Improving your language learning

UNIT OBJECTIVES

- Improving your language learning
- Reading an article; Making predictions about a text
- Vocabulary: computers and the internet; compound words
- The past simple and past continuous
- Listening to a radio report; Predicting content in a listening text
- Describing gadgets (speaking)
- Writing about a personal experience

INTRODUCTION

This page aims to focus students' attention on ways they can help themselves to improve their English outside the classroom. It highlights different activities students can do and habits they can acquire to improve their language skills. The object is to make students aware of these activities and practices. It is important for them to realise that people learn in different ways and that they should adopt their own self-study techniques and strategies.

Teacher TIP: Learning styles

There are three broad learning styles: visual, auditory and kinaesthetic.
- Visual learners like to see things written down first, read them and make notes in writing. Visual clues, such as pictures, posters and real objects brought into class, help them to learn vocabulary. This kind of learner will probably be best at reading and writing.
- The auditory learner learns best by hearing the language first. They like to learn from dialogues, songs and films and are more confident at producing speech. They will be good at listening and speaking, and have a good ear for sounds.
- The kinaesthetic learner likes to interact physically with material and finds hands-on activities the most useful. They enjoy games involving movement and handling objects. They are good at acting, using body language and making posters and leaflets, etc.

Most learners are a combination of all three of the above, with one style predominating. Most children are kinaesthetic and auditory learners but the visual learning style becomes more prominent as people mature. In your classroom, remember to provide a variety of activities to cater for all kinds of learner in order to reinforce everyone's learning and to make classes varied and enjoyable.

1 a Give students three minutes to work alone and make a list of their ideas for the best ways of learning English outside the classroom.

b Students discuss their ideas in pairs. Then they share their answers in open class. Stress the fact that not everyone learns in the same way.

Exploring the web
Find a digital poster creator on the net and ask your students to create posters showing the main ideas they have discussed regarding the learning of English outside the classroom.

Teacher TIP: Phrasal verbs

Point out to students that all the phrasal verbs in the book are highlighted in yellow and listed in a box at the side of the page. They will find the first examples in the text in Exercise 2. At the end of the Student's Book (pages 147-162), students will find definitions and practice exercises for all the highlighted phrasal verbs.

2 a Read the instructions with students before they do the task. Encourage them to think back to what they discussed in Exercise 1 to help them decide who they think is the best English learner. Go through the answers in open class.

Possible answers
Alberto (1) He uses different sources to get input in English: the internet, books, magazines... he listens, writes, reads and speaks. He tries to learn real English and is not afraid of making mistakes.
Sofia (2) She shows a lot of interest, but her sources are more limited – she mainly listens, reads and writes. Nevertheless, she learns interesting expressions and lots of words.
Laura (3) She tries to learn English, but she is afraid of making mistakes. Her grammar is excellent because she works hard at it and thinks it is very important. She also learns a lot of vocabulary, but hardly uses it as she is afraid of mispronouncing when she speaks.
Daniel (4) He learns what he's taught in class, but nothing more! So, if he does not learn much from what is done in class, he does not try to improve it himself.

b Read the question with the students and give them two minutes to think about their answers. Elicit one or two answers, but don't discuss extensively until after they have listened to the expert giving her advice in Exercise 3a.

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3 a Read the instructions with the class. Before they listen, students read through the advice on the page (1-6) and match it with the students in the text.

b 🎧 **1.2** Play the recording and ask students to listen and check their answers. Go through the answers in open class. Ask the students if Professor Cook graded the learners in the same order as they did and ask them if any of the advice they thought of in Exercise 2b coincides with what Professor Cook says.

🎧 **Audio script**

Interviewer: So, Professor Cook, what order did you put the students in and what advice would you give them? Let's start with Daniel.

Emma Cook: Well, the problem with Daniel is that he's not interested in learning English. So that probably makes him the worst type of learner.

Interviewer: Oops!

Emma Cook: Yes, sorry, Daniel. Well, having a positive attitude to the language is very important. English is not just another subject – 400 million people around the world speak English as their first language and about one billion as their second language. It's the language of science, of business and of course, of the internet. Maybe Daniel would feel more motivated if he went to an English-speaking country and learnt about the culture.

Interviewer: So attitude is important and knowing something about the culture behind the language can help. That's interesting. OK, what about Laura?

Emma Cook: Yes, ... Laura. I've got her as the second worst. It's true that doing grammar and vocabulary exercises is important. Language is, after all, a kind of system of words, sounds and grammar. But it's also about communicating – getting your message across, doing things with the language that you've studied, for example you have to practise speaking as much as possible and without being afraid of making mistakes. Self-confidence is really important here – good learners are always willing to make mistakes... and are not scared to talk.

Interviewer: Don't be afraid, Laura! Go for it! Right, next one... Alberto.

Emma Cook: Well, Alberto is probably the best type of learner. He practises English as much as possible and he doesn't mind making mistakes. These two things are really important. It's completely natural to make mistakes but Alberto also needs to remember that it's important to learn from these mistakes. It's very easy to get stuck at a certain level in English because we don't identify our weak areas and try to improve them – this is called fossilisation. He should listen to how he speaks, maybe even record himself, and pay attention to how he says things and how well he pronounces words.

