technology can be addictive.
- b Communication technology is bad for relationships between people.
- c Because of it, people waste time that could be used for other things (e.g. sport or study).
- d People don't pay attention to what they're doing because of communication technology.
- e People give away too much personal information online.
- f People are losing their social skills because of communication technology.

4 **SKILLS BUILDER 10** Use the strategies to 'map' the reasons given in the text. Then evaluate the argument.

I think the article is well-argued/not well-argued because it mentions ...

5 Do you agree with Professor Turkle? Why/Why not?

I agree with her because I think that we use communication technology too much.

6

Reading

2 Give students four minutes to read the text. Tell them not to read in too much detail at this point as they just need to get the main idea. Allow them to check their answers in pairs before eliciting the answer.

Tip: Tell students how they are reading (for example, for gist) and for what reason. It will help them to apply the techniques when they are working alone or in an exam situation.

Answer: Student page



Real Lives

1.7

Alone Together



Professor Sherry Turkle thinks communication technology has such an important impact that we need to start taking into account its effects on our lives. Professor Turkle talks about her new book.

Over the past fifteen years, my research has documented that, for many, online life and smartphone connections have got in the way of things that people feel are important. We're so busy communicating that we don't have time to think, we don't have time to sit down and have a conversation. We'd rather text than talk. It makes us feel more in control. A young woman Skypes her grandmother in another city but does her email during these conversations. She tells me that she hardly pays attention to what her grandmother is saying. The young woman does not feel good about these conversations, although her grandmother seems pleased. A mother explains that she cannot resist the 'little red light' telling her that she has a new message on her BlackBerry, even when she is driving on the motorway with her children in the car. The unread message, that red light, has come to stand for our feelings of hope. That someone wants us, that something new is coming into our lives.

A woman explains that when she was in hospital, her husband worked from her bedside but was so busy with his device that he didn't talk to her.

3 Tell students to read in more detail. Give them five minutes to re-read the text and complete the exercise.

Answers: Student page

4 Give students two minutes to read through **SKILLS BUILDER 10**. Elicit what they need to do first (bearing in mind they have read the text already, the first step is to underline the arguments). Give students one minute to do this and then a further few minutes to underline opinions. Students then complete the table with reasons and information.

6 Vocabulary Look at the Word Builder. Match the verbs in **bold** with the paraphrases below.

- is our responsibility to
- thinking about
- listens to
- contact
- established
- negatively affected

Word Builder Multi-part verbs (1)

- 1 We need to start **taking into account** its effects on our lives.
- 2 Smartphone connections have **got in the way of** things that people feel are important.
- 3 She hardly **pays attention to** what her grandmother is saying.
- 4 If you really need to **get in touch with** me, just shoot me a text.
- 5 We have **put in place** a powerful technology.
- 6 It is **up to us** to make and shape it.

→ LANGUAGE CHOICE 2: PAGE 3

7 Look at the Sentence Builder. What comes after **so** and what after **such**: a noun or an adjective?

Sentence Builder Result linkers (1)

- 1 He is **so** busy with his device **that** he doesn't talk to her.
- 2 Communication technology has **such** an (important) impact **that** we need to start taking into account its effects on our lives.

→ LANGUAGE CHOICE 3: PAGE 3

8 Join the sentences using **so** or **such**.

- 1 I was very busy. I forgot to call my grandmother.
*I was **so** busy that I forgot to call my grandmother.*
- 2 I spent a long time on the computer. I didn't get to bed until 3 a.m.
- 3 My internet connection is very slow. I can't watch video or TV on my computer.
- 4 I have got a very old phone. It hasn't got an internet connection or a camera.
- 5 She is a real Facebook addict. She updates her wall ten times a day.
- 6 Some people have good fun online. They hardly ever go out and meet people.

9 Work in pairs. Choose two of the options (a-c) to discuss.

- a Social media use (e.g. Twitter/Facebook)**
How often do you use social media? How many hours do you spend online every week? Has your use ever affected your studies or your sleep?
- b Online friendship**
How many friends have you got on social networks? How many of them are real and how many are virtual? Have you ever met any of your new virtual friends?
- c Dangers of social media**
Have you ever seen cyberbullying online? Have you ever given away personal information? Has a stranger ever approached you online?

Your Choice

10 Tell the class some of your experiences and opinions.

We've seen quite a few examples of cyberbullying. We think that ...

