

1

COMMUNICATION

Wise men speak because they have something to say; fools because they have to say something.

Plato

A young woman enjoys her walk outdoors.

OBJECTIVES

- update your status on social media
- make a short podcast
- plan and conduct an interview
- use rhetorical questions in a presentation
- ask for, offer and respond to help
- write a report about trends

Work with a partner. Discuss the questions.

- 1 How does 21st century technology make it easier or harder to communicate with other people?
- 2 Read the quote. To what extent do you agree with Plato?
- 3 Which forms of communication do you use most often: face-to-face or electronic; written or spoken communication? Which do you prefer and why?

G present simple and present continuous

V seeing and hearing

P schwa /ə/

S listening to check predictions

READING

A SPEAK Work in groups and discuss the questions.

- Do you ever use social media sites? Which ones?
- What sort of information do people usually post on social media?

B PREDICT Match the pictures (1–3) with the social media status updates (a–c). How do you think the people in the pictures are feeling? What can you guess about their lives?

- On my way to the top! Looking forward to an amazing view!
- Can't believe we're on holiday again! We're having a wonderful time!
- Our lovely new kitchen! Looks good, doesn't it?

C READ FOR GIST Read the social media posts quickly to check your predictions from Exercise B. Make notes about the true stories behind the pictures.

D READ FOR DETAIL Read again and answer the questions.

- How do Katia and Elisa know each other?
- Why was Katia confused?
- When did Katia go to the top of the mountain?
- How does Katia feel about her new kitchen?
- How does Katia feel about her 'boring' life?
- Why doesn't Elisa post pictures when she isn't on holiday?



My perfect online life



@Katia ... is feeling confused
6 hours ago

Had a very strange experience today. I met my old school friend @Elisa for the first time in eight years. 'You're so lucky!' she said. 'You have such a perfect life! I'm so jealous!'

A perfect life? Me? I have a very normal life: I get up early every day, take the bus to work, watch TV ... and that's all. In fact, Elisa seems to have a perfect life: her pictures always show her wonderful family relaxing in the sunshine on a beautiful beach.

But now I'm writing this post, I think I understand what happened: on social media, our lives look perfect, but the reality is very different.

For example, last week I posted a selfie from the top of a mountain. In the picture, you can see I'm smiling. But in fact, I felt absolutely exhausted and just wanted to go home as quickly as possible! But you can't see that in the picture!

And did you see the picture of our new kitchen a few weeks ago? Well, yes, it's lovely, but I didn't mention that it took six months to finish. Six months without a kitchen! And it cost us twice as much as we expected, so now we're getting worried about money. But no one ever talks about money problems on social media, do they?

I'm not complaining, though. I'm very happy with my life! I love being normal ... and I don't mind that my life is becoming a bit boring! In fact, I'm thinking of staying at home this evening – just me, my husband and a takeaway pizza! Perfect!



Reply from @Elisa
4 hours ago

Hey, @Katia! Great to see you this morning. I know what you mean about our 'perfect lives'. I guess I need to explain about all those beach pictures. You see, I work really hard all year, and the only time I use social media is when I'm on holiday. That's why I'm sitting on the beach in all my pictures! It usually rains for most of the week we're on holiday, but of course we only take pictures when the sun's shining!

Glossary

jealous (adj) unhappy because someone has something that you would like or can do something that you would like to do



E SPEAK Work in pairs and discuss the questions.

- Does your life look perfect on social media? What about your friends' lives?
- Do you ever feel jealous when you see other people's status updates?

GRAMMAR

Present simple and present continuous

A Look at the underlined verbs in the social media posts. Which verbs are in the present simple? Which are in the present continuous?**B WORK IT OUT** Match the sentences (a–f) with the rules (2–5).

- In the picture, you can see I'm smiling.
- I know what you mean about our 'perfect lives'.
- But now I'm writing this post, ...
- You have such a perfect life!
- I get up early every day.
- So now we're getting worried about money.

Present simple and present continuous

- Dynamic verbs (*talk, go*) usually describe actions.
- We use the present simple with dynamic verbs to talk about actions that always, usually or never happen.
- We use the present continuous with dynamic verbs:
 - to talk about actions that are in progress at the moment of speaking or writing.
 - to describe actions in a picture, video, etc.
 - to describe trends (e.g. something is happening more and more these days).
- Stative verbs (*want, seem*) often describe feelings and ideas. We use the present simple with stative verbs.
- A few verbs (*have, look, speak, think*) have two or more meanings. They are sometimes dynamic verbs and sometimes stative verbs.

C Find at least one more example of each rule (2–5) in the posts.**D** Go to the **Grammar Hub** on **page 122**.**E** Are the verbs stative verbs (S) or dynamic verbs (D)?

- | | | | |
|-----------|----------|-----------|-----|
| 1 contain | <u>S</u> | 7 include | ___ |
| 2 cost | ___ | 8 mean | ___ |
| 3 depend | ___ | 9 own | ___ |
| 4 deserve | ___ | 10 relax | ___ |
| 5 enjoy | ___ | 11 seem | ___ |
| 6 happen | ___ | 12 shine | ___ |

F SPEAK Work in groups and discuss the questions.

- Why are you studying English? Why do you need English?
- How is this week different from your normal weekly routine? What are you doing differently this week? What do you normally do?
- What are people doing more and more these days? What are some trends in your own life?

SPEAKING**A** Work in groups. If you have some pictures on your phone, choose two or three to discuss with your group. If you do not, think about some of your favourite pictures of you and your friends or family.**B** Tell your group:

- What's happening in the pictures?
- Does your life seem perfect or exciting in the pictures? What's the real story behind the pictures?
- Do you have any pictures of you doing normal things, e.g. watching TV? Why/Why not?

C Write a short social media status update for one or two of your pictures. Decide whether to make your life seem perfect or normal.**Writing a status**

We often leave out the subject and *be* from the beginning of status updates when it's easy for the reader to guess the missing words.

- (It) Looks good, doesn't it?
- (I) Had a very strange experience today.
- (It was) Great to see you this morning.

D Read some of your classmates' social media status updates. Do their lives look perfect or normal?

a



LISTENING

A SPEAK Work in pairs and discuss the questions.

- 1 What do you use your mobile phone for?
- 2 How did people do those things before they had mobile phones? What problems did they have?

B PREDICT Work in pairs. You are going to listen to *A week without phones!* Look at the pictures and discuss the questions. Use the strategies in the box to help you.

Listening to check predictions

Before you listen to something in English, it's always a good idea to predict what you will hear.

If there's a title and pictures, you can try to predict the connection between them. Then you can listen to check your predictions.

- 1 Who are the people in picture a? What are they doing?
- 2 What is the device in picture b?
- 3 What does the title mean? What's the connection with the people and the device?

C LISTEN FOR GIST Listen to Part 1 of the podcast and check your answers to Exercise B.

1.1

D PREDICT Work in pairs and discuss the questions. Then listen to Part 2 and check your answers.

1.2

- 1 What went wrong when Olivia and Jackson tried to meet up on Monday?
- 2 How did they solve the problem?

E PREDICT Work in pairs and discuss what you think Olivia and Jackson did differently on Tuesday when they met. Then listen to Part 3 and check your answer.

1.3

F PREDICT Work in pairs and discuss the questions. Then listen to Part 4 and check your answers.

1.4

- 1 Do you think Olivia and Jackson are enjoying the experiment?
- 2 What do you think they're doing more or less of than usual?

