

**VOCABULARY** Collocations with *contact*, *message* and *touch*, phrasal verbs, phrases for breaking the ice, communication idioms, emotion adjectives

**GRAMMAR** Present and past tenses, question tags, echo questions  
**Use of English** > page 191

**SPEAKING** Expressing emotions

**WRITING** An informal email

**VIDEO** Grammar ▶ Documentary ▶

## Messaging through time ...

Since the dawn of time people <sup>1</sup> have been using different ways of communicating at a distance.

In ancient times, they used smoke signals and after writing developed, they <sup>2</sup> invented more ingenious methods of delivering messages; for example, sending a message in a bottle. It is believed this first began thousands of years ago. At the turn of the twentieth century, bottles were found which had been sent by people who <sup>3</sup> were travelling on board the Titanic. Happier stories have also come to light. In 1956, Ake Viking, a Swede, tossed a letter into the sea, hoping it would reach his future wife. Two years later he received a letter from a Sicilian girl, Paolina, who <sup>4</sup> had found his bottle and soon after they were married! Romantic, if not exactly environmentally friendly!

The invention of the telegraph in 1837 sped up communication dramatically. A famous story tells of how a murderer, John Tawell, was caught after he had escaped on the train to London. A telegram was sent to the London police, and they <sup>5</sup> were waiting for him when he arrived there. His capture was hailed as a miracle of science!

Since the invention of the Internet, the world <sup>6</sup> has become a different place. People <sup>7</sup> are still sending messages, apparently up to 60 billion a day, and it usually <sup>8</sup> takes only seconds to deliver them. But <sup>9</sup> are we now forgetting how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet <sup>10</sup> has changed someone's life for the better. Look at Tara Taylor's case, a mother who <sup>11</sup> lives in the USA: when she uploaded a photo of her daughter to Facebook, a facefriend spotted a problem with one of the child's eyes, so Tara took her to the doctor. It turned out that the girl had a rare disease, but her sight was saved!

The story of communication is, in many ways, the story of the human race: we've always shared knowledge and built relationships, whatever means of communication we use.

### Exercise 3

#### Examples in text:

Ake Viking found his wife.  
Harold Hackett has received over 3,000 messages from around the world.  
John Tawell was caught by the police.  
Tara Taylor saved her daughter's sight.

## 1A GRAMMAR AND VOCABULARY

### 1 In pairs, discuss the questions. Then read the article and check which forms of communication ...

- make it easier to **stay in touch** nowadays?
- used to be a good way to quickly **spread the message** that an enemy was coming?
- can **carry a message** over a long distance?
- can be used to **convey a** short and simple **message**?
- could be a good way to **make contact** if you were stuck on a desert island?

### 2 Make more collocations with the nouns *message*, *contact*, *touch*, using the verbs from the box.

deliver establish lose maintain pass on

- 1 establish / lose / maintain **contact**
- 2 deliver / pass on **a/the message**
- 3 lose **touch**

### 3 Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.

- After Exercise 10, ask students to come up with two more sentence stems of their own and swap them with a partner to complete.

### REFERENCES

VIDEO SCRIPT page 238  
CULTURE NOTES page 205

### EXTRA ACTIVITIES IN CLASS

- After Exercise 8, ask students to write one sentence for each of the functions a–k in the Grammar box in Exercise 6. Students can then swap answers with a partner to check.

## Present and past tenses

### 4 Study the Grammar box and match the underlined phrases 1–11 in the article with the meanings a–k.

#### Present and past tenses

We use the Present Simple for:

- a [7] routines and habits
- b [6] facts and things that are generally true

We use the Present Continuous for:

- c [5] things happening now or around now
- d [10] situations which are changing during the present time

We use the Past Simple for:

- e [2] actions that started and finished at a specific time in the past

We use the Past Continuous for:

- f [3] actions in progress at a specific time in the past
- g [8] a long activity interrupted by a short one

We use the Present Perfect Simple for:

- h [9] actions and states which began in the past and continue until now
- i [11] finished actions in the past when we don't say exactly when they happened

We use the Present Perfect Continuous for:

- j [1] an action in progress or repeated over a period of time up until now

We use the Past Perfect for:

- k [4] an action in the past that was completed before another action or time in the past

Grammar Reference and Practice > page 172

### 5 Match time expressions below with the tenses in Exercise 4. Find more time expressions in the article.

at the moment at the time currently  
earlier today ever since every so often for  
from time to time in recent years nowadays  
once in a while recently right now since  
the day before yesterday these days

### 6 Read *Watch out!* and explain the difference in meaning between sentences a and b.

#### WATCH OUT!

Some state verbs can be used in continuous form to express a different meaning or a temporary action.

- 1 a She **has** lots of online friends.  
b We're **having** a really good time in Greece.
- 2 a Mark **appears** to know a lot about apps.  
b Lynda **is appearing** as Cinderella in the new school play next week.

### 7 Match the sentence halves. In pairs, discuss the reasons for your answers.

- 1 The phone is ringing b. The phone rings a.  
a all the time now that we run a business  
b and I can't find where I've put it
- 2 I've been calling Mike a. I've called Mike b.  
a all day today b a couple of times today
- 3 It's getting a. It gets b.  
a easier and easier to stay in touch with people  
b less difficult every time I write an essay
- 4 I was watching a film a. I watched a film b.  
a when the lights suddenly went out  
b when I got home from school
- 5 She has sent me a lot of emails recently, b. She sent me long emails every day a.  
a while she was travelling abroad  
b so I might get one today
- 6 When I looked at my phone, the message arrived a. When I looked at my phone, the message had arrived, b.  
a but I didn't notice it buzzing earlier  
b at exactly the same moment
- 7 What do you think a. What are you thinking b?  
a of my phone b about

### 8 1.2 Complete the text with the correct forms of the verbs in brackets. Sometimes more than one form is possible. Listen and check.

In 1992, Neil Papworth, a software engineer and developer, <sup>1</sup> \_\_\_\_\_ (send) the first text message, which said simply, 'Happy Christmas'. At that time, he <sup>2</sup> \_\_\_\_\_ (work) for Sema Telecoms, a company which <sup>3</sup> \_\_\_\_\_ (develop) the technology for Vodaphone. In those days, mobile phones <sup>4</sup> \_\_\_\_\_ (not have) keyboards, so he had to type the message on a computer. Papworth was not, however, the first person to think of sending a short message. A man called Friedhelm Hillebrand <sup>5</sup> \_\_\_\_\_ (already/suggest) the idea back in 1984. And it was Hillebrand who limited the message to 160 characters.

Text messaging was not immediately popular, but in recent years it <sup>6</sup> \_\_\_\_\_ (grow) very rapidly. In fact, these days we <sup>7</sup> \_\_\_\_\_ (send) over 15 million text messages every minute! Platforms such as Twitter, <sup>8</sup> \_\_\_\_\_ (also/contribute) to texting having become such an essential part of our lives today.

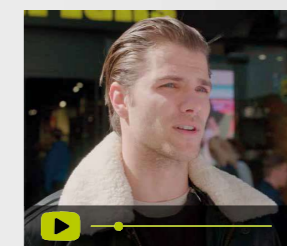
### 9 SPEAKING Complete the sentences with your own ideas.

- 1 I was talking to a friend the other day when ...
- 2 Nowadays, more and more people are keeping in touch by ...
- 3 By lunchtime yesterday, I had already ...

#### GRAMMAR VIDEO

▶ 1 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

How has social media changed the way we communicate?



□ I can use the present and past tenses to talk about different actions. 5

### FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 1, page 270
- Grammar Reference and Practice, Student's Book page 172
- Workbook pages 4–5/Online Practice

### ASSESSMENT

Grammar Quiz 1A

### NEXT CLASS

Ask students to think about their favourite film about space or aliens and prepare a short synopsis to deliver to the class next lesson. Alternatively, ask students to write their synopses and display them around the class for other students to read.

### Exercise 5

(Time expressions from the article are in brackets.)

**Present Simple:** every so often, from time to time, nowadays, once in a while  
**Present Continuous:** at the moment, currently, right now, these days

**Present Perfect Simple/Continuous:** ever since, for, in recent years, recently, since, (since the dawn of time)

**Past Simple/Continuous:** at the time, earlier today, the day before yesterday, a little while back (in ancient times, thousands of years ago, at the turn of the twentieth century, in 1956, two years later, soon after, in 1837, when)

**Past Perfect:** ever since, for, since (after)

### Exercise 6

1 a have (got) – shows possession; state verb, so Present Simple

b have – situation at the moment of speaking (part of fixed expression have a good time), so Present Continuous  
2 a appear – used when saying how someone or something seems; state verb, so Present Simple

b appear – take part in a film, play, concert, television programme; action verb, so Present Continuous (for future arrangements)

### Exercise 8

- 1 sent
- 2 was working
- 3 was developing
- 4 didn't have
- 5 had already suggested
- 6 has grown/has been growing
- 7 send
- 8 have also contributed

## 1B READING AND VOCABULARY

### Exercise 2

Opinions expressed by author: The human race is very likely to encounter an alien civilisation at some point and when that happens, we should use the contact as a learning experience.