No Comment

'Twitter is a great place to tell the world what you're thinking before you've had a chance to think about it.' **Chris Pirillo**

7

For practice, students turn to **LANGUAGE CHOICE 2: PAGE 3**.

7 Give students one minute to read the sentences. Elicit the answer from the class.

Answers: an adjective; a noun

For practice, students turn to **LANGUAGE CHOICE 3 PAGE 3**.

8 Go through the example with the class. Ask which word we need to add in order for it to make sense (*that*) and which word we need to drop (*very*). Give students five minutes to complete individually. They can use the Sentence Builder for guidance.

Answers: 2 I spent **such** a long time on the computer **that** I didn't get to bed until 3 a.m. 3 My internet connection is **so** slow **that** I can't watch video or TV on my computer. 4 I have got **such** an old phone **that** it hasn't got an internet connection or a camera. 5 She is **such** a Facebook addict **that** she updates her wall ten times a day. 6 Some people have **such** good fun online **that** they hardly ever go out and meet people.

9 Read through the options first and remind students to choose only two to discuss. Give them ten minutes for the discussion. Monitor and help where necessary.

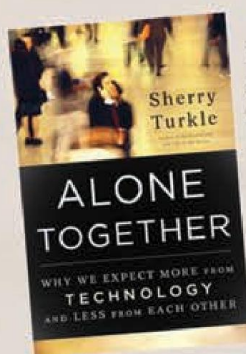
10 Invite students to share their experiences and opinions. Elicit opinions from the class.

No Comment

Ask students if they think this statement is true and if they can give an example to support their opinion.

Now your students can:

- recognise and understand more multi-part verbs
- use *so* and *such* to link sentences.



Children complain about parents texting at breakfast and dinner. Parents at the playground push a swing with one hand and scroll through their messages with the other. I go to a funeral and people are texting, hiding their phones under their hymn books.

I remember, not so long ago, when a student remarked on the first time a friend interrupted a conversation to take a call. 'It made me feel like he was putting me on pause,' he said. Now, we all treat each other as 'pausables'. An impatient high-school student says to me, 'If you really need to get in touch with me, just shoot me a text.' He sounds just like my university colleagues who tell me they would rather avoid face-to-face meetings and would prefer to communicate with 'real-time texts'. I do not want to condemn technology but think that we have put in place a powerful technology and have not yet learned to use it in the best way. But these are early days for the internet. It is up to us to make and shape it. I wrote my new book to mark a time of opportunity. We need to form a more empowering partnership with technology. Our job is to shape it to our human purposes.

Answers: Reasons: communication technology can be distracting; communication technology makes people treat others as 'pausables' or not worthy of their time
Information: the young woman hardly pays attention to her grandmother; the woman's husband works rather than talk to her in hospital; children complain about parents texting at the table or in the park; my friend made me feel like he was putting me on pause

5 Put students into groups of four. Give them five minutes to discuss. Monitor and help where necessary. Refer students back to your notes on the board. Ask which advantages and disadvantages Professor Turkle didn't mention.

6 Tell students to find the sentence for number 1 in the text. Elicit the answer. Give students three or four minutes to read and complete. Tell them to refer back to the text to see the sentences in their context if they are unsure.

Answers: 1 thinking about 2 negatively affected 3 listens to 4 contact 5 established 6 is our responsibility to

Tip: These verbs are not 'typical' multi-part verbs (phrasal, prepositional, phrasal/prepositional), but idiomatic multi-word verb constructions (verb + prepositional or noun phrases).

Background

Speed-dating: is a way of meeting people for possible romantic relationships which involves talking with a lot of people for a short time to see if you like them. This usually takes place at an organised venue. Supporters argue that speed-dating saves time, as most people quickly decide if they are romantically compatible and first impressions are often permanent.

Extra Exercise

Ask students to look at the photos and elicit what is happening. Ask what sort of 'dates' are being shown in the first two photos (speed-dating and cinema). Ask what they think about speed-dating and if they think the cinema/theatre is a good idea for a first date.

Warm Up

1 Give students a few minutes to read and discuss in pairs. In feedback, discuss with the class.

Tip: If your class are happy to speak out enthusiastically then you could skip the pairwork suggested in Exercise 1 and go straight to a class discussion.