Interviewer: Ah, so if we make the same mistake all the time, it's often difficult to get rid of that mistake. That's interesting. So Alberto ought to record himself and pay attention to his own speech.

Emma Cook: Yes, and pay attention to others' speech too.

Interviewer: Right, and finally, Sofía.

Emma Cook: Yes, I think Sofía is the second best. Learning songs, using your dictionary and learning new expressions – they're all great ways of learning languages. The only thing I'd say to Sofía is that she's not going to learn everything through songs. Some of the language you learn from songs might not be very useful and is often very informal. She could try writing a blog or commenting on other people's blogs. But she's obviously an independent learner, doing lots of things on her own at home and that's great.

Interviewer: Professor Cook, thank you very much.

Emma Cook: You're welcome. Thanks for inviting me.

Answers
1 Laura   2 Daniel   3 Alberto   4 Daniel   5 Laura   6 Sofía

Teacher TIP: **Monitoring**

While students are working on a task, whether in pairs or groups or individually, go round the class and listen to them, unobtrusively look at their writing and be available for questions. At the same time, check that students are on task and redirect them if they are not, and also make a note of common mistakes, either written or spoken, which you can then highlight in post-task feedback in open class. Monitoring must be done carefully and sensitively in order not to inhibit students who find it challenging to speak in front of the teacher or class.

4 🗣 Read the instruction with the class. Give the students five minutes to discuss their ideas in pairs before discussing them with the class. Remind students that different styles suit different people and they should choose the type of activities that work best for them.

🌐 **Exploring the web**
Ask students to look for tips for learning English on the internet. In a later class, they present these ideas and the class comments on them.

A social network site is a way for people to keep in touch with each other and to develop new relationships with people who share the same interests. You can send messages to each other and upload photos and videos. You can invite other people to join your network and there are ways to screen who sees your information.

1 🗣 Books closed. Ask students how they can get an idea of what a text is about without actually reading it. Books open. Read through the tip with the students. Students then look at the picture, the title and the first paragraph of the reading passage and predict what the text is about. Go through their ideas in open class. Don't say whether their ideas are right or wrong at this stage.

2 Students read the text quickly. Give them a five-minute time limit. Ask them to work in pairs to check and compare their predictions with Exercise 1. In open class, ask if the title, the photo and the first paragraph gave them sufficient information to predict what the text was about.

3 🎧 **1.3** In open class, ask students to read the statements. Make sure they understand them all. Students then read and listen to the text and decide whether the statements are true or false. As required by some PAU exams, they then copy the evidence from the text which supports their answers. Encourage them to check what they have written to ensure that they have not omitted anything or written something wrong. Check the answers in open class, with students reading their evidence from the text.

Answers
2 True. The writer says that the distinctions between the online world and the real world are blurred. In fact today's younger generation largely ignores the difference.
3 False. Young people use social networks as virtual community centres.
4 False. For the most part, adults' social lives remain rooted in traditional phone call and face-to-face interaction.
5 True. Computer use for activities such as social networking has soared nearly threefold since 2000 to 1 hour and 22 minutes a day on average.
6 True. She is a massive fan.

7 False. She turned to the web in search of solace after Heath Ledger's death.
8 False. In the first four days another 45 Tuenti members became fans and now the page has 354 fans.

▶ **Extension**
Once students have read the text and done the true / false exercise, divide them into two or three teams and ask them to write a set of true and false statements about it, e.g. *MySpace* is older than *Facebook* (true). Books closed. Each team asks another if their statements are true or false. They get one point for each correct answer. Give the teams an extra point if they can also support their answer with what they remember from the text. You might want to leave this until after Exercise 6.

4 Divide the class into pairs to answer the questions. In open class, elicit their answers and ask the other students to say if they agree or not. Then check the answers in open class. Point out that this type of task appears in some PAU exams.

Possible answers
1 Teens today don't usually think of the online world and the real world as two different things. Young people use social networks a bit like community centres.
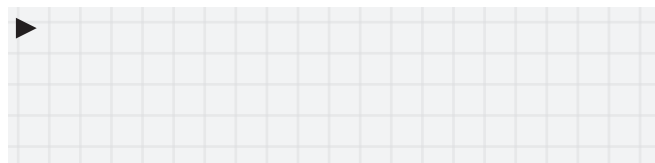**2**

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Teacher TIP: **Working out vocabulary in context**

This reading skill is one which students find challenging and may need a lot of support with at first. Help them to identify first what part of speech they are looking for. Is it a noun, a verb, an adjective, an adverb, etc? If it is a verb, what tense is it in? Is it simple past, present, future, etc? They can work this out from the definition or synonym given. For example, in this exercise *most recent* is a superlative adjective, so they must look for a superlative adjective in the text; *risen very quickly to a high level* describes a past participle so this is what they look for in the text.

5 Once you have discussed the part of speech they are looking for, students work individually and find the words in the text. Ask them to compare their answers in pairs before checking in open class.

Answers
1 blur **2** task **3** soared **4** latest **5** solace

▶ **Extension**

Working in teams, students define or find synonyms for another six words in the text. They write their synonyms on the board for the other teams to guess.

6 Check that students understand the words and expressions before doing the exercise. Refer them to the relevant sentences in the text if they are not sure. Students complete the sentences individually. Then they compare their answers in pairs, before checking in open class.