### Exercise 4

1 But how **can you possibly get across** to an alien civilisation ...  
 2 You **might assume** that this is because ...; there **may be** as many as ...; we **should take** the possibility seriously  
 3 I think we **have to hope** that ...; they **were able to resolve** this issue  
 4 ... **might they perhaps have** something to teach us?; She becomes **able to see** the past ...; she **will be able to teach** us all ...; humankind **will become able to see** the world ...; we **need to stop** fearing those who ...; ... greater connection with others **could bring**

### Exercise 5

1 pick up  
 2 bring about  
 3 point out  
 4 make out  
 5 wipe out  
 6 get across  
 7 spell out  
 8 come across  
 9 figure out  
 10 take in

### Exercise 6

1 pointed out  
 2 make out  
 3 came across  
 4 brought about  
 5 get across  
 6 figure out  
 7 spell out  
 8 picking up  
 9 wiped out  
 10 hadn't taken in

1 **SPEAKING** In pairs, look at the photos on page 7 and discuss the questions.

- Do you recognise any of these films? Do you enjoy watching films about aliens? Say why.
- What do you think would happen if we ever made contact with extraterrestrials?

2 **CRITICAL THINKING** Read the article and study Active Reading. What opinions about the contact between humans and aliens does the author express? How far do you agree with him?

### ACTIVE READING | Identifying the author's opinion

In a text, the author presents his/her point of view on a topic and different arguments to support that view.

- Writers often use opinion verbs and phrases to signal their position, e.g. *I feel ...*, *I think ...*, *In my opinion ...*, etc.
- Sometimes they express their views more subtly by using modal verbs, e.g. *We should ...*, *It must be ...*, etc.
- They may also use phrases of probability, e.g. *Maybe ...*, *Possibly ...*, etc.
- You will often find the author's main message towards the end of the article.

Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

3 Read the article again and choose the correct answers.

- How can the author's opinion of the *Voyager Golden Record* best be summarised?
  - It contained the perfect selection of items.
  - It was very challenging to put together.
  - It has succeeded in communicating with aliens.
  - It was too focused on one or two cultures.
- According to the author, aliens
  - probably only exist in films and books.
  - are statistically likely to exist.
  - are certainly out there somewhere.
  - have picked up our messages already.
- What does the author think about the possibility of communication between humans and aliens?
  - Aliens would be intelligent enough to work out a means of communication.
  - Culture differences would make communication impossible.
  - It would be ridiculous to try and communicate with aliens.
  - Aliens would assume that humans couldn't understand them.
- What does the author believe might happen if humans made contact with an alien civilisation?
  - They might treat people as a lower form of life.
  - It might be a complete waste of time.
  - It might lead to the destruction of the world.
  - They might help us to develop as a species.

4 Study Active Reading again. Which modal verbs, phrases of probability and expressions of opinion helped you to answer questions in Exercise 3?

5 Match the highlighted phrasal verbs from the article with their definitions below.

- To receive (a broadcast).
- To cause something to happen.
- To tell someone something you think they don't know.
- To see something with difficulty.
- To destroy something completely.
- To successfully communicate a message/an idea.
- To explain something very clearly.
- To meet or find something by chance.
- To solve a problem.
- To understand and remember something you are told.

6 Complete the sentences with the phrasal verbs from the article, in the correct form.

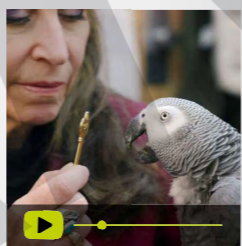
- I was embarrassed when he \_\_\_\_\_ that I had made some basic spelling mistakes.
- It was cloudy, but he could still \_\_\_\_\_ the distant star.
- I \_\_\_\_\_ an interesting article about space exploration the other day.
- Technology has \_\_\_\_\_ many changes in the way we live.
- That's what I've been trying to \_\_\_\_\_ to you, but you won't listen!
- It took me ages to \_\_\_\_\_ exactly how to use the telescope.
- You don't understand? Do I have to \_\_\_\_\_ what I mean?
- Are we \_\_\_\_\_ actual signals, or is it just random space noise?
- When the Europeans arrived in Mexico, they brought a disease which \_\_\_\_\_ 15 million Aztecs.
- After the discussion, Tim realised that he \_\_\_\_\_ anything she said. He was completely confused!

7 **SPEAKING** In small groups, ask and answer the questions.

- How do you think extraterrestrials might differ from us?
- What could we learn from them if they visited our planet?
- Should we be scared of communicating with aliens? Say why.

8 **REFLECT | Culture** In small groups, discuss what you would include in a message to send into space like the *Voyager Golden Record*. What do you think represents the best of human culture?

**DOCUMENTARY VIDEO**  
 2 **WATCH AND REFLECT**  
 Go to page 162. Watch the documentary *Getting through to animals* and do the exercises.



# MAKING CONTACT

1.3

By Danny Exeter

For centuries, people have gazed at the stars and wondered if there could be other beings out there. If so, how could we get a message to them? In the 1800s, people experimented with drawing enormous symbols on the ground, which they hoped could be made out from space. But ever since space travel became possible in the later part of the twentieth century, people have been looking for more sophisticated ways to make contact.

In 1977, the Voyager spacecrafts were launched into space, each carrying a copy of the *Voyager Golden Record*, a twelve-inch gold-plated disc, with sounds and images intended to introduce the human race to any extraterrestrials that might find it. But how can you possibly get across to an alien civilisation what it means to be human and to live on our planet? Among other things, the Voyager record contained an X-ray of a human hand, an image of a street in Pakistan, diagrams of the structure of DNA, greetings from Earth in fifty-five languages and ninety minutes of classical, popular and traditional music tracks from around the world. More than forty years later, Voyagers 1 and 2 are still sending back vital information about outer space but, as far as we know, the messages about humanity have not been passed on.

You might assume that this is because aliens are simply something we will only ever come across in movies, but you'd probably be wrong. In fact, it has been estimated that there may be as many as two billion potentially habitable planets in our galaxy alone, which means that we should take the possibility seriously. China is so convinced that we will soon make contact, that it has invested billions of pounds in building the world's largest radio dish, which can pick up signals from even the very deepest realms of space.

However, as the Polish philosopher and science fiction writer, Stanislaw Lem, pointed out, it is highly likely that, even if we do make contact, we won't be able to take in or process what the aliens are trying to tell us. There are, he said, two insurmountable barriers: language and intelligence. The speakers of any two languages around the world will understand each other when they refer to concepts such as food, life and death and day and night. But with an alien culture, we can't make any such assumptions. Then there is the fact that in order to travel to our planet, the aliens would have to be far more advanced than we are. Would we be able to figure out what they were saying any more than most animals understand what we say to them? I think we have to hope that their superior development would mean that they were able to find a solution to this problem.

And might it be actually hazardous to send out signals to attract the attention of these superior beings? The well-known physicist and cosmologist Stephen Hawking certainly thought so. He often spelt out what he feared may happen, saying that aliens might treat us the same way we would treat bacteria – as a nuisance to be cleaned up. We've seen this scenario played out many times in films, such as *Independence Day*, where the aliens' one goal is to wipe out humanity. It's probably natural to fear that something so different from ourselves could bring about the end of the world.

However, given that any visiting aliens are likely to be considerably more developed than us, might they perhaps have something to teach us? In the film *Arrival*, learning the aliens' language changes the brain of the linguist in the film, leading her to evolve. She becomes able to see the past and the future as clearly as the present, just as the aliens do, and we are led to believe that she will be able to teach us all to do this. As a result, humankind will become able to see the world from a brand-new perspective. Maybe, just as on this planet, we need to stop fearing those who are different and open our minds to the possibilities that greater connection with others could bring.

### GLOSSARY

**extraterrestrial** – a creature that people think may exist on another planet  
**habitable** – good enough for people to live in  
**outer space** – the space outside the Earth's air, where the planets and stars are  
**radio dish** – a piece of equipment that collects radio waves from space and is used to find objects in space (radio telescope)  
**realm** – area  
**superior being** – highly intelligent thing that exists

01



6  I can identify the author's opinion and talk about life on other planets.

### REFERENCES

VIDEO SCRIPT page 238  
 CULTURE NOTES page 205

### EXTRA ACTIVITIES IN CLASS

- As an extension to Exercise 1, ask students to share their synopses with the class (or in groups of three if you have a large class). Encourage discussion about which film or films students like the sound of and might watch.