2 Give students five minutes to read and check. They discuss in pairs.

Answer: Student page

3 Give students a few minutes to discuss the questions in pairs. If you think your class will be happy to discuss as a group, encourage ideas and opinions from the class.

LESSON

2

GRAMMAR

LOVE RESEARCH

Warm Up

- 1 Look at the photos of couples (a-c). Read the sentences. Which of them do you think are true about romantic relationships?
 - 1 People usually think that their partners are more attractive than they really are.
 - 2 In relationships, people find differences attractive.
 - 3 Men like women who are more intelligent than they are.
 - 4 You should boast about your achievements when you're trying to chat up a girl.
- 2 Read the text and check your guesses from Exercise 1.
- 3 What would your ideal girlfriend/boyfriend be like? What, in your opinion, is the recipe for an ideal relationship?

Present and past tenses

- 4 Read the sentences (1-9) in red in the text. Match them with the names of tenses. There is more than one example of some of the tenses.
 - Present Simple 3, 8
 - Present Continuous 5
 - Present Perfect 4, 9
 - Present Perfect Continuous 1
 - Past Simple 6
 - Past Continuous 2
 - Past Perfect 7
- 5 Match the present tenses with the uses (a-f) and the past tenses with the uses (g-i). Look again at the sentences (1-9) from the text for help.
 - a it happens regularly
 - b this state or situation started in the past and is still true
 - c it is a permanent situation
 - d it is happening now or around now
 - e it happened in the past but it doesn't matter when
 - f this activity started in the past and is going on now
 - g it happened at a specific time in the past
 - h it happened earlier than other events in the past
 - i this activity formed the background to some past events



Q: For a few weeks now ¹*I've been going out with a man* who is much better looking than me. ²*We were dancing in a club* last night and a dozen women tried to chat him up. Is our relationship going to survive?

A: ³*People usually go for someone as good-looking or plain as they are* (though this rule excludes rich people, who are all gorgeous 😊). Those who are less similar are more likely to split up. A study found that the husbands who were more attractive than their wives were less supportive of them. Interestingly, we usually overestimate how attractive our partners really are.

Q: My girlfriend loves opera and ⁴*I have always hated it*. Do opposites attract?

A: ⁵*We're not dealing with magnetic poles* here, where opposites really attract. In relationships, couples usually share religious and political beliefs, are about the same age and similar in their education and intelligence.

Q: ⁶*My last boyfriend dumped me* because ⁷*I had won the scholarship for the best student in our college*. Should I act stupid because men don't like intelligent women?

A: Both men and women rate the importance of intelligence equally. Interestingly, ⁸*men prefer women who are almost as smart as them* but it's usually not intelligence but being opinionated or uninterested that will put men off. So play nice rather than dumb. Interestingly, there is no evidence suggesting men want someone less attractive than them.

Q: ⁹*I've never managed to chat up a girl*. Are there chat-up lines that work?

A: A chat-up line works if it makes you look interesting, humorous, athletic or rich. Questions work better than statements. In three-minute speed dates, men who had started the conversation with 'What is your favourite pizza topping?' were voted the most popular. The worst lines were 'I have a PhD in computing' and 'My best friend is a helicopter pilot'.

Present and past tenses

4 Give students five minutes to read and match. Give them time to check their answers in pairs before the class check.

Answers: Student page

Extra Exercise

Check the form of the more complex tenses, e.g. Past Perfect and Present Perfect Continuous.

5 Tell students to refer back to the example sentences in the text to help them complete the exercise. Students discuss their answers in pairs before the class check.

Answers: Student page



8 Complete the dialogue with the correct form of the verbs in brackets.

A: Hi, Paula. I ¹ haven't seen (not see) you for ages. What ² are you doing (you / do) here so early in the morning?

B: Hi, Julie. I ³ 'm going (go) to work. I ⁴ 've been working (work) for a student dating website for two weeks.

A: What ⁵ is (be) your job?

B: I ⁶ improve (improve) people's profiles. Many people ⁷ don't know (not know) what to write about themselves and ⁸ send (send) very boring profiles.

A: How ⁹ did you get (you / get) this job?

B: I ¹⁰ was surfing (surf) the Net when I ¹¹ found (find) an advertisement. I ¹² applied (apply) but they ¹³ said (say) they ¹⁴ had hired (hire) someone else. But, after two days, they ¹⁵ called (call) me with a job offer.