Answers
1 in search of   **2** face-to-face   **3** uploaded
4 in their infancy   **5** surfing the net   **6** log on

7 🗣 Students make a list of the different things that can be done on social networks and of the things that they personally use them for. Then they compare their answers in pairs or small groups. Do they use social networks in the same way? Compare answers in open class. Give them feedback on their correct and incorrect use of language.

Possible answers
Share pictures, music and documents.
Arrange meetings.
Give your opinion on something and learn about others' opinions.

▶ **Extension**

After students have read the text and done the exercises, show them a gapped version of part of it on the board. Students try to fill in the gaps with what they remember from the text. For example:

It's amazing to think that *MySpace* was…in 2003 and *Facebook* in 2004. *Facebook*, for example, now… million users. If it was a country, it would have a …than the USA. Students then work in groups and make their own gapped text from the reading passage. They swap their texts and complete their new texts with what they remember.

▶

VOCABULARY

Computers and the internet

Warm up

Books closed. Elicit a couple of examples of technological words in English, then divide the class into pairs and give them three minutes to write as many as they can. In open class find out which pair has the most and write the words on the board. Ask if the other pairs have any more words and add them to the list on the board.

Books open. Students focus on the picture on page 8. Elicit the words from the students and tick off any words on the board that are in the picture.

1 a Working individually, students match the computer parts in the picture with the definitions. Students compare their answers in pairs before checking in open class.

> **Answers**
> **1** keyboard   **2** memory stick   **3** speakers / headphones
> **4** modem with Wifi aerial   **5** webcam

b Students do the task. Monitor and help out with any language problems. If you have weaker students in the class, they could work in pairs to write their definitions.

c 🗣 Students show each other their definitions and their partner tries to guess the words.

> **Possible answers**
> This hardware is the brain or the computing part of the computer. (CPU)
> You use these to connect external hardware elements into your computer. (USB ports on CPU)
> You use these to connect the keyboard, mouse or speakers into your CPU. (cables)
> This is often used for flight simulation games. (joystick)
> This is a computer that you can easily take from place to place (laptop).
> You use this to get a paper copy of digital documents (printer)
> This piece of hardware helps you move within the documents and programmes shown on the monitor screen. (mouse)

> **Teacher TIP:** **Recording vocabulary**
>
> Draw a spidergram on the board and ask students to copy it into their notebooks. Tell them to leave eight pages for this, so that they can design one for each unit of the book. Explain that this is a good way to record vocabulary with words connected to a theme. During the year they can add words to each word family and test each other or themselves.

2 Students match the internet words with the definitions individually and then compare their answers in pairs before checking in open class.

> **Answers**
> **1** F   **2** H   **3** G   **4** C   **5** A   **6** D   **7** E   **8** B

▶ **Extension**

Students cover up the definitions in Exercise 2 and try to remember them in pairs.

> **Teacher TIP:** **Pronunciation of vocabulary**
>
> When learning vocabulary, it is important for students to hear and say the words as well as reading and writing them. Learning to pronounce the words helps them to memorise them. After working on the meaning of new vocabulary, ask students about each word: How many syllables? Where's the main stress? Then show the main stress by underlining the syllable, e.g. <u>mem</u>ory stick Students listen to you saying the word and then repeat it all together. Do this two or three times. Then ask a few individual students to repeat the word, and check and correct their pronunciation.

> **Teacher TIP:** **Revising vocabulary**
>
> These simple activities can be done at the end of the exercises, at the end of the class, at the beginning of the next class or at any time during the unit.
>
> 1 Practising pronunciation and remembering the words. Students work in pairs. One student closes the book, while the other reads out the definitions in random order, for the other to say the word. Demonstrate this by giving a definition yourself for the whole class to guess. Students take turns to do this.
>
> 2 Remembering the words and practising spelling. Read out the definitions in random order and get students to write down the words.
>
> 3 In open class, check that students understand the verbs. Students complete the texts individually and then compare their answers in pairs. Before checking answers in open class, practise the pronunciation of the verbs. Check answers by reading the text yourself and letting students say the verbs. Help them with pronunciation.

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Answers

Text 1
1 deleted /ɪd/   2 attached /t/   3 saved /d/   4 printed /ɪd/ out
Text 2
5 insert   6 found   7 right-clicked /t/   8 clicked /t/
9 opened /d/   10 pasted /ɪd/   11 pressed /t/

▶ **Extension**

1 To practise the verbs, write these questions on the board:
  Text 1: What did he do with the three messages?
  Text 2: How did she upload the photo?
  Students work in pairs and ask each other these questions. They try and answer them without looking at the texts.

2 Students write short texts about their ICT routines. Then ask them to cover up some of the verbs in their texts. Tell them to show their texts to the rest of the class on the interactive whiteboard, if you have one. The rest of the class has to guess the missing verbs. If you do not have an interactive whiteboard, students can swap texts with a partner.
  They could also write the same text without saying the names of the tools and equipment they use. The class guess the missing words.

3 Students can create a timeline where they show how they use ICT in their daily life. This can be done on the IWB with the whole class or on a poster if they don't. Students can also make groups and create a digital timeline (e.g. Timetoast) which they can also show on the IWB.