- After Exercise 7 (or for homework), ask students to write a review of the film they wrote a synopsis for. How many of the highlighted phrasal verbs from the text can they include in their review?

### FURTHER PRACTICE

- Workbook pages 6–7/Online Practice
- Photocopiable resource 2: It's not what you say, it's how you say it, pages 276, 291

### NEXT CLASS

Ask students to make a list of all the words they know relating to communication. Can they think of any idioms?

# How to BREAK THE ICE and make new friends

Don't worry too much about **making a favourable impression**. Often the best way to **strike up a conversation** is simply to comment on the weather, or say something funny about what's happening around you. If you can **have a laugh** about the situation you're in, it can really **create a bond** or connection between you.

People often like it if you **pay them a compliment**, but don't try too hard or you'll sound insincere. Just **make small talk** about where you live, what you're studying and so on. You may find that in the end you really hit it off and become friends for life.

People are more likely to **take to you** if you **come across as** a warm and approachable person. So, make eye contact (though don't stare) and smile.



## 1C VOCABULARY | Idioms and phrases related to communication

**Exercise 3**  
1 struck up a conversation  
2 came across as  
3 paid him a compliment  
4 took to him  
5 had a laugh  
6 hit it off

**Exercise 5**  
She finds it annoying when someone talks too much, but she thinks it's even worse when someone keeps firing questions at you and thus makes you do all the talking.

**Exercise 6**  
I hate it when someone talks so much that I just can't get a word in edgeways. I know it's often because they're nervous, but it's really annoying. However, maybe it's even worse when someone keeps firing questions at you and making you do all the talking. To make a favourable impression on someone, you have to learn to get a balance between speaking and listening.

**1** Look at the cartoon and the title of the article. In pairs, answer the questions.

- Can you work out the meaning of the title from the context? *make people feel more friendly and willing to talk to each other*
- Do you find it easy or difficult to break the ice with people you don't know? Say why.

**2** Read the article. Which piece of advice do you think is the most useful? Say why.

**3** Study the phrases highlighted in the article. Then complete the second sentence so that it means the same as the first, including the word given in capitals.

- He started talking to her in the hallway. **STRUCK**  
He \_\_\_\_\_ with her in the hallway.
- She gave the impression of being very self-confident. **ACROSS**  
She \_\_\_\_\_ being very self-confident.
- Alice commented on how nice his shoes were. **PAID**  
Alice \_\_\_\_\_ about his shoes.
- I immediately liked him. **TOOK**  
I \_\_\_\_\_ immediately.
- We found it really funny. **LAUGH**  
We really \_\_\_\_\_ about it.
- I didn't really like her friends when I met them. **OFF**  
I didn't really \_\_\_\_\_ with her friends when I met them.

**4** In pairs, discuss how you met your best friend. Use some of the phrases from Exercise 3.

**5** **1.4** Listen to someone talking about breaking the ice. What kind of behaviour does she find annoying when meeting new people?

**6** **1.5** Listen again and write down what you hear. This time there will be pauses.

**7** Match the idioms 1–6 with their definitions a–f.

- e** jump down somebody's throat
- b** put somebody on the spot
- f** fire questions at someone
- d** refuse to let something drop
- c** insist on having the last word
- a** not get a word in edgeways

- To be unable to say anything because someone else is talking all the time.
- To embarrass someone by forcing them to answer a difficult question.
- To have to make the final point in a discussion or argument.
- To not stop talking about a particular subject.
- To react angrily to something someone has said.
- To ask someone a lot of questions quickly.

**8** Study Active Vocabulary and discuss how you would express the idioms in Exercise 7 in your own language. How could you illustrate the idioms with a drawing?

### ACTIVE VOCABULARY | Idioms

- An idiom is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words, e.g. *He jumped down my throat* means *He reacted angrily*.
- Idioms rarely translate exactly into another language.
- Many idioms describe an image. If you can visualise the image – or even draw it – that might help you to remember and learn the idiom.

**9** Which of the idioms in Exercise 7 are things you dislike someone doing when you're talking to them? Say why.

**10** **REFLECT | Society** In pairs, make a list of top five rules for making a good impression or communicating well with other people at a party.

8  I can talk about making new friends.

### REFERENCES

AUDIO SCRIPT page 215

### EXTRA ACTIVITIES IN CLASS

- Start the lesson by eliciting students' vocabulary from the list they made at home. Write any relevant words on the board. Give students one point for a relevant word and two points for an idiom. Congratulate the winner.

- After Exercise 7, put students in groups of three and tell them that each student has to talk for one minute. They should include as many phrases and idioms from Exercises 3 and 7 as they can. One student times them and the other counts the idioms. If they make a mistake, the other students can correct them. The winner is the student with the most idioms.

### FURTHER PRACTICE

- Workbook page 8/Online Practice
- Photocopiable resource 3: Nice to meet you, pages 277, 292
- Extra digital activities: Vocabulary Checkpoint 1

### ASSESSMENT

Vocabulary Quiz 1

## 1D GRAMMAR

**1** **1.6** Look at the photo. Listen to three conversations at a party. Which do you think is the best question they use to keep a conversation going?

**2** Think of three more questions you could ask to get to know someone better.

### Question tags and echo questions

**3** Look at the underlined examples of question tags from the dialogues. Then complete the sentences 1–4 below with the words in the box.

negative end positive modal

*It's such a great city, isn't it?*

*Wow, so you'd never been there before, had you?*

*I shouldn't be so fussy, should I?*

**1** A question tag is a short question added to the end of a sentence.

**2** We form a question tag using an auxiliary or a modal verb and a pronoun.

**3** A positive statement usually has a negative question tag.

**4** A negative statement usually has a positive question tag.

**4** **1.7 PRONUNCIATION** Listen and match what you hear with intonation pattern A or B below. Which pattern is used for a real question and which for confirming something the speaker already knows?



**5** **1.8** Look at these more unusual question tags. Choose the correct words to complete the sentences. Listen and check.

- This is silly, isn't it this?
- Nothing ever changes, do / does it?
- Come and look at this, will / don't you?
- Everyone was there, weren't / wasn't they?
- Don't be late, are / will you?
- No one likes him, do / does they?
- Let's stay here, do / shall we?
- I'm a bit late, don't / aren't?
- Pick me up at eight, don't / could you?

**6** In pairs, look at the echo question in *italics*. Then answer questions 1–3 below.

**Cameron** Actually, it's my birthday tomorrow.

**Emma** *Is it?* Do you have anything special planned?

**1** What is the function of an echo question?

**2** Do we use a positive or a negative question to reply to a positive statement?

**3** Which intonation pattern from Exercise 4 do we use with an echo question: A or B?

Grammar Reference and Practice > page 172

**7** **1.9** Complete the conversations with no more than three words in each gap. Listen and check your answers.

**Ben** Where would you live if you could live anywhere in the world?

**Meg** <sup>1</sup> \_\_\_\_\_ a good question, isn't it? I don't think I've ever really thought about it before. Hmm ... Somewhere a bit warmer, I guess.

**Ben** Yes, <sup>2</sup> \_\_\_\_\_ too much rain in this country, isn't there?

**Meg** Oh yes, there is. But I wouldn't want to live somewhere *too* hot. I mean, in some countries it can be 45 degrees in the summer. That would be unbearable, <sup>3</sup> \_\_\_\_\_?