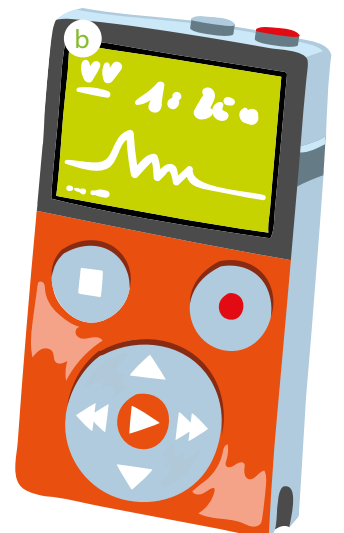
G LISTEN FOR DETAIL Listen again. Choose the correct answers, a, b or c.

1.5

- 1 When is the last day of the experiment?
 - a Tuesday
 - b Thursday
 - c Sunday
- 2 Why does Olivia decide to stop waiting outside on Monday?
 - a She doesn't want to get wet.
 - b She thinks Jackson isn't coming.
 - c She knows the university closes at four o'clock.
- 3 How does Sebastian know Jackson and Olivia?
 - a They study together at university.
 - b Olivia met Sebastian outside the cake shop.
 - c Sebastian has seen them before in pictures and videos.
- 4 Why is Olivia enjoying the concert more than usual on Tuesday?
 - a She isn't recording it on her phone.
 - b The audience isn't having as much fun.
 - c Jackson isn't there with her.
- 5 On Thursday, why is Olivia surprised at the end of the podcast?
 - a The university buildings are amazing.
 - b Jackson doesn't usually talk so much.
 - c She can't believe Jackson forgot his camera.

H SPEAK Work in groups and discuss the questions.

- 1 What problems did Olivia and Jackson have during the experiment?
- 2 What good things happened as a result?
- 3 Do you think Olivia and Jackson's experiment was a good idea?
- 4 Would you like to try a similar experiment? Why/Why not?



VOCABULARY

Seeing and hearing



A Choose the correct verbs to complete the sentences from *A week without phones!* Then listen again and check your answers.

1.6

- In this week's podcast, we're *looking at / seeing / watching* phones.
- It *looks / sees / watches* like he isn't coming, and I'm not sure what to do.
- I'm *looking / seeing / watching* for Olivia, but I can't *look at / see / watch* her.
- I *hear / listen to / sound* your podcast every week, and I *look at / see / watch* all your videos.
- Yeah, that *hears / listens / sounds* like a great idea. Thanks a lot.
- Maybe you can *hear / listen to / sound* the music in the background.
- He plays the guitar in the band, and he *hears / listens / sounds* really good.
- It doesn't *look / see / watch* great, but it's good for telling the time!

B WORK IT OUT Complete the rules with the correct form of *hear, listen, look, see, sound* or *watch*.

hear, listen, look, see, sound and *watch*

- When you see or something, it just happens, not because you're trying to do it.
- When you at or to something, you do it because you decide to do it.
- When you something, you look at it for a period of time, perhaps because it's moving.
- When something good or good, it probably is good, but you aren't sure.
- When it like or like something is happening, it probably is happening, but you aren't sure.

C Go to the **Vocabulary Hub** on page 142.

D Complete the questions with the verbs in the box. There are two extra verbs.

notice observe recognise spot stare

- Do you ever sit in a café and _____ the people through the window? Why do people enjoy doing this?
- Are you good at remembering people's faces? Do you always _____ people when you meet them the second time?
- When you're travelling around (e.g. by bus), do you usually _____ the buildings around you?

E SPEAK Work in groups. Ask and answer the questions in Exercise D.

PRONUNCIATION

Schwa /ə/

Schwa /ə/

Schwa is the most common sound in English. We use it for most unstressed vowel sounds, especially in words like *a, the, of, to, and* and *but*.



A Listen to the sentences from *A week without phones!* Underline all schwas. The numbers in brackets tell you how many schwas to find. The first one has been done for you.

1.7

- We're not looking at our phones for a whole week! (3)
- We arranged to meet here, outside the university, at four o'clock. (5)
- It's Monday afternoon and I'm late meeting Olivia. (3)
- I'll buy you a cake to say thank you, and you can tell us what you think of our podcasts. (6)
- Yes, I'm wearing a watch today – an old one from when I was a teenager. (7)

B SPEAK Work in pairs. Practise saying the sentences. Listen and check your partner's pronunciation.

SPEAKING HUB

A Work in groups. You are going to make a short podcast about an experiment. Choose one of the ideas in the box or use your own ideas.

a week of doing something completely new every day
 a week speaking only English
 a week without complaining
 a week without the internet/TV, etc
 a week without spending any money
 a week of helping as many people as possible

B PLAN Plan a short podcast (about two minutes). Imagine you are in the middle of your experiment. Make notes on:

- what you can see and hear during your podcast.
- what's going well and/or badly with your experiment.
- what you're doing more or less as a result of your experiment.

C SPEAK Record your podcast and present it to the class.

D SHARE After listening to the podcasts, discuss the questions.

- Which group's experiment worked well?
- Which podcast did you enjoy most?

E REFLECT Work in new groups and discuss the questions.

- Will you try any of the experiments in real life? Why/Why not?
- Would you like to make a real podcast? What would your podcast be about? Do you think other people would want to listen to it?

- Update your status on social media
- Make a short podcast

1.2 Who owns English?

- Plan and conduct an interview
- Use rhetorical questions in a presentation

G subject and object questions








P pronouncing questions

V languages

S rhetorical questions

TOP 10

ENGLISH SPEAKING COUNTRIES

	1. USA 251,388,301 95.81% of population
	2. India 125,226,449 11.38% of population
	3. Philippines 89,800,000 92.58% of population
	4. Nigeria 79,000,000 53.34% of population
	5. UK 59,600,000 97.74% of population
	6. Germany 46,272,000 56% of population
	7. Canada 25,246,220 85.18% of population
	8. France 23,000,000 36% of population
	9. Australia 17,357,800 97.03% of population
	10. Italy 17,000,000 29% of population



The most amazing fact is that **only 11.38% of India's population** speaks English and yet it is the second largest English speaking nation in the world.

LISTENING

A SPEAK Work in groups and discuss the questions.

- Look at the infographic. What does it show? What do you know about the countries and the languages that people in those countries speak? Are you surprised by any of the numbers?
- Who owns English? Who has the power to decide what's good and bad English?



B LISTEN FOR MAIN IDEA Listen to an interview about different types of English and answer the questions.

1.8

- Why does Mona want to interview Juan?
- Why did Juan enjoy his journey?
- Where did Juan have problems with English?
- How is Multicultural London English (MLE) different from the English we learn at school?
- What's the connection between 'Standard English' and 'standard class' on a train?
- Why is Standard English useful?



C LISTEN FOR DETAIL Listen again. Which person (Juan, Mona or Both) thinks ...

1.8

- travelling is a good way to practise your English? _____
- it's difficult to understand people in England? _____
- MLE grammar contains mistakes? _____
- Standard English is boring but useful? _____
- it's sometimes better when you don't sound like a native speaker? _____

D SPEAK Work in groups. Look at the sentences from the interview. For each one, discuss what Juan and Mona were talking about. Do you agree with their opinions?

- 'Millions of people speak like that, so how can it be wrong?'
- 'There are hundreds of other forms of English all over the world ... They're all different, but I think that's really cool!'
- 'Surely Standard English is better, isn't it?'
- 'We don't need to speak like native speakers. In fact ... it's often better when we don't speak like native speakers.'

GRAMMAR

Subject and object questions

- 1.9** **A** Put the words in the correct order to make questions. Then listen to the interview again and check your answers.