Compound words

4 a Read the box on compound words aloud to the students. Elicit more examples or ask them to look at page 8 and find more examples. Students then read the words in pink and complete the questions in Exercise 4a individually, referring to the Language Reference Notes 3.1 and 3.2 where needed. Remind students that they can use their dictionaries if they are not sure whether the compound words are written as one word or two words. Check the answers in open class by writing the compound words on the board.

Answers
1 search engine   3 operating system   5 mouse mat   7 keyboard   9 passwords
2 desktop   4 home page   6 hard drive   8 networks   10 screen saver

Teacher TIP: Speaking

A good way to start the kind of activity in Exercise 4b and to encourage students to give longer answers is to demonstrate it in open class first by getting the students to ask you a couple of the questions, so that they know how much to say. Try to give more information about the answer, e.g. 'I usually use *Google* because it's very fast. I try to refine my search by putting in key words'. Then get two good students to do the same in open class and encourage them to give more detailed answers. Praise them and tell the class to do the same.

b 🗣 Students ask and answer the questions in pairs. Monitor and correct any problems they are having with language. Write any new expressions on the board and deal with them later. In open class, ask a few students to tell the rest of the class about their partners. Then go through the new expressions you wrote on the board.

▶ **Extension**
Students make a survey on people's use of ICT / the internet in their daily routines. Ask them to write the questions and tell them to use the vocabulary from the unit. Decide on the set of questions with the whole class. Students take the survey and present the data to the class. The survey can be carried out by asking people face to face or by inviting them to visit any online application that lets you create surveys and record the results. These results can be displayed on a poster in the classroom or a digital poster in the school or class blog.

5 Draw students' attention to the fact that Exercise 5 deals with compound adjectives, whereas all the items in Exercise 4 were compound nouns. Read the example. Then students rewrite the words in bold using a compound adjective and inserting hyphens. Students compare their answers in pairs before checking them in open class.

Answers
2 a pop-up menu   3 a two-gigabyte memory stick
4 a 22-inch screen   5 a very high-resolution screen

▶ **Extension**
Students think of other compound adjectives related to ICT and tell them to the class. They should be able to explain the meaning of the compound adjective too, e.g. multi-player game: a game for more than one player.

GRAMMAR

The past simple

1 Students quickly read the text and decide what problem Olga had (she opened an attachment which had a virus). Refer them to the irregular verbs on pages 172–173 if they need help. Monitor and help out with any problems with the form of the past simple. Students then compare their answers in pairs before checking in open class. Refer them to Language Reference Note 4 as and when you think appropriate.

Answers
2 turned on   3 was   4 opened   5 saw   6 didn't look
7 double-clicked   8 pressed   9 went   10 could not / couldn't
11 heard   12 changed   13 cursed   14 pushed   15 switched
16 realised   17 had   18 didn't cry   19 wanted
20 didn't … install   21 bought   22 thought

▶ **Extension**
Ask students if they have ever had a similar problem and what happened. They tell their partners their story in pairs. Remind them to use the past simple tense.

2 a 🎧 **1.4** Explain the instruction to students and tell them to cover Exercise 2b. Play the recording. Students check their answers in pairs. If necessary play the recording again. Check answers in open class.

🎧 **Audio script**
Simon: What did you do last night, David?
David: I surfed the net all night.
Simon: Oh, yeah? I didn't see you. So, what did you do on the net?
David: I chatted with Cristina for about two hours.
Simon: Cristina? The girl from school you said you liked?
David: Yeah! It was great. She told me about her trip to China last year.
Simon: So, did you ask her out?
David: Yes, I did.
Simon: And? … Well, what did she say?
David: She said no.

Simon: Why?
Simon: Because I asked her to go to the cinema with me on Friday to see that new vampire movie. But she saw it last week with Brian Rooney.

Answers
1 He surfed the Net all night.
2 Because he asked her to go to the cinema to see a film she had already seen.

b 🗣 In pairs, students try to remember the conversation and write the missing words in their notebooks.

c 🎧 **1.4** Play the recording again for students to check or alter their answers. Check answers in open class by playing and pausing the recording.

Answers
1 did … do   2 surfed   3 didn't   4 did … do
5 chatted   6 said   7 liked   8 was   9 told
10 did … ask   11 did   12 did … say   13 said
14 asked   15 saw

▶ **Extension**
A good activity for practising the past tense is a 'Folding Story'. Divide students into groups of five or six and tell them they are going to write group stories. Each student writes the first five lines of his / her story on a piece of paper. He / She folds the paper so that only the last line can be seen, and passes the paper to the next student. He / She reads the last line and writes five more lines of the story trying to connect them to what he / she has understood. Then he / she folds the paper again showing only the last written line and passes it on. This continues until every student in the group has written part of the stories of all the students in the group. Each group chooses its best / funniest story and reads it to the class.

🌐 **Exploring the web**
The folding story activity can be also done online with some websites (e.g. *Foldingstory.com*)

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ERROR ALERT!