**Ben** Actually, I used to live in Dubai.

**Meg** <sup>4</sup> \_\_\_\_\_ you? I bet <sup>5</sup> \_\_\_\_\_ really hot, wasn't it?

**Ben** Boiling! But we had air conditioning, and a pool.

**Meg** That sounds great. I wouldn't mind living somewhere like that, actually.

**Ira** Move up, <sup>6</sup> \_\_\_\_\_? I really need to sit down!

**Kate** Have you been dancing?

**Ira** Yes, I love the music they're playing. <sup>7</sup> \_\_\_\_\_?

**Kate** It's not really my thing, actually. I find it a bit boring.

**Ira** <sup>8</sup> \_\_\_\_\_? But everyone loves this band, <sup>9</sup> \_\_\_\_\_?

**Kate** Not me.

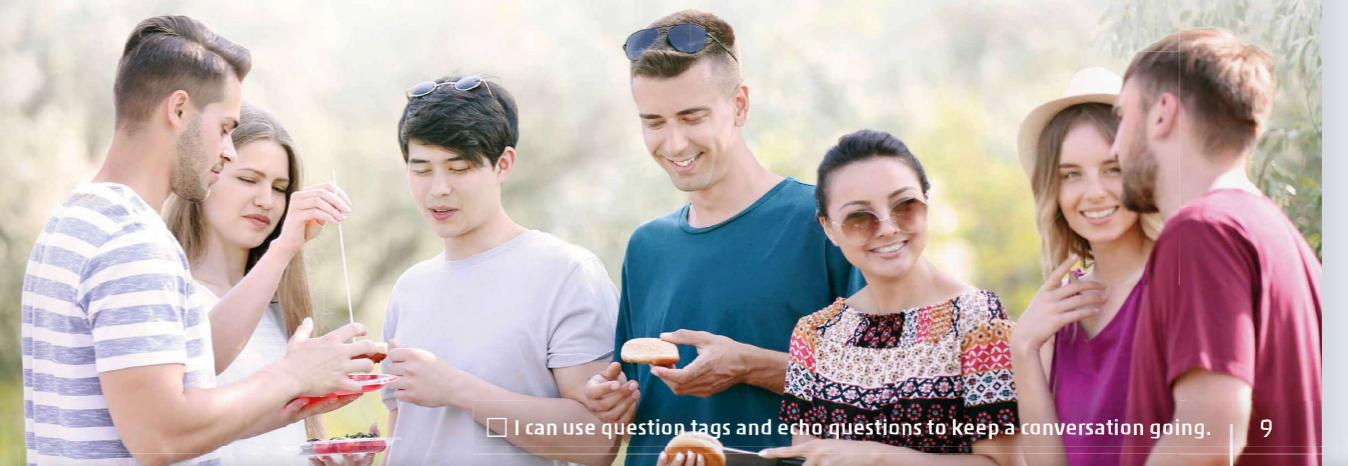
**Ira** You have no taste in music then.

**Kate** Erm, seriously?

**Ira** Oh, sorry, I'm being a bit annoying, <sup>10</sup> \_\_\_\_\_? Let's stop talking about music then, <sup>11</sup> \_\_\_\_\_?

**Kate** Yes, I think that might be best!

**8** **SPEAKING** In pairs, write and role play a conversation. Go to page 196.



### REFERENCES

AUDIO SCRIPT page 215

### EXTRA ACTIVITY IN CLASS

As an extension to Exercise 5, ask students to write a different sentence for each of the incorrect tag options in Exercise 5. Students swap with a partner to check their answers.

### FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 173
- Workbook page 9/Online Practice
- Photocopiable resource 4: Let's play tag!, pages 277, 293
- Extra digital activities: Grammar Checkpoint 1D

### ASSESSMENT

Grammar Quiz 1D

### NEXT CLASS

Ask students to think about two situations in which they have felt a strong emotion, one negative and one positive, which they are happy to share with the class.

#### Exercise 4

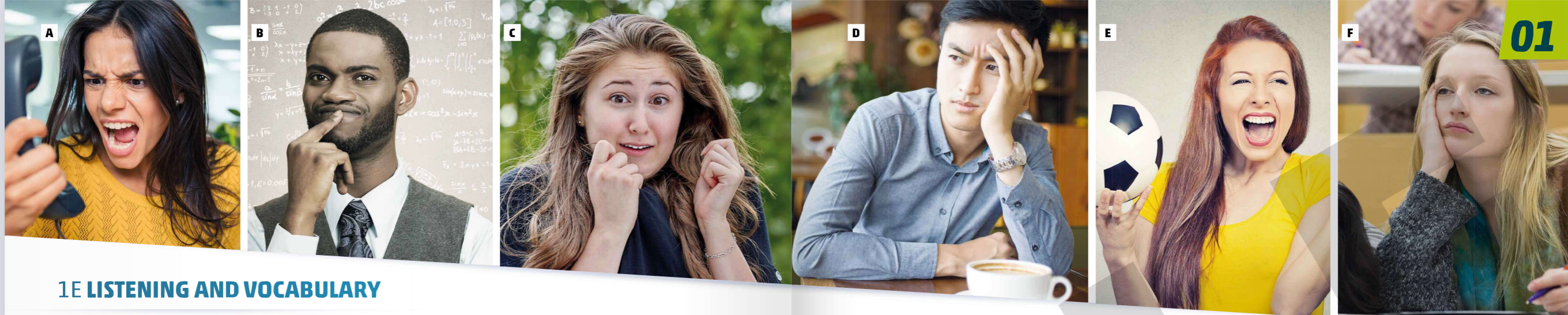
- B (confirmation)
- A (real question)
- B (confirmation)
- B (confirmation)

#### Exercise 6

- to show interest or show that we're listening
- We use a positive question to reply to a positive statement.
- A

#### Exercise 7

- That's
- There's
- wouldn't it
- Did
- that was
- will you
- don't you
- Do you
- don't they
- aren't I
- shall we



1E LISTENING AND VOCABULARY

Exercise 1

- A furious, annoyed, nervous
- B confused
- C frightened
- D nervous, confused
- E thrilled
- F sad

Exercise 3

- 1 ecstatic
- 2 bewildered
- 3 livid
- 4 tense
- 5 terrified
- 6 exasperated

Exercise 5

Emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. The following ideas could be related to emotional intelligence 1, 3, 4, 6, 7, 9.

Exercise 7

- 1 29,000
- 2 fixed
- 3 diary
- 4 release
- 5 responsible for
- 6 nodding
- 7 conflict

1 **THINK BACK** How good are you at identifying emotions? In pairs, look at the photos and discuss what emotions you think the people are feeling. Use the words from the box.

annoyed confused frightened furious nervous sad surprised thrilled

2 Match the adjectives below with their synonyms in Exercise 1. Which of the words have a stronger meaning than their synonyms? 1, 2, 3, 4 and 8 have a stronger meaning.

- |               |            |              |          |
|---------------|------------|--------------|----------|
| 1 terrified   | frightened | 5 tense      | nervous  |
| 2 astonished  | surprised  | 6 ecstatic   | thrilled |
| 3 exasperated | annoyed    | 7 bewildered | confused |
| 4 livid       | furious    | 8 devastated | sad      |

3 Complete the sentences with the adjectives from Exercise 2. Sometimes more than one answer is possible.

- I'm completely \_\_\_\_\_ about my exam results - I never thought I'd do so well!
- He has no idea how he got home last night. He feels completely \_\_\_\_\_.
- She was absolutely \_\_\_\_\_ when she found out he had cheated in the exam again.
- She felt very \_\_\_\_\_ as she waited for her job interview.
- He's \_\_\_\_\_ that someone will find out his secret.
- Nothing is changing and he is becoming more and more \_\_\_\_\_ about the situation.

4 In pairs, talk about occasions when you felt some of the emotions in Exercises 1 and 2. Give reasons for your answers.

5 What is emotional intelligence? Which of the ideas 1-9 do you think are related to this term? Discuss in pairs.

- Being aware of your own emotions.
- Being able to reason and problem-solve.
- Being able to manage your emotions.
- Being able to feel and show empathy.
- Being able to remember information.
- Being able to motivate yourself.
- Being able to deal with conflict.
- Being able to manipulate people's emotions.
- Being a good listener.

6 **1.10** Listen to an interview and tick the ideas in Exercise 5 which the speakers described as being related to emotional intelligence.

7 **1.10** Listen again and complete the sentences with a word, a phrase or a number.

- One piece of research showed that people with high emotional intelligence earned \$ \_\_\_\_\_ more than those with a low EQ.
- Emotional intelligence is not \_\_\_\_\_, which is different from IQ.
- One way to become more self-aware is to write a \_\_\_\_\_.
- We need to learn how to recognise our negative emotions in order to be able to \_\_\_\_\_ them.
- Other people cannot make us feel a certain way; we are largely \_\_\_\_\_ for our own moods.
- Body language, such as \_\_\_\_\_ can demonstrate that you are listening.
- Active listening can also help you to avoid \_\_\_\_\_.

8 **SPEAKING** In pairs, discuss the questions.

- Which aspects of emotional intelligence do you think you are strongest at?
- How could you further improve your emotional intelligence? What could be the benefits?

9 **SPEAKING** In groups, discuss the best way to approach the situations below. Think about how you could use self-awareness, manage your own emotions and listen to and empathise with the other person in the situation.

- A close friend has started hanging out with a different group of friends. You get the impression that they are avoiding you. You feel hurt, and quite confused about what's happening.
- Your brother or sister seems quite depressed. They rarely come out of their room and when you try to talk to them they just grunt. You're getting a bit worried.

1F SPEAKING

1 **1.11** Listen to six short conversations. What is the main emotion each speaker expresses? Why did each speaker feel that way?

2 Complete the Speaking box with the phrases from the box.

Get out of here! I'm feeling a bit blue.  
I'm heartbroken. I'm worried sick about ...  
I've had it up to here with ...  
That's a weight off my mind.

**SPEAKING** | Expressing emotions

**Expressing anxiety**  
It's been keeping me up at night.

1 I'm worried sick about ...

**Expressing relief**  
I can breathe a sigh of relief now.

2 That's a weight off my mind.

Thank goodness.