- 1 you / I / a / questions / ask / can / few / ?

- 2 countries / did / which / visit / you / ?

- 3 England / happened / what / in / ?

- 4 changing / English / is / how / ?

- 5 MLE / uses / who / ?

- 6 mean / do / 'Standard English' / by / you / what / ?

- 7 to / you / need / non-standard English / saying / are / learn / we / so / ?

- B WORK IT OUT** Match the questions (1–7) in Exercise A with the rules (a–c).

Subject and object questions

- a** When we make questions in English, we usually put the auxiliary verb (*be, have, can*) before the subject. 1, __, __
- b** In sentences with no auxiliary verb, we add *do, does, or did* when we make a question. __, __
- c** When the question is about the subject, we use the same word order as in sentences. We don't add *do, does or did*. __, __

- C PRACTISE** Make questions about the missing information.

- 1 (Somebody) writes a blog for a website.
Who writes a blog for a website?
- 2 Juan visited (a number of countries).
How many _____?
- 3 You (can/can't) give me an example.
_____?
- 4 (A form of English) is becoming popular in London.
Which _____?
- 5 (A number of people) speak non-standard English.
How many _____?
- 6 Most native speakers (speak/don't speak) Standard English.
_____?

- D** Go to the **Grammar Hub** on page 122.

- E SPEAK** Work in pairs. Student A – go to the **Communication Hub** on page 149. Student B – go to the **Communication Hub** on page 150.

PRONUNCIATION

Pronouncing questions

- 1.10** **A** Listen to two people asking questions from the interview. What differences do you notice in the way they speak? Who is easier to understand?

- 1 *Why do you want to talk to me?*
- 2 *What do you want to talk about?*
 - a Which speaker joined the words together?
 - b Which speaker is easier to understand?

- B SPEAK** Work in pairs. Read the information in the box. Then practise saying the questions. First, try to say them by joining the words together. Then try to say them as clearly as possible.

- What do you think?
- Do you want to talk about it?
- Where did you go?
- Why did you say that?

Pronouncing questions

Many English speakers join words together when they speak quickly. In questions with *do/did + you*, it can be difficult to hear whether the speaker is saying *do* or *did*.

- *What do you want to do?* /wɒdʒə wɒnə duː/
- *How did you travel?* /haʊdʒə trævəl/

- 1.11** **C SPEAK** Work in pairs. Listen to two people asking the questions in Exercise B. Which version is better for you to use, the first or the second speaker? Why? Tell your partner.

SPEAKING

- A** Work in pairs. You are going to interview another student about their experiences of using English and communicating with English speakers. Write five questions. Use the prompts to help you. You can also use your own ideas.

- often communicate / English speakers?
- using English in the classroom / in real life?
- for work / while travelling?
- problems: speaking/understanding?
- Standard/non-standard English?
- advice for others?

- B** Work in new pairs. Use your questions to interview your partner. Listen carefully and ask follow-up questions.

Follow-up questions

Really? Why?
What happened? What went wrong?
Can you give me an example?

- C** Work in groups and discuss the questions.

- 1 What was the most interesting thing you learnt from your interview?
- 2 What advice can you give to other people about using English in real life?

READING

A SPEAK Work in pairs and discuss the questions.

- 1 Look at the title of the magazine article. What do you think it means?
- 2 Think of some examples where you can lose something if you stop using it. Have you ever lost a skill or an ability because you didn't use it?

B READ FOR GIST Read *Use it or lose it?* quickly and answer the questions.

- 1 Is the writer generally positive or negative about learning languages?
- 2 What's the connection between the pictures, the word cloud and language learning?

Use it or lose it?

- 1 What's the worst thing about learning a language? Is it the hundreds of hours you need to spend studying and practising? No, although that's bad enough. In fact, the worst thing is how easy it is to forget everything!
- 2 How do I know? From bitter experience! Many years ago, I lived in Spain for a year and studied Spanish for hours every day. By the end of that year, I spoke Spanish fluently (but not very accurately). But now, 20 years later, it's all gone. My only evidence that I ever spoke Spanish is an old certificate.
- 3 So is there any hope for me and my Spanish? Recent research suggests that there is. Imagine your brain is like a big library. As you keep adding new information to that library, the old information doesn't disappear; it just gets harder to find.
- 4 How does this work in practice? When I see a dog, my English-speaking brain thinks of the word *dog*. But when I lived in Spain, my brain had two words to choose from, *dog* and *perro* (and yes, that's *dog* in Spanish!). My brain learnt to block the wrong word: it blocked *dog* when I was speaking Spanish and *perro* when I was speaking English. Over time, my brain got very good at blocking words.
- 5 And what happened when I left Spain? The word *perro* stayed blocked. And, like a door that's been closed for years is harder to open, it became harder to unblock the word! Now, 20 years later, all those Spanish words are still in my brain. But they're blocked behind heavy old doors.
- 6 How can I open those doors? Two things: I need to make an effort to push the doors open again; and I need to keep the doors open by practising regularly.
- 7 Is there anything good to say about this 'blocking' process? In fact, there's lots of evidence that it makes your brain work better. For example, look at the words in the box. As quickly as possible, say what colour they're written in. Try it now. Did you notice how hard it was to say the colour when the

word itself was a colour? That's because 'bad information' (the word on the page) blocked the 'good information' (the colour of the word).

- 8 What's the connection with language learning? It turns out that bilingual people are much better at activities like this than monolingual people, because their brains are trained to block 'bad information' quickly and accurately. And in the modern world, where we have to deal with too much information all the time, the ability to block 'bad information' is the key to success.
- 9 What's the best thing about learning a language? Is it the ability to communicate with different people around the world? No, although that's amazing enough. In fact, the best thing is that it makes our brains more powerful.



C SCAN Read again. How many rhetorical questions are there? Use the information in the box to help you.

Rhetorical questions

A rhetorical question is a question that you ask when you don't expect other people to answer it. You often answer the question yourself. It's a useful way of presenting information because it makes the reader or listener think about the answer.

When you read a rhetorical question at the beginning of a paragraph, always pause to predict the answer first. Then read the rest of the paragraph to check.

D Work in pairs. Look at the rhetorical questions at the start of each paragraph. Discuss the answers. Then read the paragraph again to check.

E SPEAK Work in pairs and discuss the questions.

What does the writer mean by 'we have to deal with too much information all the time'? Can you think of any examples from your own life?

block yellow
dog brain
red black
blue door
white green
library

Glossary

block (v) to stop something from moving through something else

evidence (n) facts or physical signs that help to prove something

VOCABULARY

Languages

A WORK IT OUT Look at the sentences from the interview between Mona and Juan and from *Use it or lose it?* Then use the correct form of the underlined words to complete the definitions (1–5).

They used really strange words and phrases – lots of idioms that I've never heard before.

Plus, the people had very strong accents, so I couldn't understand very much at all!

By the end of that year, I spoke Spanish fluently (but not very accurately).

It turns out that bilingual people are much better at activities like this than monolingual people.

- 1 If you're _____, you only speak one language; if you're _____, you speak two languages.
- 2 A(n) _____ is a group of two or more words that go together as a unit (e.g. heavy old doors).
- 3 Your _____ is the way you pronounce words. It sometimes shows which part of a country you are from.
- 4 A(n) _____ has its own meaning (e.g. 'Use it or lose it'). It's often hard to work out the meaning just by looking at the words.
- 5 If you speak _____, you don't pause to think in the middle of sentences. If you speak _____, you don't make mistakes.

B Go to the **Vocabulary Hub** on page 142.