Before you read the ERROR ALERT!, write some past tenses, such as *answered*, *lived*, *turned*, *talked*, *watched* on the board. Avoid past tenses ending in 't' or 'd' for the moment. Drill the whole class and then individual students, and correct their pronunciation. Then read the ERROR ALERT! box to students and check understanding by asking them 'When do we pronounce an extra syllable with -*ed* endings?' (when the verb ends in a 't' or 'd' sound). In open class, drill and practise the pronunciation of the verbs in the ERROR ALERT! Write a mixture of past tenses on the board and ask students to identify the past tenses where an extra syllable is pronounced. Then drill the whole class and then individual students, and correct their pronunciation. For further practice, ask students to read out the dialogue in Exercise 2b in pairs, paying particular attention to the pronunciation of the regular past endings.

ERROR ALERT!

Point out the first ERROR ALERT! box and remind students that the preposition in a question normally goes at the end. Elicit questions which end in a preposition, e.g. 'Who did you go with?' 'Where do you come from?' There is further practice of this in the *Get it right!* section on page 144.

ERROR ALERT!

Draw students' attention to the second ERROR ALERT! box before starting Exercise 4b. There is further practice of this in the *Get it right!* section on page 144.

3 Students rewrite the sentences putting the time expressions in their correct places. Read the first sentence as an example. You might want to point out that we often insert a comma after the time expression when we put it at the beginning of the sentence. Check answers in open class. Alternatively, as this exercise is fairly easy you may prefer to do it orally in class. Ask students to do the exercise quickly.

Answers
1 Olga started her Heath Ledger fan page two years ago. / Two years ago, Olga started her Heath Ledger fan page.
2 She bought a brand new computer last week. / Last week, she bought a brand new computer.
3 Olga handed in her Microeconomics assignment last night. / Last night, Olga handed in her Microeconomics assignment.
4 The Dark Knight was released in 2008. / In 2008, The Dark Knight was released.
5 Heath Ledger died a few years ago. / A few years ago, Heath Ledger died.

4 a Books closed. Write *What?* on the board and elicit more question words from the class. Check that students know that *How much* refers to quantity, *How long* to duration and *How often* to frequency (Language Reference Note 5).
Students open their books and complete the questions with the words individually. They compare their answers in pairs before checking them in open class.

Answers
1 How many   2 Who   3 What   4 Why   5 Which
6 How much   7 How often   8 How long

b Write the first statement on the board and underline *on Flickr*. Elicit the question 'Where did Olga find the photo?'. Do the same again, underlining first *the photo* and then *Olga* to elicit 'What did Olga find *on Flickr*' and 'Who found the photo *on Flickr*'?'. Elicit that we use the affirmative of the verb when the question word is the subject of the sentence. The students read the other statements in Exercise 4b and write questions based on the information. With a weaker class, elicit the question words first, e.g. 'on Flickr – Where?' Refer students to Language Reference Note 5, if you feel they need extra help. Students compare their answers in pairs before checking them in open class. You may need to explain the difference between *How long ago* (Exercise 4a, number 8) and *How long…for* (Exercise 4b, number 7). Draw attention to the position of *for* and explain that *For how long* is not correct.

Answers
2 What did Olga and her friend plan? / Who planned a party? / What did Olga and her friend do?
3 When did Heath Ledger die? / Who died in 2008? / What happened to Heath Ledger in 2008?
4 How many Heath Ledger posters did Olga have on her wall? / Who had three Heath Ledger posters on her wall? / Where did Olga have three Heath Ledger posters? / What did Olga have on her wall?
5 How old was Heath Ledger when he died? / Who was only 28 when he died? / What happened to Heath Leger when he was 28?
6 How often did she check her mail? / What did she check about five times a day?
7 How long did she study Economics for? / What did she study for two years?
8 Who was her favourite actor?

► **Extension**

In pairs, students write questions and answers about their favourite actor. They tell their partner the name of their actor and give him / her the answers. The partner has to guess the question. For example: George Clooney

Student A: Los Angeles   Student B: Where does he live?

Student A: About 40   Student B: How many films has he made?

5 a Individually, students write six questions using the given words.

b 🗣 In pairs, students ask and answer their questions. Monitor as they are doing the task. Ask if anyone would like to share any of their stories about their partner with the class.

The past simple and past continuous

6 Refer students to the past continuous box on the right. Ask 'When do we use the past continuous?' (to talk about actions in progress at a particular moment in the past) 'When describing two actions in the past, which tense describes the background or longer action?' (past continuous) 'Which tense describes a shorter, completed action in the past?' (past simple). If students are still unsure, refer them to Language Reference Notes 5 and 6.
Before starting the verb tense exercise, tell students to read the text quickly and then ask 'Why was David over the moon?' (because Cristina gave him her number). Then students read the text and decide on the correct tenses. Students check their answers in pairs before checking them in open class.

Answers
1 went   2 were chatting   3 came   4 was passing
5 stood   6 invited   7 talked   8 said   9 gave   10 told

7 If most of the class do not need reminding of the rules for the past continuous and past simple tenses, ask them to go straight into Exercise 7, but encourage weaker students to refer to the box on the right and help them by asking 'If we want to join two sentences together which tense follows *while* or *as*?' (past continuous) and 'Which tense follows *when*?' (past simple). If students are still unsure, tell them to read Language Reference Notes 5 and 6.

Write the first example on the board and elicit more sentences using when, while or as. Then students to join the sentences with *when*, *while* or *as* and put the verbs in the past simple or past continuous.