**Expressing annoyance and frustration**  
... is driving me up the wall!  
... really gets on my nerves.

3 I've had it up to here with ...

**Expressing surprise or disbelief**  
You've got to be kidding me!

4 Get out of here!

Who would have thought it?

**Expressing sadness**  
I'm feeling a bit down in the dumps.

5 I'm feeling a bit blue.

6 I'm heartbroken.

**Expressing enjoyment or happiness**  
I'm walking on air!  
I can't stop smiling!

3 **1.12** Listen to six statements. When you hear a beep, choose and say a suitable response from the box.

I don't blame you. I know, right?  
I'm really pleased for you. I'm so sorry to hear that.  
What a pain! What's the worst that could happen?

4 Replace the underlined words with phrases from the Speaking box and suitable responses in Exercise 3.

- A I'm extremely concerned about my cat - she isn't very well.  
B That's awful. It's horrible when a pet is sick.
- A I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.  
B There's no need to worry. You'll be great!
- A My parents are taking me to Florida this summer.  
B I don't believe you! You lucky thing!  
A Yes, I'm so happy.
- A I'm completely fed up with people gossiping behind my back.  
B I don't blame you. It's awful.
- A I finally finished my Geography project.  
B That must be a relief for you.

5 In pairs, role play the situations. Student A, read the instructions below. Student B, go to page 200.

**STUDENT A**

In pairs, role play the two situations. Use language for expressing emotions and for responding from this lesson.

- You can't decide what subjects to choose for your final year at school. You're really worried about this. Tell your friend how you feel.
- You did badly in your exams. Tell your friend how you feel.

For each situation which your partner describes, respond according to these instructions.

- Express your happiness at the situation.
- Express your surprise and pleasure.

Exercise 1

- 1 anxiety (because of impending exams)
- 2 relief (because she found her phone)
- 3 enjoyment/happiness (because he got his choice of university)
- 4 surprise/disbelief (because Andrew and Marta didn't use to like each other)
- 5 anger/annoyance/frustration (because she keeps receiving chain messages)
- 6 sadness/empathy (because his grandfather is in hospital)

Exercise 3

- 1 What's the worst that could happen?
- 2 I'm really pleased for you.
- 3 What a pain!
- 4 I'm so sorry to hear that.
- 5 I know, right?
- 6 I don't blame you.

Exercise 4

- 1 A I'm worried sick
- 2 A I'm so sorry to hear that.
- 2 A It's been keeping me up at night.
- 2 B What's the worst that could happen?
- 3 B You've got to be kidding me!
- 3 A I'm walking on air! / I can't stop smiling!
- 4 A I've had it up to here with
- 5 B A weight off your mind

10  I can identify specific information in a radio interview and talk about emotional intelligence.

I can use fixed phrases to express emotions. 11

**REFERENCES**

AUDIO SCRIPT page 215

**EXTRA ACTIVITIES IN CLASS**

- Lead in to Exercise 1 by asking students to describe the emotions they made notes on at home in groups of three but

without saying the word itself. Can the other group members guess what the emotion is?

- After Exercise 9, in the same groups, students think of one more situation to discuss. They then join another group, share their situations and discuss them.

**FURTHER PRACTICE**

- Workbook page 10/Online Practice
- Photocopiable resource 5: What's your EQ?, pages 277, 294

**REFERENCES**

AUDIO SCRIPT page 216

**EXTRA ACTIVITY IN CLASS**

Do this activity after Exercise 4. In pairs, one student should choose a phrase from the Speaking box to say to their partner. Their partner should think of a response in order to start a short exchange. Pick out any good conversations and ask pairs to repeat them for the class.

**FURTHER PRACTICE**

Workbook page 11/Online Practice

**NEXT CLASS**

Ask students to do an Internet search to find out about the stage musical *Bugsy Malone*.

**Exercise 2**

- 1 Rehearsing for a musical.
- 2 It seems that she may have been friends with Janie, but they have lost contact because Maisie moved away and now Janie is cross with her.
- 3 She asks whether she should phone or email one of her course tutors, what the best way to communicate is, and what kind of holidays Maisie enjoys best.

**Exercise 3**

- They are friends. We can tell because of the informal style used, e.g. *Hi, ... sorry to hear that you've been ill, Give my love to your family, Take care.*

**1 Discuss in groups. Which of the following forms of communication do you use most often? Do you communicate with different people in different ways? Give reasons for your answer.**

emailing    messaging through social media    phoning  
texting    video calling    writing a letter

**2 Read the email and answer the questions.**

- 1 What has Scarlett been busy with recently?
- 2 Why is Maisie likely to be interested in news about Janie?
- 3 What three questions does Scarlett ask Maisie?

**3 What is the relationship between Scarlett and Maisie? What words or phrases make this relationship clear?**

From: Scarlett  
To: Maisie  
Subject: What's up?

Hi Maisie,

Long time no see. How are things? I was sorry to hear that you've been ill. Hope you're feeling better now?

Things have been pretty busy here. I've been rehearsing for a musical, *Bugsy Malone*, which we're putting on in a few weeks' time. You like musicals too, don't you? I'm playing the part of Blousey Brown, which is a pretty big role, so it's loads of work! I'm really enjoying it, though I'm sure I'll be terrified when I actually have to step out in front of an audience. We're expecting over 200 people!

BTW, I saw Janie the other day at a party. She said she was working hard for her exams, and that's why she wasn't keeping in touch with you. Hmm ... I'm not sure I believed her, someone told me that she was livid with you for having moved away. How ridiculous is that? It's not like you could help it, is it? I wouldn't let it keep you up at night, reckon you're better off without her if that's how she feels.

Great news about you getting into Oxford University, BTW. Wow! I'm dead impressed. I'm still hoping to get a place at Sheffield University. Actually, I need to speak to one of the tutors about the course. Do you think I should email her, or ring her? What's the best way to communicate?

What else? Well, we're all off to the coast for a few days for half-term – sun, sand, sea, and sleep. I'm exhausted! What kind of holidays do you enjoy best?

Anyway, I guess I'd better go and get on with some revision for my exams. :(

Give my love to your family.

Take care,

Scarlett

**4 Complete the Writing box with examples from Scarlett's email.**

**WRITING | An informal email**

**Organisation**

- Start with a friendly greeting, e.g. *Hi/Hi there.*
- Mention your last contact with the other person, e.g. *Long time<sup>1</sup> \_\_\_\_\_/How are you<sup>2</sup> \_\_\_\_\_/Haven't seen you in ages.*
- Mention any news from your friend, e.g. *I was sorry to hear that ...*
- Cover each topic in a separate paragraph.
- Finish with a friendly, informal goodbye, e.g. *Well, that's all for now./Hoping to hear from you soon./ Can't wait to see you!/Give my<sup>3</sup> \_\_\_\_\_ to .../ Take<sup>4</sup> \_\_\_\_\_/Love,/Best,/Cheers,*

**Informal style**

- Use contractions, e.g. *Hope you're feeling better.*
- Use more informal quantifiers and intensifiers, e.g. *... which is a<sup>5</sup> \_\_\_\_\_ big role./I'm<sup>6</sup> \_\_\_\_\_ impressed./ It's<sup>7</sup> \_\_\_\_\_ work.*
- Leave out the subject and auxiliary verb if the meaning is obvious, e.g. *Great news about you getting into Oxford University!/Reckon you're better off without him.*
- You may use question tags and rhetorical questions, e.g. *You like musicals too, <sup>8</sup> \_\_\_\_\_?/<sup>9</sup> \_\_\_\_\_ else?*

**5 Match the interjections 1–9 with their meanings a–i. In pairs, take turns to make statements and responses.**

- |  |  |  |
|--|--|--|
| <b>A</b> I won the lottery!                        | <b>4</b> <input type="checkbox"/> Hmm.           | <b>7</b> <input type="checkbox"/> Wow!   |
| <b>B</b> Yay!                                      | <b>5</b> <input type="checkbox"/> Phew!          | <b>8</b> <input type="checkbox"/> Yikes! |
| <b>1</b> <input type="checkbox"/> Aha!             | <b>6</b> <input type="checkbox"/> Yuck!          | <b>9</b> <input type="checkbox"/> Yay!   |
| <b>2</b> <input type="checkbox"/> Oops!            |  |  |
| <b>3</b> <input type="checkbox"/> Arg!             |  |  |
| <b>a</b> That's amazing!                           | <b>f</b> That's scary or worrying.               |  |
| <b>b</b> I (or someone else) made a small mistake. | <b>g</b> That's brilliant news! Congratulations! |  |
| <b>c</b> Now I understand!                         | <b>h</b> What a relief!                          |  |
| <b>d</b> I'm cross or frustrated.                  | <b>i</b> That's disgusting.                      |  |
| <b>e</b> I'm not sure.                             |  |  |

**6 Study Watch out! Then choose the sentences which are correctly punctuated. Give reasons for your answers.**

- 1  a Ibiza is a fabulous holiday destination because it's warm, sunny and a lot of fun.  
 b Ibiza is a fabulous holiday destination because it's warm sunny and a lot of fun.
- 2  a Actually, I'm pretty sure she had the lead role in the show.  
 b Actually I'm pretty sure, she had the lead role in the show.
- 3  a My cousin Jacques – the French one – is coming to stay.  
 b My cousin Jacques (the French one) is coming to stay.