○ SPEAKING HUB

A Work in groups. You are going to give a short presentation about learning and using languages. Choose a topic from the list or use your own ideas. You can talk about English, your own language or both.

- accents
- standard and non-standard varieties
- advice on fluency and accuracy
- advice on how to practise
- how the language is changing
- why it's good to be bilingual

B PLAN Write three or four rhetorical questions about your topic. Then plan how you can answer those questions in a presentation. Make notes but do not write the answers down.

C PRESENT Give your presentation to the class. While you are listening to the other presentations, listen carefully and be ready to ask questions.

D REFLECT Work in groups and discuss the questions.

- 1 What did you learn from the presentations? What surprised you?
- 2 Will you use rhetorical questions again in your presentations or writing?

○ Plan and conduct an interview

○ Use rhetorical questions in a presentation



COMPREHENSION

A Watch the video. Complete the sentences with the names in the box.

Gaby Milly Neena Sam Zac

- _____ owns a café.
- _____ runs a vintage clothes shop.
- _____ is Sam's best friend.
- _____ lives with Gaby and Zac.
- _____ is meeting Milly's mum tomorrow.
- _____ agrees to lend Zac some clothes.
- _____ falls over and hurts her arm.

B Work in pairs and discuss the questions.

- Why is Gaby taking pictures?
- Why does Sam say 'Oh no Zac, I'm so sorry ...'?
- Why does Zac need to borrow some clothes?
- Why is Sam surprised when Zac asks for pants?
- Why is Gaby worried about tomorrow?

C Imagine you wanted to borrow the items in the box. Who would you ask and why? Tell your partner.

€10 €500 a belt a book a ladder a scarf
a suitcase or rucksack some shoes or boots

FUNCTIONAL LANGUAGE

Asking for, offering and responding to help

A Complete the phrases with the correct form of *give, help* or *need*.

Asking for help

- Could you ¹ _____ me out?
 Would you mind ² _____ me a hand?
 Do you think you could ³ _____ me out?
 I ⁴ _____ a favour. Can you lend me some clothes?
 Please?

Offering to help

- I can ⁵ _____ you a hand with that.
 I'd be happy to ⁶ _____ you with that.
 Can I ⁷ _____ you with that?
 Shall I bring some stuff round to the flat later?
 Do you ⁸ _____ a hand?
 Do you need any ⁹ _____?

Responding to help

- Thank you so much, that would be great.
 That would be awesome.
 If you wouldn't mind.
 I can manage. I'm OK.
 It's OK – I can do it myself.
 Listen, let me ¹⁰ _____ you.

B 01:01–03:40 Watch the last part of the video. Mark the eight phrases you hear in the order in which you hear them.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

A Match the useful phrases (1–6) with the phrases which show the meaning (a–f).

- | | |
|----------------------------------|---|
| 1 I'm really busy at the moment. | a That isn't going to be easy. |
| 2 I don't know how to say this. | b You are amazing! |
| 3 Good luck with that! | c I must return the favour. |
| 4 You're a legend! | d I can't talk to you at the moment. |
| 5 I owe you one. | e I've finished. |
| 6 There you go. | f This is difficult for me to talk about. |

B How do you say these useful phrases in your language?

PRONUNCIATION

Intonation and stress

A Listen and repeat the two questions in the table. Complete the headings with *falls* or *rises*.

1.12

1 Asking for help: intonation _____	2 Offering help: intonation _____
Can you lend me some clothes? _____ _____ _____	Can I help you with that? _____ _____ _____

B Listen, repeat and write down each question in the correct column. Practise the stress and intonation.

1.13

SPEAKING

A Work in pairs. You are going to write and perform a conversation where you ask a friend for help. Think about the following things:

- What sort of help do you need?
- Why do you need help?
- When do you need help?
- Who do you ask?

B PRESENT Write and practise your conversation. Then perform it for the rest of the class.

Ask for, offer and respond to help

Turn to page 156 to learn how to write a report about trends.

Unit 1 Review

GRAMMAR

A Complete the social media update with the present simple or present continuous form of the verbs in brackets.



I'm in Moscow! As you can see in the picture, I ¹ 'm having (have) a coffee with some of my new friends. I ² _____ (study) here on a two-week intensive language course. I ³ _____ (really enjoy) it so far. I ⁴ _____ (not speak) very much Russian at all, so it was really difficult on the first day, but now it ⁵ _____ (get) easier every day, and my teachers are excellent. Why Russian? Well, firstly, I ⁶ _____ (think) it's a beautiful language, and secondly, I ⁷ _____ (consider) studying at university here next year.

B Read part of a report about social media trends. Then write questions about the underlined information in the report. Use the prompts to help you.



These days, more and more people ¹ are choosing to stop using social media completely. I asked ² twelve people about the way they use social media. ³ Three people said they never use social media, and ⁴ two are using it less and less. One student, Franek, believes social media is dangerous ⁵ because it makes us feel jealous of other people's 'perfect' lives. Another student, ⁶ Lin, thinks social media is useful for his work, but he never uses it with his real friends. He says his friends can speak to him face-to-face to find out his news!

- What / more and more people / do / these days?
What are more and more people doing these days?
- How many people / the writer / ask / about the way they use social media?

- How many people / say / they never use social media?

- How many people / use / social media less and less?

- Why / Franek / believe / social media is dangerous?

- Who / think / social media is useful for work?

VOCABULARY

A Complete the sentences with the correct form of the verbs in the box.

hear listen look see sound watch

- A:** 'I think we should go soon.'
B: 'Yes, that _____ like a good idea.'
- I prefer normal phone calls to video calls – it's better when the other person can _____ you, but they can't _____ you!
- Excuse me. I _____ for my dog. I can't find him anywhere. Have you seen him?
- I usually _____ to podcasts while I'm travelling to work.
- Can I call you back later? I _____ a TV programme and I don't want to miss the end.

B Choose the correct words to complete the conversation.

- A:** Ah, this is nice, just sitting outside a café and relaxing. I think it's really interesting to ¹ **observe / recognise / stare** all the people in the street.
- B:** Yes, but be careful. It looks like you're ² **noticing / spotting / staring** at other people a bit too much. It's quite rude.
- A:** Don't worry! They're too busy to ³ **notice / observe / recognise** me! They're all looking at their phones, anyway!

C Read about five English-speaking friends. Then answer the questions.

- Angela** only speaks English and no other languages. You can hear that **Brian** is from New Zealand because of the way he pronounces *ed*. When **Eryk** is speaking English, he doesn't make many mistakes. **Francesca** speaks English as well as Italian. **George** loves using phrases like 'use it or lose it' and 'plan B'.
- Who speaks accurately? _____
 - Who's monolingual? _____
 - Who likes idioms? _____
 - Who's bilingual? _____
 - Who has a strong accent? _____

FUNCTIONAL LANGUAGE

Complete the dialogues with the words in the box.

busy could favour hand help mind want

- A:** Hey, Gary, I need a _____. Have you got a few minutes?
B: Sorry, Paul, I'm really _____ right now.
- A:** Do you think you _____ help me write this?
B: Sure, I can give you a _____ with that.
- A:** Do you _____ me to have a look at that?
B: If you wouldn't _____.
- A:** Hi, Sam. If you aren't busy, I could use your _____ with my application letter.
B: Sure.

1.1 Present simple and present continuous

	Positive	Negative	Question
Present simple	He gets up early.	It doesn't look good.	Do you take the bus?
Present continuous	I'm taking a selfie.	She isn't watching TV. She's not watching TV.	Are they smiling?