Answers
1 When Olga was playing a computer game, she got a text message. / Olga was playing a computer game when she got a text message.
2 Alex saw a girl from school while he was sitting in a café in town. / While he was sitting in a café in town, Alex saw a girl from school.
3 As she was printing her essay, she ran out of paper. / She ran out of paper as she was printing her essay.
4 Barry was looking for a music file when he deleted the whole folder. / When Barry was looking for a music file, he deleted the whole folder.

8 🗣 Students work in pairs to discuss the question. Invite some of them to share their answers with the whole class.

► **Phrasal verbs task**
Get students to record the phrasal verbs in their notebooks. In open class elicit examples of things they do with the phrasal verbs, e.g. 'What things do you turn on (radio, TV, computer, etc.)?'

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Warm up

Read the tip with students and explain that this tip will help them in the PAU exam. Tell them that they should do this before all listening exercises. Then write the words *shopping*, *studying* and *tennis* on the board. Ask students to predict words or phrases they would expect to hear in listening exercises related to these activities.

1 Students answer the question in pairs. In open class, students share their ideas. You could write the words on the board and ask students to create a mind map with the words that have been elicited. It can be done on paper or with any of the free mind mapping applications that can be found on the internet. This could also be done after Exercise 4 (see below).

2 🎧 1.5 **Read the instruction to the students. They listen to the recording and match the speakers with the networks. Check answers in open class. Ask students if the words they had predicted would appear in the Warm up did in fact come up.**

🎧 **Audio script**

Announcer: Social networks on the Internet have grown incredibly rapidly in the last few years. The number of users of sites like *Facebook*, *MySpace* and *Twitter* is in the hundreds of millions. So why do people join these networks and what do they get out of them? With me in the studio is Wendy Davis, professor of sociology at the University of South London. Good morning, Wendy.

Wendy Davis: Good morning.

Announcer: We're going to listen to three people who use social networks, a *Facebook* user, a *MySpace* user and finally a *Twitterer*, as they're called, or a user of *Twitter*. We asked them why they joined them and why they like them. First, let's hear from the *Facebook* user, the biggest social networking site at present.

Facebook user: Well, I joined *Facebook* really just to keep in touch with my family and friends back home. I'm from Ireland but I'm studying Architecture in London. I've got a brother who lives in Paris and the rest of my family live in Dublin. It's great because you can share news and photos incredibly easily and quickly with a lot of people at the same time. So my brother posts photos of his kids – my niece and nephew. And then I keep in touch with friends around the world too. I even found old friends from school who I'd lost touch with.

Announcer: Professor Davis, why do you think *Facebook* is so popular?

Wendy Davis: Well, as this person says, it's easy to use and it allows you to share events, ideas, news, photos, videos and send messages to your friends and families.

Announcer: So what about *MySpace* users? Let's listen to what one *MySpace* user says.

MySpace user: I love music so I got into *MySpace* because I was looking for new music and new bands. You can find all your favourite bands there and you can hear their latest songs. So I set up my page and started inviting friends to join me. One of the great things about *MySpace* is that you can customise your profile – you can decorate it, like your bedroom, with different layouts, videos, graphics and music.

Announcer: Professor, is *MySpace* so different from *Facebook*?

Wendy Davis: Well, *MySpace* users tend to be younger than *Facebook* users. The biggest age group in *MySpace* is the 17- to 18-year-old group, whereas in *Facebook*, the biggest group is a year older. And *Facebook* is now twice the size of *MySpace*.

Announcer: OK, let's look at *Twitter*. *Twitter* is a bit different because it's a microblogging site – users send and can read short messages to their friends, called followers. Our third speaker is a *Twitter* user.

Twitter user: I love football... well, any sport really. On *Twitter* I can follow my favourite footballers, basketball players and Formula 1 drivers. So I follow Steven Gerrard and Fernando Torres, LeBron James, Fernando Alonso and Felipe Massa. It's really interesting – you feel you have a more personal relationship with them. They tell you where they are, what they're doing, how they're feeling... just like my real friends!

Announcer: So social networks are here to stay.

Wendy Davis: Well, social networks are nothing new – we've always had them. You have social networks at school or college, in your neighbourhood or at work – your circle of friends, as they're sometimes called. It's just that now you can add another circle of friends on the internet but it's much more sophisticated, much bigger of course and probably easier to keep.

Announcer: Now, let's turn to the security aspect ...

Answers
Speaker 1 – *Facebook*
Speaker 2 – *MySpace*
Speaker 3 – *Twitter*

3 🎧 1.5 **Working in pairs, students read through the questions and options. Help them with any problems with understanding. Encourage them to answer as many questions as they can based on the first listening. Play the recording. Students check their answers in pairs before checking in open class.**

Answers
1 a   2 c   3 c   4 b   5 a   6 b

Teacher TIP: Listening

Students often have problems listening to specific information. We can help students by getting them to predict the next phrase. Play part of a sentence and ask them to predict what comes next. You can do this after you have finished the exercise as it helps recycle the expressions and ideas. For example:

Facebook **user:** Well, I joined Facebook really just to keep in touch (pause and predict) with my family and friends back home. I'm from Ireland but I'm studying (pause and predict) Architecture in London. I've got a brother who lives in Paris and the rest (pause and predict) of my family live in Dublin. It's great because you can share (pause and predict) news and photos incredibly easily and quickly with a lot of people at the same time. So my brother posts (pause and predict) photos of his kids – my niece and nephew. And then I keep in touch with friends around the world too. I even found (pause and predict) old friends from school who I'd lost touch with.