**WATCH OUT!**

We use commas

- after the greeting, and also after we sign off, e.g. *Hi Al,*
- after introductory adverbs, e.g. *Well, However, Suddenly, Meanwhile,*
- to separate a series of three or more words or phrases

We use

- brackets and dashes to add extra information or make a comment on what you have just written
- exclamation marks to express emotions
- multiple question marks or exclamation marks to put more emphasis (informal writing)

**7 Read the email from a seventeen-year-old boy to his friend of the same age. Rewrite it to make it more informal. Use the phrases in the Writing box.**

To: Harry  
Subject: Personal update

Dear Sir,

I hope that you are quite well? It has been quite a long time since we last made contact.

You will be surprised to hear that I was able to pass all of my exams. I feel greatly relieved. I was quite convinced that I had made a great number of mistakes.

I will shortly be going on holiday with my parents to Madeira. I am afraid that it may be a little tedious as I believe that only rather elderly people tend to holiday there. I would much prefer to go to Ibiza and go dancing with you. I am convinced that we would enjoy ourselves greatly.

My parents would rather eat out in nice restaurants, particularly seafood restaurants, but I greatly dislike seafood. Do you? The thought of it makes me feel a little nauseous.

Please do tell me in your next email what your holiday plans are.

Kind regards,  
Stefan

**8 REFLECT | Society** Some people believe that the younger generation is losing the ability to communicate face-to-face or in any depth because of the rise of messaging online. Do you think there is any truth in this point of view?

**9 WRITING TASK** Write an email from Maisie to Scarlett, in response to her email in Exercise 2.

- Share some recent personal news.
- Answer the questions Scarlett asks in her email.
- Ask Maisie questions about her musical theatre show.

**Exercise 4**

- 1 no see
- 2 things
- 3 love
- 4 care
- 5 pretty
- 6 dead
- 7 loads of
- 9 don't you
- 10 What

I can write an informal email.



**REFERENCES**

CULTURE NOTES page 206

**EXTRA ACTIVITIES IN CLASS**

- As a follow-up to Exercise 1, ask students to discuss when it's appropriate to write an email instead of a text message or social media chat. When is it appropriate to send an informal vs. a formal email?
- Before Exercise 2, ask students to tell the class what they found out about *Bugsy Malone*. Ask for a show of hands for who would go to watch the musical. Why?

**FURTHER PRACTICE**

Workbook page 12/Online Practice

**NEXT CLASS**

Ask students to study the word list and do the Remember More exercises on Student's Book pages 14–15.

REMEMBER MORE

1 Two verbs collocate in each case. Cross out the wrong verb. Then check with the word list.

- You've got to learn how to ~~release~~ / ~~carry~~ / manage your emotions positively.
- It's unlikely we will ever ~~deliver~~ / make / establish contact with aliens.
- The article aims to convey / ~~process~~ / spread an important message.
- I don't want to come / get / ~~turn~~ into conflict with anybody.

2 Complete the sentences with the correct form of the verbs of movement. Then check with the word list.

- I offered her a coffee to break the ice.
- Why are you jumping down my throat? Calm down.
- I don't think Ann and Tim hit it off when they met. I guess they don't have much in common.
- I am walking on air! I passed my driving test!

3 Complete the phrasal verbs with prepositions. Then check with the word list.

- figure out (how to do sth)
- point up (mistakes)
- spell out (how to do sth)
- pick up (signals)
- strike up (a conversation)
- speed up (your plans)

4 Write synonyms (ending in -ed) for each of these adjectives.

- totally confused – bewildered
- intelligent or made in a complicated way – sophisticated
- extremely upset – devastated
- annoyed – exasperated

ACTIVE VOCABULARY | Phrases

When you learn phrases from the word lists, you may divide them into groups according to the way they are built. For example, find all phrases with prepositions (*with, off, up, etc.*), like in Exercise 3 above or words that collocate with the same noun, like in Exercise 1.

1A GRAMMAR AND VOCABULARY

5.1

- be stuck /bi 'stʌk/
- build relationships /bɪld rɪ'leɪʃənʃɪps/
- buzz (v) /bʌz/
- capture (n) /'kæptʃə/
- carry a message /,kæri ə 'mesɪdʒ/
- come to light /,kʌm tə 'laɪt/
- contribute (v) /kən'trɪbjʊ:t/
- communicate face-to-face /kəmju:nɪkeɪt 'feɪs tə 'feɪs/
- convey a message /kən'veɪ ə 'mesɪdʒ/
- deliver a message /dɪ'lɪvə ə 'mesɪdʒ/
- essential (adj) /ɪ'senʃəl/
- establish contact with sb /ɪ'stæblɪʃ 'kɒntækt wɪθ sʌmbədi/
- get a response /get ə rɪ'spɒns/
- go out (lights) /gəʊ 'aʊt (laɪts)/
- hail (v) /heɪl/
- ingenious (adj) /ɪn'dʒɪ:niəs/
- keep/stay in touch with sb /,ki:p/stetɪn 'tʌtʃ wɪθ sʌmbədi/
- lose contact/touch with sb /,lu:z 'kɒntækt/'tʌtʃ wɪθ sʌmbədi/
- maintain contact with sb /meɪn'tetɪn 'kɒntækt wɪθ sʌmbədi/
- make contact with sb /,meɪk 'kɒntækt wɪθ sʌmbədi/
- means of communication /,mi:nz əv kə'mju:nɪ'keɪʃən/
- pass on a message /,pɑ:s 'ɒn ə 'mesɪdʒ/
- rapidly (adv) /'ræpɪdli/
- rare (adj) /reə/
- share knowledge /,ʃeə 'nɒlədʒ/
- since the dawn of time /sɪns ðə 'dɔ:n əv ,taɪm/
- smoke signals (n) /'sməʊk ,sɪgnəlz/
- speed up (phr v) /spi:d 'ʌp/
- spot a problem /,spɒt ə 'prɒbləm/
- spread the message /,spred ðə 'mesɪdʒ/
- stay in touch /,steɪ ɪn 'tʌtʃ/
- text (v) /tekst/
- text messaging /'tekst ,mesɪdʒɪŋ/
- toss (v) /tɒs/
- turn out (phr v) /tɜ:n 'aʊt/
- without a doubt /wɪðaʊt ə 'daʊt/

1B READING AND VOCABULARY

5.2

- alien civilisation /ə'li:ən ,sɪvəlaɪ'zeɪʃən/
- assume (v) /ə'sju:m/
- assumption (n) /ə'sʌmpʃən/
- being (n) /'bi:ɪŋ/
- billion (num) /'bɪljən/
- brand-new (adj) /brænd 'nju:/
- bring about (phr v) /brɪŋ ə'baʊt/
- by chance /,baɪ 'tʃɑ:ns/
- come across (phr v) /,kʌm ə'krɒs/
- diagram (n) /'daɪəgrəm/
- distant (adj) /'dɪstənt/
- enormous (adj) /ɪ'nɔ:məs/
- evolve (v) /ɪ'vɒlv/
- extraterrestrial (adj,n) /ek'strætə'restriəl/
- fear sb/sth (v) /'fiə sʌmbədi/sʌmθɪŋ/
- figure out (phr v) /'fɪgə 'aʊt/
- gaze (v) /geɪz/
- get across (phr v) /get ə'krɒs/
- given that /'gɪvən ðæt/
- gold-plated (adj) /,gəʊld 'pleɪtəd/
- habitable (adj) /'hæbətəbəl/
- hazardous (adj) /'hæzədəs/
- highly likely /'haɪli 'laɪkli/
- humanity (n) /'hju:mænəti/
- humankind (n) /'hju:mən'kaɪnd/
- insurmountable (adj) /ɪn'sʌ'maʊntəbəl/
- launch into space /,lɔ:ntʃ ,ɪntə 'spets/
- linguist (n) /'lɪŋgwɪst/
- make out (phr v) /,meɪk 'aʊt/
- nuisance (n) /'nju:səns/
- outer space (n) /aʊtə 'spets/
- pass on (phr v) /,pɑ:s 'ɒn/
- physicist (n) /'fɪzɪsɪst/
- pick up (phr v) /,pɪk 'ʌp/
- point out (phr v) /,pɔɪnt 'aʊt/
- process (v) /'prəʊses/
- put together (phr v) /,pʊt tə'geðə/
- radio dish /'reɪdɪəʊ ,dɪʃ/
- random (adj) /'rændəm/
- realm (n) /relm/
- ridiculous (adj) /rɪ'dɪkjələs/
- sophisticated (adj) /sə'fɪstɪkətɪd/
- spacecraft /'speɪskrɑ:ft/