- We use the present simple to talk about actions that always/usually/never happen.
I don't always get up early.
- We use the present continuous to talk about actions that are in progress at the moment of speaking or writing.
They aren't working this week.
- We also use the present continuous to describe actions in a photo or video.
What is he doing in this photo?
- We also use the present continuous to describe trends.
More and more people are getting worried about money.
- We use the present simple, not the present continuous, to talk about our everyday routines.
Do you write many emails at work?
NOT Are you writing many emails at work?

- We often use these adverbs of frequency with the present simple: *always, never, often, rarely, sometimes, usually*.
Do you often post photos of yourself on social media?
- We use stative verbs to describe feelings and ideas. We use the present simple (not the present continuous) with stative verbs.
I love taking selfies!
- Some verbs (e.g. *have, look, speak, think*) can be used as both dynamic and stative verbs, depending on the situation.
have: She has a perfect life. / Are you having fun?
look: Your new kitchen looks really good! / I'm looking for a new job.

1.2 Subject and object questions

Subject questions		
Question word/ Subject	Main verb	Rest of question
What	is	your first language?

Object questions				
Question word	Auxiliary verb	Subject	Main verb	Rest of question
What	do	you	want	to study?

- We use these question words to ask for information: *who* and *whose* (for people), *where* (for places), *when* (for times), *why* (for reasons), *what* (for things), *which* (for two or more different choices), *how* (for the way something is done) and *how long/many/much/etc* (for time, quantity, etc).
Whose blog is this?
- We often use an auxiliary verb (*be, can, do* or *have*) to form questions. We put the auxiliary verb before the main verb.
Are they practising their English?
Can I ask you a question?
Why do you want to learn English?
How long have you known Liam?
- In subject questions, the question word is the subject of the sentence. We use subject questions when we don't know what/who/which/whose something/someone is. We don't use an auxiliary verb in subject questions and we don't change the word order in the answer.
Who interviewed him? Mona interviewed him.

- In object questions, the question word is the object of the sentence. We use object questions when we want to know more information about something/someone. We always use an auxiliary verb in object questions. In the answer, we use the normal word order for a sentence.
Where did he learn to speak English?
NOT Where he learnt to speak English?
What do you want to study? I want to study modern languages.
- With subject questions, the answer is the subject.
Who told you? Someone told you.
- With object questions, the answer is the object.
Who did you tell? You told someone.
- With questions using *do, does* or *did*, we don't change the form of the main verb.
Does she speak English? NOT Does she speaks English?
- When a question word is the object of a preposition, the preposition usually comes at the end of the sentence.
What did you have problems with?

1.1 Present simple and present continuous

A Choose the correct option.

- Sarah is showing / shows me her holiday photos. They're lovely!
- Are they working / Do they work today?
- Are you always getting up / Do you always get up early on weekdays?
- They are relaxing / relax on the beach in this picture.
- We are not usually / don't usually watch TV but this programme is really good!
- I am becoming / become more worried about my social media posts.

B Complete the email with the correct form of the verb in brackets. Use contractions where possible.

Hi Sarah!

We ¹ _____ (have) a great time here in Spain! The sun ² _____ (shine) and the country is beautiful. We ³ _____ (have) a lovely room in a little hotel with a view of the beach. I ⁴ _____ (sit) on the balcony to write this email and I can see Paul down on the beach. He ⁵ _____ (play) football with the boys on the sand. The children ⁶ _____ (like) it here – they say they ⁷ _____ (not want) to go home! Hope you ⁸ _____ (not work) too hard!

See you next week!

Love, Mary

► Go back to page 3.

1.2 Subject and object questions

A Read the answers and write questions. Use the question words in the box.

how what where which who why

- Why are you taking an umbrella? Because it's raining!
- _____ My house is near the school.
- _____ I'm watching the news.
- _____ I get to work by bus.
- _____ I want to visit Poland.
- _____ David is helping me.

B Put the words in order to make questions.

- you / want / about / to talk / do / what / ?
What do you want to talk about?
- I / am / pronouncing / right / this word / ?

- please / say / you / that again, / can / ?

- often / do / at work / use English / you / ?

- this / phone / whose / is / ?

- the graph / what / does / show / ?

- you / me / help / this / article / with / can / ?

- hours / how / you / English / study / week / do / many / each / ?

C Correct the mistakes in each question.

- How long you have your phone?
How long have you had your phone?
- Where you are working at the moment?

- You understand these words?

- Who laptop is this?

- Where you keep your English books?

- How many people do they speak English in the world?

- How long it takes you to get to work?

- Who you met yesterday?

- Where they are learning English?

- Does he uses the app to practise his pronunciation?

► Go back to page 7.

1.1 Seeing and hearing

Match the beginnings of the sentences (1–5) with the endings (a–e).

- 1 If you **spot** somebody,
 - 2 If you **recognise** somebody,
 - 3 If you **notice** something,
 - 4 If you **observe** something,
 - 5 If you **stare at** something,
- a you look at it for a long time, maybe too long.
 - b you see him/her by chance.
 - c you see it for the first time.
 - d you watch it carefully over a long time.
 - e you see him/her and know who he/she is.

► Go back to page 5.

1.2 Languages

A Put the letters in bold in the correct order to make words about language learning.

- 1 Which is more important when you're speaking English? Speaking **u** ^{accurately} **e** **l** **c** **a** **r** **t** **y** **a** **c** or **t** **r** **n** **u** **l** **y** **f** **e**? Why?
- 2 Do you know any **m** **i** **d** **o** **s** **i** in English? What's your favourite?
- 3 Are most people in your country **n** **a** **n** **o** **l** **i** **o** **m** **i** **g** **l** **u** or **i** **a** **l** **i** **n** **g** **l** **u**? What about in your family?
- 4 Can you tell where somebody is from just by listening to their **c** **e** **c** **t** **n** **a**? In your language? In English?

B **SPEAK** Work in pairs. Ask and answer the questions in Exercise A.

► Go back to page 9.

2.2 Problems and solutions

Complete the advice with the correct form of the verbs in the box. Sometimes more than one answer is possible.

agree on analyse come up with
deal with solve suggest

- 1 If you really want to _____ a problem, you'll find a way. If you don't, you'll find an excuse.
- 2 If you are stuck and can't _____ a solution, go and do something different until you have some fresh ideas.
- 3 It is best to _____ a problem in as much detail as you can. This will make it easier to solve.
- 4 It is not always difficult to say what the problem is at work. The real challenge is to _____ a solution to your colleagues.
- 5 People often have different ideas about how to solve problems. In those situations, you should find a solution everyone _____.