▶ **Extension**

After completing Exercise 3, show a gapped version of the audio transcript on the whiteboard or write a section on the board with gaps, and tell students to listen again and fill in the gaps together.

4 🗣 Working in pairs, students answer the questions. Monitor and help out with ideas. Share ideas in open class. For questions 2 and 3, make a list of the advantages and disadvantages on the board and ask them to justify their opinions.

Exploring the web

1 Ask your students to collect all the information they have gathered about social networks. Ask them to place themselves in a position for or against the use of these networks. They can show their opinion, their conclusions and the positive and negative aspects they have found, in a digital poster (eg, *Glogster*) and then they can use the poster to show their position to the rest of the class.

2 Do the mind map from Exercise 1 here instead. This could be turned into a digital poster showing the advantages and disadvantages of social networks.

The poster could work as a springboard for a debate. Questions could include:

Are social networks dangerous for young people?

Do young people spend too much time on social networks?

Are friendships made through social networks as genuine as those made through face-to-face contact?

Is the quality of communication through social networks as good as that of face-to-face communication?

Should employers look for information about candidates on social networks?

Students try to reach some common conclusions, which they then include in a digital presentation on social networking.

Speaking Describing gadgets

1 🗣 Students look at the gadgets in the picture and name as many as they can in open class. (They are, clockwise: a laptop, a smart phone, a digital camera, a webcam, a portable MP3 player, a PlayStation Portable and an e-book).Then, in pairs, they talk about which ones they have (if any) and which are their favourites. Give an example first, e.g. 'I've just bought a smartphone. I love it because I can access the internet wherever I am and I can take photos whenever I like.'. In open class, students share their ideas and find out which is the most popular gadget.

2 a 🎧 1.6 Read the instruction to the class. Tell them to cover the text in Exercise b. Play the recording. Students compare their answers in pairs. If necessary, play the recording again. If not, check answers in open class.

Answer
A digital camera

🎧**Audio script**

Well, let's see. It's quite small. It's rectangular and quite slim. It's silver. It's got a screen on the back and a lens on the front. When you press this button on the top, it switches on and the lens appears. I use it to take photos and I can also record videos with it.

b 🎧 1.6 Students listen again and complete the description. Play the recording and pause after each sentence to allow students time to write the information. Students compare their answers in pairs. Play the recording again and pause after each gap to check the answers.

Answers
1 quite 2 rectangular 3 slim 4 silver 5 back 6 front 7 top 8 take 9 record

Teacher TIP: Remembering a short text

When students have completed a short written text, as in Exercise 2b, give them a couple of minutes to read and memorise it, and then tell them to produce it orally without reading it. This way, they will have to learn and remember new vocabulary and structures, and it will help with fluency. It is not so important for them to reproduce the written text word-for-word, but it is important that they get the content across as fluently as possible.

3 🗣 Read the instruction with the class. Demonstrate the activity by giving your own example, e.g. 'It's rectangular and about 10 cm wide and 15 cm long. It's got a screen and buttons on the side and the bottom. I use it instead of books'. When the students are ready tell them to memorise their description for two minutes. In pairs, students tell each other about their gadgets and try to guess what their partner is describing. Monitor and correct any language problems and put any new expressions on the board. In open class ask a few students to read their descriptions to the class, who guess what they are describing. Then highlight any language problems you noticed during the activity.

4 🗣 Read the instruction with the class. Students ask and answer the questions in pairs. In open class ask if any pairs had similar answers. Ask them to share their experiences with the rest of the class.

Exploring the web

Ask students to create a timeline of the evolution of ICT and how its effect on everyday life. They could search for information on the internet, in online encyclopaedias or on specialised websites. The information could be related to the invention of PCs and mobile phones, the start of the internet, of *Facebook*, *MySpace*, etc.. Once they have gathered the necessary information, ask them to transfer it onto a timeline. This could be a timeline on a paper or digital document, or a timeline created with free timeline editors that can be easily found on the internet. Then they explain to the class the evolution of ICT use, as shown on their timeline.

▶ Extension

Students work in groups and invent a new ICT device. Ask them to think of its features, use, shape, etc. They design it, draw it on the board and describe it. When everyone has described their devices, the class can vote on the most interesting or useful one.

WRITING

Describing a personal experience

INTRODUCTION

In this section, students prepare for and then write a narrative describing a personal experience, in particular one connected with technology. They focus on: making sure the content is relevant to the title; organisation of a narrative; linking words; and punctuation.

Warm Up

Write these questions on the board:

What is a blog?

Do you write a blog? What about?

Do you read other people's blogs? Which ones? What kind of blogs do you like? What makes a good blog?

Check the class understands what a blog is (a diary published online and updated regularly).

Tell students to discuss the questions in pairs. When they have finished, ask for some of their ideas in open class.

1 a Tell students to read the blog and then choose which title Olga was writing about. Check in open class.

> **Answer**
> B

b Tell students to choose the best summary of what Olga wrote. Check in open class.

> **Answer**
> 3

2 a Tell students to read the question. Check understanding of the word *irrelevant* (not connected or important to the title or task). Tell students to discuss in pairs. Check in open class and ask for reasons.