- species (n) /'spi:ʃi:z/
- spell out (phr v) /,spel 'aʊt/
- subtly (adv) /'sʌtli/
- superior (adj) /su:'piəriə/
- take in (phr v) /,teɪk 'ɪn/
- vital (adj) /'vɪtəl/
- wipe out (phr v) /waɪp 'aʊt/

1C VOCABULARY 5.3

- approachable (adj) /ə'prəʊtʃəbəl/
- break the ice /breɪk ði 'aɪs/
- come across as (phr v) /,kʌm ə'krɒs əz/
- comment on sth /'kɒment ɒn sʌmθɪŋ/
- create a bond/connection /kri:et ə 'bɒnd/ kə'neɪʃən/
- fire questions at sb /,faɪə 'kwɛstʃənz ət sʌmbədi/
- friends for life /'frendz fə ,laɪf/
- get a word in edgeways /get ə 'wɜ:d ɪn ,edʒweɪz/
- give (somebody) an impression /gɪv (sʌmbədi) ən ɪm'preɪʃən/
- have a laugh /həv ə 'lɑ:f/
- have the last word /həv ðə ,lɑ:st 'wɜ:d/
- hit it off (with somebody) /hɪt ɪt 'ɒf (wɪθ sʌmbədi)/
- insincere (adj) /ɪn'sɪn'siə/
- jump down sb's throat /,dʒʌmp 'daʊn sʌmbədi:z 'θrəʊt/
- let something drop /let sʌmθɪŋ 'drɒp/
- make a favourable impression /,meɪk ə ,fəvərəbəl ɪm'preɪʃən/
- make eye contact /,meɪk 'aɪ ,kɒntækt/
- make small talk /,meɪk 'smɔ:l ,tɔ:k/
- pay a compliment /,peɪ ə 'kɒmplɪmənt/
- put sb on the spot /pʊt sʌmbədi ɒn ðə 'spɒt/
- strike up a conversation /straɪk 'ʌp ə ,kɒnvə'seɪʃən/
- take to sb /'teɪk tə sʌmbədi/

1D GRAMMAR 5.4

- air conditioning /'eə kən'dɪʃənɪŋ/
- annoying (adj) /ə'noɪɪŋ/
- bet (v) /bet/
- boiling hot /'bɔɪlɪŋ 'hɒt/
- fussy (adj) /'fʌsi/
- have (no) taste in sth /həv (nəʊ) 'teɪst ɪn sʌmθɪŋ/
- unbearable (adj) /ʌn'beərəbəl/

1E LISTENING AND VOCABULARY

5.5

- annoyed (adj) /ə'noɪd/
- apparently (adv) /ə'pærəntli/
- astonished (adj) /ə'sɒnɪʃt/
- be conscious of sth /bi 'kɒnʃəs əv sʌmθɪŋ/
- bewildered (adj) /bi'wɪldəd/
- clench jaws /klenʃ 'dʒɔ:z/
- confused (adj) /kən'fju:zd/
- devastated (adj) /devə'steɪtɪd/
- ecstatic (adj) /ɪk'stætɪk/
- emotional intelligence /ɪ'məʊʃənəl ɪn'telədʒəns/
- empathy (n) /em'pəθi/
- EQ (emotional quotient) (n) /i: 'kju: (ɪ'məʊʃənəl 'kwɔ:ʃənt)/
- exasperated (adj) /ɪg'zɑ:speɪrɪtɪd/
- fixed (adj) /fɪkst/
- get into conflict /get ɪntə 'kɒnflɪkt/
- grunt (v) /grʌnt/
- IQ (intelligence quotient) (n) /i: 'kju: (ɪn'telədʒənz 'kwɔ:ʃənt)/
- livid (adj) /'lɪvɪd/
- nod (v) /nɒd/
- piece of research /,pi:s əv rɪ'sɜ:tʃ/
- problem-solve (v) /'prɒbləm ,sɒlv/
- put oneself in sb's shoes /pʊt wʌn'self ɪn sʌmbədi:z 'ʃu:z/
- reason (v) /ri:zən/
- release negative emotions /rɪ'li:s ,negətɪv ɪ'məʊʃənz/
- self-aware (adj) /self ə'weə/
- self-awareness (n) /self ə'weənəs/
- significant (adj) /sɪg'nɪfɪkənt/
- snap (v) /snæp/
- take responsibility for sth /teɪk rɪ'spɒnsə'bɪlətɪ fə sʌmθɪŋ/
- tense (adj) /tens/
- terrified (adj) /'terɪfaɪd/
- thrilled (adj) /θrɪld/
- to a large degree/extent /tu ə ,lɑ:dʒ dɪ'grɪ:/ ɪk'stent/

1F SPEAKING 5.6

- annoyance (n) /ə'noɪəns/
- anxiety /æŋ'zaiəti/
- be fed up with sth /bi fed 'ʌp wɪð sʌmθɪŋ/
- be heartbroken /bi 'hɑ:t,breɪkən/
- be worried sick about sth /bi ,wɒrɪd 'sɪk ə'baʊt sʌmθɪŋ/
- blame sb for sth /bleɪm sʌmbədi fə sʌmθɪŋ/
- breathe a sigh of relief /bri:ð ə ,saɪ əv rɪ'li:f/
- be concerned about sth /bi kən'sɜ:nd ə'baʊt sʌmθɪŋ/
- disbelief (n) /dɪs'bi:li:f/
- drive sb up the wall /draɪv sʌmbədi 'ʌp ðə 'wɔ:l/
- feel blue /fi:l 'blu:/
- feel down in the dumps /fi:l 'daʊn ɪn ðə 'dʌmps/
- get on sb's nerves /get ɒn sʌmbədi:z 'nɜ:vz/
- get out of here /get 'aʊt əv ,hɪə/
- have had it up to here with sth /həv ,hæd ɪt 'ʌp tə ,hɪə wɪð sʌmθɪŋ/
- keep sb up at night /ki:p sʌmbədi 'ʌp ət ,naɪt/
- relief (n) /rɪ'li:f/
- walk on air /wɔ:k ɒn 'eə/
- weight off (one's) mind /weɪt 'ɒf (wʌnz) ,maɪnd/

1G WRITING 5.7

- be better off /bi ,betə 'ɒf/
- be dead impressed /bi ,ded ɪm'prest/
- be off /bi 'ɒf/
- convinced (adj) /kən'vɪnst/
- cross (adj) /krɒs/
- half-term (n) /hɑ:f 'tɜ:m/
- lead role /li:d ,rəʊl/
- loads of work /ləʊdz əv 'wɜ:k/
- long time no see /lɒŋ 'taɪm ,nəʊ ,si:/
- nauseous (adj) /'nɔ:ziəs/
- put on a musical /pʊt ɒn ə ,mju:zɪkəl/
- reckon (v) /'rekan/
- rehearse (v) /rɪ'hɜ:s/
- relieved (adj) /rɪ'li:vɪd/
- step out (phr v) /step 'aʊt/
- tedious (adj) /'ti:diəs/
- tutor (n) /'tju:tə/

EXTRA ACTIVITIES IN CLASS

- Individually, students think of one or two sentences to describe an idiom or phrase from the word list for Lessons 1C or 1F. They then say their sentence to a partner, who has to guess the idiom/phrase.

- Individually, students think of one word to describe an adjective from Lesson 1E and tell it to a partner, who has to guess it. They should try to use emotion when they are speaking, to help convey the meaning of the word, e.g. *Yippee!* (ecstatic).

- Students play *Taboo*. Put them in pairs and ask them to choose 8–10 words from the word list they would like to remember and write each word on a separate piece of paper. On the same piece of paper, they should write three more words which should not be used when giving a definition of that word.

- Join pairs together into groups of four and get them to put their cards in two piles face down on the desk. They take it in turns to pick one card from the other pair's pile and give a definition of the word on the card without using the 'taboo' words. If their partner guesses the word, they win a point. If not, or

- if the student giving the definition uses one of the taboo words, the card is 'burnt' and no points are scored. The pair with the most points at the end are the winners.

FURTHER PRACTICE

Workbook page 13/Online Practice

NEXT CLASS

Ask students to revise Unit 1.