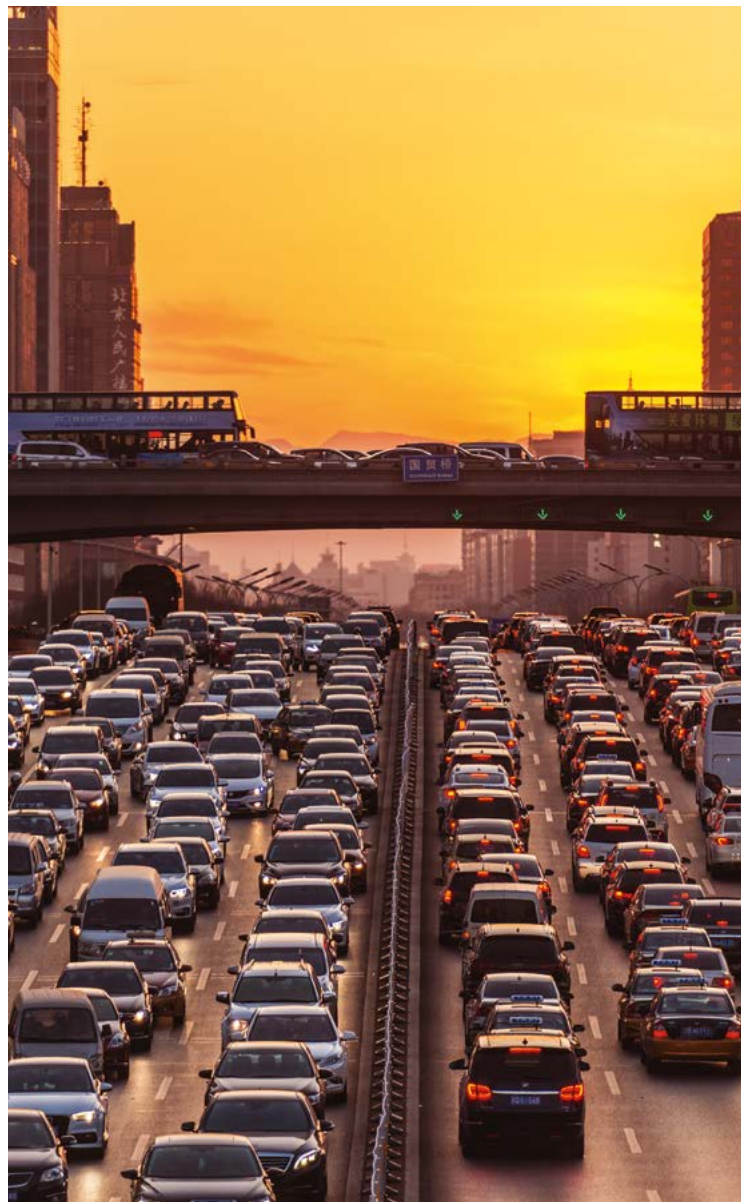
► Go back to page 21.

3.1 Collocations: travel information

Complete the sentences with the correct travel collocations.

- 1 We are sorry to announce there are _____ on line 1, of approximately 45 minutes.
- 2 Let's leave really early, before rush hour, to avoid the _____.
- 3 Don't go that way. It's closed due to _____ – they're replacing the pavement.
- 4 It's always very crowded on the trains during _____, with lots of people standing for a long time.
- 5 Following the earlier delays, we now have a _____ on all lines. All lines are running normally.
- 6 We're stuck in a _____ on the motorway; we'll be at least half an hour late.
- 7 Look, they've just _____. We'll have to wait another hour now, for the next one.
- 8 The first _____ opened in 1863 and went from Paddington station to Farringdon Street station, in London.

► Go back to page 27.



3.1 Students A and B

SPEAK Work in pairs. Put the pictures in the correct order and use them to retell the two stories.

Junko's story



Alan's story



➤ Go back to page 27.

1.2 Student A

A SPEAK Work in pairs. Ask and answer questions to complete the information about the percentage of people with English as a first language in different countries around the world.

Percentage of people with English as a first language	
	93 per cent
UK	92 per cent
New Zealand	_____ per cent
USA	79 per cent
	57 per cent
Singapore	37 per cent
Jamaica	_____ per cent
South Africa	9.3 per cent
Sierra Leone	_____ per cent
Pakistan	8 per cent

Where do 93 per cent of people speak English as a first language?

How many people in New Zealand speak English as a first language?

B SPEAK Work in pairs. Are you surprised by any of the information?

➤ Go back to page 7.

5.1 Student A and B

Score 2 points for every time you chose answer b. Score nothing for all other answers.

6–8: You have a very good set of general skills and qualities for employment. Reflect on which are stronger than others, and look for jobs that use your clear strengths. What other employability skills do you have? Can you improve them?

2–5: You have some key skills that are important to employers, but there is room for improvement. Identify those skills, and find out what employers are looking for in those areas. What improvements could you make?

0–1: Employers want people to use their skills in certain ways in the workplace. Learn more about employability skills, and find opportunities to practise, for example group projects or leadership roles. Which skills could you focus on first?

➤ Go back to page 50.

4.1 Student A

A Make a resolution for each of these topics:

- studying English
- food and diet
- money
- house and home

B Tell your partner about your resolutions and why you have made them.

C Ask your partner to make resolutions for these topics.

D Make resolutions for your partner's topics.

➤ Go back to page 39.

1.2 Student B

A SPEAK Work in pairs. Ask and answer questions to complete the information about the percentage of people with English as a first language in different countries around the world.

Percentage of people with English as a first language	
Ireland	93 per cent
UK	_____ per cent
New Zealand	86 per cent
_____	79 per cent
Canada	57 per cent
_____	37 per cent
Jamaica	17 per cent
South Africa	_____ per cent
Sierra Leone	8.5 per cent
Pakistan	_____ per cent

How many people in the UK speak English as a first language?

Where do 79 per cent of people speak English as a first language?

B SPEAK Work in pairs. Are you surprised by any of the information?

➤ Go back to page 7.

4.1 Student B

A Make a resolution for each of these topics.

- work or study
- physical fitness
- family and friends
- the internet and digital media

B Tell your partner about your resolutions and why you have made them.

C Ask your partner to make resolutions for these topics.

D Make resolutions for your partner's topics.

➤ Go back to page 39.

6.2 Student A

Look at the table. Do you currently do these things? Complete the table so it is true for you. Then ask your partner questions and make a note of his/her answers.

Activities	You		Your partner		
	Yes/No?	How long?	Yes/No?	How long?	Other details
Use an app to study English					
Follow a celebrity on social media					
Regularly go to a favourite café					
Play a sport					
Collect something					
States					
Be a member of an online-only group					
Know someone from another country					
Have a desktop computer					
Have a car					

➤ Go back to page 67.

10.1 Students A and B

Do the quiz.

Psychology quiz

- a** Do we have more than 70 thoughts per day or fewer than 70?

b How many thoughts do we have each day?
- You have paid for a weekend break in an expensive hotel. On the morning of your long journey, you feel ill and you just want to stay in bed. But it's too late to cancel your trip and get your money back. What do you do?
- You're choosing a language school to help you pass an important exam. You know that 75 per cent of School A's students passed the exam last year. You also know that 20 per cent of School B's students failed the exam. Which school sounds better?

➤ Go back to page 110.

W using formal language in reports

A Work in groups of three. Discuss the questions and complete the *Me*, *Partner 1* and *Partner 2* columns in the table.

- How much time do you spend doing each activity in the table each week?
- Are you spending more (↑), less (↓) or the same (↔) time on each activity at the moment, compared to last year?

	Me	Partner 1	Partner 2	Average
	hours	hours	hours	hours
checking social media				
sending instant messages				
studying online				

B Now work out the average number of hours spent doing each activity. Are people spending more or less time on each activity compared to last year? Complete the *Average* column of the table in Exercise A.

C Read the *Report about online trends* and answer the questions.

- What trends did the writer find? Did you find the same trends?
- What was different?
- What is the writer's main prediction for the future?



Report about online trends

¹These days, online communication is more and more important in our daily lives. ²But are we actually spending more time online? ³This report examines the number of hours that people spend on various online

activities and explores some recent trends. ⁴I interviewed eight members of my English class about their online habits.

How much time do you spend checking social media?

The average number of hours in my group is just over one hour per day. This is surprising, as I expected the total to be higher. One possible reason is that several popular social media sites are showing more adverts these days.

How much time do you spend sending instant messages?