LANGUAGE CHOICE 5: PAGE 4

Practice

6 Choose the correct thing to say in each situation.

- You are explaining why Peter is not at home.
 - He's gone out with Kate.
 - He'd gone out with Kate.
 - He's going out with Kate.
- You want to say that Kate loved Peter.
 - She's been in love with Peter for weeks.
 - She's in love with Peter.
 - She was in love with Peter.
- You want to say that first Peter and Kate divorced and then their dog Digger died.
 - They had divorced when Digger died.
 - They divorced when Digger died.
 - They were divorcing when Digger died.

7 Use the cues to write sentences. There may be more than one correct answer in some cases.

- You're into speed-dating. (I / love speed dates)
I love speed dates.
- You're talking about your last date. (We / go to a concert)
- You meet a friend you haven't seen for some time. (What / you do / recently?)
- You're unhappy. (My girlfriend / dump me)
- You're interested in your friend's current boyfriend. (Who / you go out with?)
- You're explaining why you broke up with your boyfriend. (I / break up with him / because / he / cheat on me)
- Your friend looks very sad. (What / happen?)
- You're describing the first date with your girlfriend. (She / wear a red dress)

LANGUAGE CHOICE 4: PAGE 4

Grammar Alive

Sharing personal information

9 Listen to the dialogue. Use the cues and the correct name (Joe, Steve or Lucy) to write sentences. Use correct tenses.

- study for exams
Joe has been studying for exams.
- meet a lovely girl
- study photography
- take photos for a project
- meet Lucy in the park
- take a photo of Lucy
- break up with her boyfriend
- wait for Steve's call

10 Work in pairs. Use the questions below to interview your partner about his/her love life. You don't have to tell the truth!

- Are you seeing anyone?
- What does your boyfriend/girlfriend do?
- How long have you been going out with him/her?
- Have you met his/her family?
- What do you know about his/her family?
- Where do you usually go together?
- How did you meet?
- Who did you go out with before him/her?
- Why did you break up?

A: Are you seeing anyone?

B: Yes, I'm seeing someone famous.

A: What does she do?

B: She is a rock singer.

Tip: In some cases using a tense is a matter of choice, therefore more than one answer is possible in Exercise 7.

For practice, students turn to **LANGUAGE CHOICE 4: PAGE 4**.

8 Students read through the dialogue in pairs. Tell them not to worry about the gaps, but just to try and get a sense of what is happening. Students then complete the dialogue individually. Ask two students to read the complete dialogue in order to check the answers.

Answers: Student page

For practice, students turn to **LANGUAGE CHOICE 5: PAGE 4**.

Grammar Alive

9 Give students one minute to read through the prompts first. Tell them to make notes as they listen, but not to write whole sentences at this point. Give them a few minutes in pairs to construct the sentences from their notes then check their answers in pairs.

Answers: 2 Steve has met a lovely girl. 3 Lucy studies photography in the Arts School. 4 Lucy was taking photos for a project. 5 Steve met Lucy in the park. 6 Steve took a photo of Lucy. 7 Lucy's broken up with her boyfriend. 8 Lucy's probably waiting for Steve's call.

10 Students may choose to be a famous person. If so, give them time to make notes first before they begin.

Tip: For activities that are personalised, try to make sure that you pair students up with someone they are comfortable talking to so that you get the best out of the exercise.

Now your students can:

- recognise, understand and use present and past tenses
- give and ask about personal information using a variety of tenses.

Practice

6 Give students a few minutes to read the sentences and think about the answers individually. Go through each one with the class. Ask questions to eliminate the incorrect answers, e.g. for number 1, ask: *What tense is in sentence b?* (Past Perfect) *Why isn't this possible?* (because there is no other action within the sentence that happened before) *What tense is in sentence c?* (Present Continuous) *Why isn't it possible?* (It suggests that Peter is still in the house.)

Answers: Student page

7 Go through the example with the class. Give students five to ten minutes to complete the exercise individually. Check the answers with the class. Ask students to explain why two answers are sometimes possible.

Answers: 2 We went to a concert. 3 What have you been doing recently? 4 My girlfriend dumped/has just dumped me. 5 Who are you going out with? 6 I broke/'ve broken up with him because he cheated/was cheating on me. 7 What happened/What's happened? 8 She wore/was wearing a red dress.