VOCABULARY AND GRAMMAR

Exercise 1

- 1 hit it off
- 2 real bond
- 3 took to
- 4 laugh
- 5 strike up
- 6 pass on

Exercise 2

- 1 it hard to figure out
- 2 spell out your idea / spell your idea out
- 3 has pointed out
- 4 couldn't take in
- 5 bring about panic

Exercise 5

- 1 didn't you
- 2 Did he
- 3 will you
- 4 aren't I
- 5 had we
- 6 shall we
- 7 Have you

1 Complete the sentences with the words from the box. There are four extra words.

carry contact get across hit it off impression laugh pass on real bond strike up took to

- 1 We \_\_\_\_\_ right from the start. We talked all evening!
- 2 We created a \_\_\_\_\_, I felt like I'd known her for a year, not an hour.
- 3 I don't usually like someone immediately but I really \_\_\_\_\_ him.
- 4 My grandparents are really funny. We always have a good \_\_\_\_\_.
- 5 It's sometimes difficult to \_\_\_\_\_ a conversation at parties with people you don't know.
- 6 The canteen will be closed tomorrow. Can you please \_\_\_\_\_ the message to the others?

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold.

- 1 I found it hard to understand what the physics teacher was talking about. **FIGURE**  
I found \_\_\_\_\_ what the physics teacher was talking about.
- 2 You must explain your idea very clearly so he understands. **SPELL**  
You must \_\_\_\_\_ your idea so he understands.
- 3 Mary has drawn my attention to a problem. **POINTED**  
Mary \_\_\_\_\_ a problem to me.
- 4 I couldn't process so much information. **TAKE**  
I \_\_\_\_\_ all the information.
- 5 The arrival of aliens could cause panic. **ABOUT**  
The arrival of aliens could \_\_\_\_\_.

3 Choose the correct words to complete the text.

I'm a very good student, so I was really <sup>1</sup>ecstatic / (devastated) when I found out I'd failed an exam. I was really <sup>2</sup>livid / (down in the dumps) while my friends who had passed felt like they were walking on air! I genuinely felt <sup>3</sup>thrilled / heartbroken for them but at the same time I was <sup>4</sup>hazardous / (bewildered) as to why I hadn't passed. I was <sup>5</sup>exasperated / (worried sick) too as I had to tell my parents. Then the head teacher called me. She apologised and explained there had been a terrible mistake. I had come top, not bottom! What a weight off my <sup>6</sup>nerves / (mind).

4 Choose the correct words to complete the sentences.

- 1 I've been talking / talked on the phone all afternoon.
- 2 Urgh, that is sounding / (sounds) awful!
- 3 I am thinking / (think) that young people generally spend / are generally spending too much time on social media.
- 4 Nowadays, it's getting / it gets easier and easier to stay in touch with people.
- 5 I saw / was seeing a famous YouTuber yesterday while I shopped / was shopping.
- 6 When we arrived, Lucy had cooked / cooked dinner – it was ready on the table!
- 7 I've had / been having a phone for as long as I can remember.

5 Complete the mini-dialogues with a question tag or an echo question.

- 1 A I'm sure you felt stressed out, \_\_\_\_\_?  
B I sure did.
- 2 A He paid me a lot of compliments.  
B \_\_\_\_\_? That's nice!
- 3 A Don't tell anyone my secret, \_\_\_\_\_?  
B Of course not!
- 4 A I'm always making the same mistake, \_\_\_\_\_?  
B But you always correct yourself, which is great!
- 5 A We hadn't had such a good laugh for ages, \_\_\_\_\_?  
B Right! I really enjoyed myself.
- 6 A Let's go to the coast, \_\_\_\_\_?  
B That's a great idea!
- 7 A I think I've really hurt Sasha's feelings.  
B \_\_\_\_\_? Why don't you talk to her about it?

USE OF ENGLISH

6 Choose the correct words a-d to complete the text.

STRATEGY | Multiple choice

Read the complete text to have global understanding. Look for clues around each gap as the word before or after the gap may be part of a set phrase, e.g. *pay a compliment*.

Staying In touch

People <sup>1</sup>\_\_\_\_\_ recording information in the form of writing since ancient times. Latin, the language of religion, and French, the language of the rich and powerful, were the preferred languages in the Middle Ages in Europe. Subjects were usually connected to religion, trade and government, although historians have also <sup>2</sup>\_\_\_\_\_ across love letters people wrote to stay in touch in those times.

After the invention of the printing press in the mid-fifteenth century, books and documents in people's native languages became readily available. This, together with improvements in education and the spread of postal services in the nineteenth century, permitted families and friends to <sup>3</sup>\_\_\_\_\_ messages to each other by letter. <sup>4</sup>\_\_\_\_\_ contact was much easier than it had ever been.

In <sup>5</sup>\_\_\_\_\_ years, though, everything has changed. Mobile phones, emails and text messages are replacing letters. Why bother writing a letter when you can make small <sup>6</sup>\_\_\_\_\_ on the phone for very little cost? Most people would agree, however, that there is something very special about receiving a personal, handwritten letter.

- 1 a were b had been c have been d are
- 2 a been b gone c discovered d come
- 3 a convey b carry c write d receive
- 4 a Staying b Passing c Maintaining d Spreading
- 5 a last b recently c these d recent
- 6 a chat b speak c talk d conversation

Use of English > page 191

READING

7 Read the text. Match sentences A-G with gaps 1-6 in the text. There is one extra sentence.

- A Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.
- B Learning a foreign language has once again been given the importance it deserves.
- C It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English.
- D This was attributed to a mixture of cultural reasons and past government policies.
- E Perhaps students in the UK are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world?
- F Brazil, Russia, India and China are considered to be the main emerging economies, so it would seem to make sense to study one of the main languages spoken in these countries.
- G The vast majority of students at secondary school learn a foreign language, which is often English.

SPEAKING

8 In pairs, role play the situation below. Then change roles and do the task again.

STRATEGY | Role play

Read the task and note down some statements and questions you could use. Decide if you have to role play a conversation between friends or strangers and use appropriate formal or informal register. Remember to be polite and speak clearly.

Student A

You feel a classmate is ignoring you. You thought he/she was your friend and you are rather upset. Discuss the problem with Student B. Your goal is to find the best possible solution to the problem.

Student B

You are a friend of Student A, who shares a problem with you. Discuss the problem and suggest some solutions. Do your best to help. Use the phrases below to help you. You start first.

- *Is anything the matter? You look a bit down.*
- *You've got to be kidding me! Can you think of something you have done that might have upset him/her?*
- *Try and get it in perspective. Maybe he/she has problems and it isn't you at all.*
- *Why don't you have a serious chat with him/her?*

The next lingua franca

A recent study in the UK revealed that only about twenty-five percent of adults in the UK can hold a conversation in a foreign language. <sup>1</sup>\_\_\_\_\_ However, foreign language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important.

On the other hand, the situation in Europe is different. <sup>2</sup>\_\_\_\_\_ English is now a compulsory subject in many primary schools too. Fluency in a foreign language in general and English in particular is considered highly important for a student's future.

There are many reasons for this. Firstly, having a good command of a foreign language is a useful skill to include on a curriculum vitae and can help young people be successful in their chosen career. What's more, proficiency in a different language than your native one also makes travelling less stressful and fun! <sup>3</sup>\_\_\_\_\_ This is a great way of promoting global understanding too.

However, is English really as crucial as the large number of students of English would suggest? <sup>4</sup>\_\_\_\_\_ The question of which languages will dominate the future is a difficult one to answer. It really depends upon which future we are considering. Take the future of business, for example. <sup>5</sup>\_\_\_\_\_ Reports also suggest Arabic and Spanish will be important languages to do business in the future. This is all rather bewildering!

As far as travelling is concerned, Chinese is the most spoken language in the world today, but as it is rather complex and more unevenly geographically distributed, it isn't the ideal lingua franca. <sup>6</sup>\_\_\_\_\_ So, English as a vehicle of international communication would seem to be here to stay.

WRITING

9 Read this email you received from your English-speaking friend, Marianne.

Going to study in the USA!

Hi,  
How are you? I haven't seen you in ages. How are your studies going? Have you been doing anything exciting recently?  
Hey, I've got an offer of a place at university in the US! It'll be a great opportunity for me to get a degree in engineering from a top college, but it'll mean going abroad for a long time, and probably losing touch with all my friends here. I'm worried sick about this. @  
I'm really not sure what to do – have you got any advice for me?  
Take care,  
Marianne

Write your reply.

FURTHER PRACTICE

- Use of English, Student's Book page 191
- Class debates pages 268–269
- Self-assessment 1 and Self-check 1, Workbook pages 14–15/Online Practice
- Extra digital activities: Use of English, Reading, Listening.

ASSESSMENT

- Unit 1 Language Test (Vocabulary, Grammar, Use of English)
- Unit 1 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 1 Writing Test