The average number of hours here is approximately 1.5 hours per day. Almost everybody said that this number is increasing for them. It seems that many people are using instant messaging services for conversations that they had on social media before.

How much time do you spend studying online?

The average number of hours here was 4.3 per week. Two people in my group never study online, and this trend is not changing. Two people study online a lot: 12 and 15 hours a week. This trend is also not changing, as these people both study on long-term courses. However, the other three people's answers were especially interesting: they all spend two to three hours a week studying, but this is increasing very fast, from zero last year. They all use language learning apps to study for pleasure.

Conclusion

There certainly seems to be a trend away from social media and towards messaging apps. However, the main trend I noticed is the increase in online studying, especially the use of language apps. I expect this trend to continue into the future.

D Look at the introduction to the *Report about online trends*. Match the sentences (1–4) with the descriptions (a–d).

- Explain where you got your information, e.g. *Who did you ask?*
- Ask a rhetorical question to make the reader think about the topic.
- Present your reason for writing the report: what does the report do?
- Start by introducing the general topic of your report.

E Look at the box and complete the tips about using formal language in reports. Then find examples of each tip in the report.

Using formal language in reports

We *use / don't use* contractions (e.g. *there's, isn't*).

In general, most sentences are quite *long / short*.

Most sentences have *a human subject*, e.g. *I, Two people / a non-human subject*, e.g. *It, This trend*.

F Match the formal phrases (1–7), which are underlined in the *Report about online trends*, with the less formal phrases (a–g).

- | | |
|---|---------------------------------|
| 1 This report examines ... | a but |
| 2 various | b more or less |
| 3 One possible reason is that ... | c Maybe this is because ... |
| 4 approximately | d In this report, I look at ... |
| 5 It seems that ... / There certainly seems to be ... | e I think ... |
| 6 especially | f a few different |
| 7 However, ... | g very |

WRITING

A PREPARE You are going to write a report about current trends in communication. What trends do you notice? You can use the ideas in Exercise A or your own ideas.

B PLAN Choose two or three points to include in your report. These will be your main paragraphs.

C WRITE Write your report (150–200 words). Remember:

- to start with an introduction.
- when you present numbers, show what they mean and how they're connected together.
- to use formal language.
- to end with a conclusion.

D REVIEW Work in groups. Share your reports. Who found the most interesting information? Were you surprised by any of the trends he/she found?

UNIT 1



Lesson 1.1, Listening, Exercise C

1.1 **J = Jackson O = Olivia**

- J:** Hello. Welcome to the Tec-cast. I'm Jackson, and this is my big sister, Olivia.
- O:** Hello. In this week's podcast, we're looking at phones. Or rather, we're not looking at our phones for a whole week!
- J:** Yes, that's right. Our experiment runs for seven days. We started on Monday and today's Thursday, so we're halfway through it.
- O:** Exactly. And instead of our phones, we're both carrying around one of these voice recorders all week, so we can record our experiences. And it's been quite a week! I arranged to meet Jackson outside the university on Monday afternoon, but it didn't really work, did it, Jackson?
- J:** Er, no. Sorry. Let's listen to our recordings from earlier in the week.



Lesson 1.1, Listening, Exercise D

1.2 **J = Jackson O = Olivia S = Sebastian**

- O:** Hi. Olivia here. It's 4.20 on Monday afternoon and I'm waiting for Jackson. We arranged to meet here, outside the university, at four o'clock, but I can't see him and it's starting to rain. So it looks like he isn't coming and I'm not sure what to do. Hmm, I can't call him because I haven't got my phone. OK, I know. I'll go and wait in that cake shop over there – at least I'll stay dry, and I'll be able to see Jackson through the window when he arrives.
- J:** Hi. This is Jackson. It's Monday afternoon and I'm late meeting Olivia. I think I don't actually know the time because I never wear a watch; I always use the clock on my phone. Anyway, I missed my bus and I couldn't check the time of the next one – the timetables are all online now. So I decided to walk. But then I got lost because I didn't have a map – I usually use the map on my phone! And I couldn't call Olivia to tell her I'd be late. And now it's raining! OK, so I'm just arriving at the university now and I'm looking for Olivia, but I can't see her. Hmm, now I don't know what to do.
- S:** Excuse me. Are you looking for Olivia?
- J:** Er, yes. Why?
- S:** Hi. I'm Sebastian. I'm a student at the university here. I listen to your podcast every week, and I watch all your videos. I love them!
- J:** Really? Wow! Thanks. Er ... but how do you know I'm looking for Olivia?
- S:** I spotted her here a few minutes ago. I recognised her from your videos. She went into that cake shop over there.
- J:** Oh, excellent. Thank you so much. Look, do you want to come and join us? I'll buy you a cake to say thank you, and you can tell us what you think of our podcasts.
- S:** Yeah, that sounds like a great idea. Thanks a lot.



Lesson 1.1, Listening, Exercise E

1.3 **J = Jackson O = Olivia**

- O:** Hi. Me again. It's quarter past eleven on Tuesday morning, and yes, I'm waiting for Jackson, again. He's 15 minutes late, again, but it's OK because we arranged a plan B: what to do if something goes wrong. So I'm enjoying a nice open-air concert in the park right now, by a really cool band. Maybe you can hear the music in the background. Our new friend Sebastian told us about the concert yesterday – he plays the guitar in the band, and he sounds really good. It's strange because all the other people in the audience are filming the concert on their mobile phones, but I think they're missing half the fun! I'm just listening and enjoying it – and it's much better. In fact, I think I'll stop recording now so I can listen!
- J:** Hi. It's Tuesday morning, and I'm late for a meeting with Olivia, again, but it's OK because we discussed where she'll be at 11, 11.30, 12.00 and 12.30. And yes, I'm wearing a watch today – an old one from when I was a teenager. It doesn't look great, but it's good for telling

the time! Anyway, today I decided to walk the same way I came yesterday – so I checked a map before I left home! I wanted to come back to this part of town because I noticed that the buildings are really beautiful and interesting. I don't normally look at the buildings around me – I usually just stare at my phone. But it's really nice to look around and think about where I am and ... how to get to the park from here. So I'm not exactly lost again; I'm just exploring the city a bit more than usual.



Lesson 1.1, Listening, Exercise F

1.4 **J = Jackson O = Olivia**

- O:** Hello again. So, as I said, it's now Thursday, and we're halfway through our experiment. How's it going for you, Jackson?
- J:** Surprisingly well! I mean, I think I'm seeing a lot more than usual – now I'm looking at the real world, not my phone all the time.
- O:** Yeah, me too. I really enjoyed observing all the people outside the university on Monday! So what about those amazing buildings? Did you take any pictures?
- J:** Er, no. Because I didn't have my phone! But I can tell you about them, if you want.
- O:** Wow! You usually just show me your pictures. You see! We're talking more than before, too! Our experiment is working! So tell me about those buildings!