> **Answers**
> The fact that the laptop was old (this didn't cause the problem in the story)
> The drinks they had (this is totally unconnected to the story).

Read the Tip on Relevance with the class.

b Tell students to do the task in pairs. Check in open class and ask for reasons.

> **Answers**
> **2** is irrelevant (it is fairly obvious and not important)
> **3** is irrelevant (it is totatly unimportant)
> **1** and **4** could be used in the story. **1** explains why the battery ran low. **4** would be useful at the end of the story to emphasise the frustration they felt.

3 Tell students to read the blog entry again and do the task. Check in open class.

> **Answers**
> A 2   B 3   C 1

Read the Tip on Organisation with the class.

4 a Tell students to read the instructions. Check in open class.

> **Answer**
> They are all linking words.

Read the Tip on Linking Words with the class.

b Tell students to do the exercise. Check in open class.
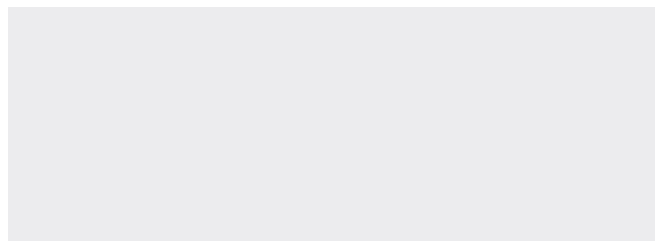
> **Answers**
> **1** but   **2** while   **3** when   **4** so   **5** because

5 a Tell students to do the exercise. Check in open class.

> **Answers**
> **1** B   **2** C   **3** A   **4** D

Ask the class what difference they notice about punctuation in English and Spanish, from Olga's text. The answer should be what comes up in the TIP, which you can then read with the class for emphasis.

b Tell students to do the exercise. Check on the board.

6 Lead In

Ask in open class:

'Have you ever had a problem with technology?' Get some students' ideas and ask them where they were when it happened, what they were doing, what the problem was and what the consequences were. Tell them they have the material for a blog entry like Olga's! Read the instructions with the class and then tell them you are going to work through it step by step in order to get used to planning and checking written work carefully.

Step 1

Tell students to read the instructions for the step, focusing on the title. Check in open class. Students should say that the task is a narrative, or story, about something that happened to them in the past. The information they have to include is about what happened, why it happened and who or what helped with the problem. They should write these points down at the beginning of their plan to remind them to include each one.

Step 2

Tell students to read the instructions for the step carefully and then make notes for the three sections. Give them ten minutes to do this. Monitor and help with ideas, check that they are writing notes for all sections.

Step 3

Tell students they are going to write their story now. Read the instructions with them and remind them about linking words. Give them twenty minutes for this. Monitor, checking for use of linking words and helping with vocabulary. When each student says they have finished, tell them to count the number of words. If there are a lot more or a lot fewer than 130 words, tell them to add or try to reduce the details, making sure they are still relevant.

Step 4

Tell students to read and follow the instruction.

Step 5

Tell students to read and follow the instruction.

See Writing Reference 1 on page 110 for a model answer for the task in Exercise b.

Teacher TIP: Remembering a short text

Students may find receiving their written work back from the teacher covered in red pen and crossing out very demotivating. Producing a written text can be a challenge for some students and they may feel their effort is not worth it if the teacher emphasises the negative rather than positive aspects of a text. For this reason, teachers can focus on particular areas of writing for each different task, rather than correcting everything. If students have a particular area to improve after each task, rather than having to deal with all kinds of mistakes, they are more likely to learn from feedback. In the case of this writing task, feedback could focus on the areas included in the writing section: use of paragraphs and organisation of ideas, relevance, linking words and punctuation. Don't forget to respond to the content of the text as well, commenting on how awful the experience sounds, or how well the situation was described, or how that kind of problem is really annoying. Writing is communication, not just grammar and vocabulary practice! Some possible phrases for commenting on the content are:

Nice work!
Great story!
That sounds awful!
Poor you!
I know what you mean!

LANGUAGE REVIEW

Students can work through this page individually and check their answers at the end with a partner before you check answers in open class. That way, they have to think about and discuss the grammar before the teacher clears up problems. While they work through the page, monitor and check which of the exercises is causing most problems, if any. Then you can spend some time revising any problematic language areas with the whole class as necessary.

1

Answers
1 six-page document   **2** hard drive   **3** high-resolution screen   **4** webcam   **5** headphones   **6** mouse mat **7** memory stick   **8** printer

2 Students can do this as an individual task if you want to set this page for homework.

Possible answers
attach   open   close   delete   save   send   copy   print out

3

Answers
1 I bought a 200-page internet book.
2 I've got a five-year-old computer.
3 The new notebook has only got a four-inch screen

4

Answers
1 went   **2** were waiting   **3** saw   **4** was telling   **5** created **6** was telling   **7** moved   **8** stood up   **9** left   **10** tried **11** said   **12** got   **13** walked out   **14** was walking out **15** noticed

5

Answers
1 Where did David and Cristina go?
2 How many bloggers did they see?
3 When did the bloggers leave?
4 What did she want to do?

Teacher's Resource Book Unit 1 sample - non-final proofs