Lesson 1.2, Listening, Exercise B

1.8 **M = Mona J = Juan**

- M:** Hey, Juan. I'm writing a blog post for our website. I thought it might be nice to interview you. Can I ask you a few questions?
- J:** Yes, of course. Go ahead. But why do you want to talk to me? What do you want to talk about?
- M:** Well, I hear you've just got back from a trip across Europe. It'd be nice to hear about your experiences of using English during your trip.
- J:** Oh, right. Yes, no problem.
- M:** Great. I'll just turn on my microphone ... OK, so thanks, Juan, for agreeing to talk to me today about your recent trip to Europe. Which countries did you visit?
- J:** Well, I started in Russia, and then I travelled through Belarus, Poland, Germany, the Netherlands and England. It was a long journey, but I met a lot of great people and I had some amazing conversations. It was a good way to practise my English.
- M:** Yes, I'm sure it was! It sounds like a great way of practising. Was it hard to communicate in English?
- J:** No, actually I found it really easy to communicate all the way from Russia to the Netherlands. But when I got to England ... well, it was terrible!
- M:** Really? What happened in England?
- J:** Everybody spoke so fast! And they used really strange words and phrases – lots of idioms that I'd never heard before. Plus, the people had very strong accents, so I couldn't understand very much at all!
- M:** Oh, no! So what did you do?
- J:** I just asked people to slow down. 'Can you say that again, please?'; 'Could you speak slowly, please?'; and so on!
- M:** And did that help?
- J:** Yes. I mean, the people were very nice, and they were happy to talk to me. But they speak very strange English! I guess it's because English is changing all the time.
- M:** Really? How is English changing? Can you give me an example?
- J:** Yes, of course. When I was in London, I heard many people speaking a new variety of English called MLE – Multicultural London English. It's becoming extremely popular.
- M:** Really? I've never heard of it. Who uses MLE?
- J:** Mostly young people in London.
- M:** So how is MLE different from normal English?

J: Well, it's mostly a question of pronunciation. But there are also grammar differences. For example, in MLE, they don't say 'you were'; they say 'you was', 'I was', 'you was', 'he was', 'she was', 'we was', 'they was'. And then in negative sentences, it's 'I weren't', 'you weren't', 'he weren't', 'she weren't', and so on.

M: What? That's terrible! But isn't that a mistake?

J: Well, it isn't Standard English, of course. But millions of people speak like that, so how can it be wrong?

M: Hmm ... what do you mean by 'Standard English'?

J: Well, Standard English is the form they use in books and newspapers. It's a kind of cleaned-up version of English. But it isn't the only form of English, and most native speakers don't speak Standard English – at least, not all the time. There are hundreds of other forms of English all over the world – like Jamaican English, Nigerian English, Indian English and so on. They're all different, but I think that's really cool!

M: OK, but isn't it just a question of good English and bad English? Surely Standard English is better, isn't it?

J: No. I don't think so. 'Standard' doesn't always mean 'the best'. When I travelled by train across Europe, I went by 'standard class', not 'first class'. And I think Standard English is like 'standard class' in a train: simple and basic, but a bit boring. I think non-standard English is much more interesting.

M: So are you saying we need to learn non-standard English?

J: No, not at all. Standard English is perfect for international communication. As I say, Standard English worked well for me all the way from Russia to the Netherlands. I only had a problem when I got to England. So it depends what you need English for. I think for most learners of English around the world, it's better to learn Standard English. We don't need to speak like native speakers. In fact, as I learned on my trip, it's often better when we don't speak like native speakers.

M: Wow! Yes, I see what you mean, and I certainly agree with you on that last point. OK, so thanks a lot for that interview, Juan. You've given me lots to think about ... and to write about on the blog.

UNIT 2



Lesson 2.1, Listening, Exercise C

2.2 I = Interviewer E = Emma

I: Welcome to *Dreams Come True*, the podcast that finds out about people's life-long dreams and how they've turned them into reality. My guest in the studio today is Emma Sykes from Kent.

E: Hello, thanks for having me!

I: Glad you could be here. Now, Emma, you are 35 and you are the owner of a successful advertising agency, is that right?

E: Yes, that's right.

I: So you've already had a lot of success in your life.

E: Yes, you could say that. I've worked very hard and the agency is doing well, but I still have dreams – well, one dream anyway.

I: And I believe that dream involves big plans on water! Tell us a bit more about it.

E: That's right, John. Ever since I was young, I've been fascinated by the water. I love swimming and diving, and for the last few years I've been learning how to sail. My ultimate dream, the thing I've wanted to achieve my whole life, is to live on a yacht and sail around the world.

I: Wow, that's quite a dream! And it doesn't sound easy. Tell us, just how have you made this dream a reality?

E: Well, that's the thing ... I haven't. Not yet. Not completely.

I: So, you haven't sailed around the world?

E: No, I haven't. It's just not practical at this time in my life. Yachts are very expensive. I've raised quite a bit of money, but not enough yet. Plus, I don't have enough skills or knowledge yet to go sailing on my own across the oceans.

I: Well, that does sound quite complicated! So how do you keep going with your plan when it seems so far away?

E: For me, the most important thing is to make a decision to put a plan into action. Once you've made the decision, you can set short-term and long-term goals that will help you achieve your dream.

I: I see. Yes, that's a good point. So what are some of your short-term goals? How are you going to work towards that ultimate goal?

E: Well, there's the sailing lessons, obviously. But actually, I've turned one part of the dream into reality already.

I: Really? What's that?

E: A year ago, I sold my house and used some of the money to buy a houseboat. It isn't a yacht, and it won't take me around the world, but it's a home and it's on the water. OK, I'm on freshwater, not saltwater, but I now live on a boat.

I: Wow, that is already quite a big change! But does living on a houseboat really prepare you for sailing around the world?

E: Yes, I think so. The important thing here is to stay motivated and not lose heart, and this step helps me to do that.

I: And of course, you're getting some experience of what it's like to live on the water.

E: Exactly! I'm learning to live in a small space, and I'm also finding out what it's like to live in a home that can move from place to place. OK, I'm cruising along canals, not crossing oceans, but doing something similar to my dream – it's a start.

I: And now that you've made that start, do you think your plan to sail around the world is more achievable?

E: Absolutely. On the whole, I think the hardest part of any journey is the first step. Now that I've made the break from the land to the water, I'll be able to take the next step of my journey with more confidence.

I: Well, thank you for coming to talk to us, Emma. I hope you can join us again once you've achieved your ultimate dream. Will you do that?

E: Yes, of course. I look forward to it.

I: Thank you, Emma. Now, next up, I'll be speaking to ...



Lesson 2.2, Listening, Exercise B

2.4 M = Matt S = Suzanna N = Nancy R = Roberto

M: You know, when you move away from home, arrive in a new place, there are loads of different challenges, and for me the biggest one was eating. Well, not eating, but cooking. I mean, I could make a salad or a sandwich, but not cook anything, like, I couldn't boil an egg. I know that sounds silly, but I simply had no idea. Anyway, I looked at some books and also found some excellent 'how to cook' videos online. To be honest, the books didn't help, but I started to teach myself with the videos. I wasn't very good at first – the first time, I didn't manage to make anything at all; I just watched the video and then ordered a takeaway! But, I never gave up. I kept practising. And when my parents came to see me six months later, I managed to cook them a really tasty meal. They were so surprised.

S: I really hate standing up in front of people to give a talk or a presentation. So, when my brother asked me to make a speech at his wedding, I didn't know what to do. I couldn't say no to him. Luckily a friend of mine, an actor, helped me. Basically, we created a character for me to play when giving the speech, so that I didn't think it was actually me standing up to speak. Also, I learnt my speech by heart so that I didn't need to use any notes. Just like an actor. On the big day, I wasn't able to stop my hands shaking, but I remembered everything and I played that character. And, incredibly, I was able to complete the speech. That was a big day for me, as well as for my brother.

N: I worked as a volunteer in a village school in China for about six months, and the language was my biggest problem. I was able to speak very basic Chinese, but I couldn't remember many new words. I studied each day, but didn't achieve much – the words went in one ear and then straight out the other! Then, I had a great idea. I had my guitar with me, so I started to write simple songs with all the new words. They were kind of like children's songs. I asked a