

3 >>

What language would you least like to learn?

1 Listening

A Which way of learning a foreign language (photos a–d) have you found most effective / enjoyable? Why?

Well, I'm really into American sitcoms, but I'm not sure I've learned a lot of English from TV.

a



b



c



d



B 3.1 Listen to part of an English class. Which photo (a–d) best illustrates the way Bartek learned French?

Common mistake

don't think
I ~~think~~ learning grammar rules ~~isn't~~ effective. *is*

C 3.2 Listen to the second part. What can you infer about Bartek, Sylwia, and the teacher? Complete 1–5 with the correct names. Check in AS 3.2 on p.162. What sentences made you decide?

- 1 _____ doesn't read a lot in a foreign language.
- 2 _____ finds language learning a challenge.
- 3 _____ and _____ feel hard work is essential for language learning.
- 4 _____ connects emotionally to English online.
- 5 _____ thinks living abroad makes you almost feel like a native.

D Make it personal In pairs, discuss 1–4. How much do you have in common?

1 Which phrase best describes your experience learning English? Why?

a bumpy ride a necessary evil a whole new world Fun, fun, fun!

2 Are you more like Bartek or Sylwia? How much English have you learned through interaction? How about reading / listening for pleasure?

3 How much progress have you made in the past year in listening and speaking? Do you have any useful tips?

4 When did you first realise you could really speak English?

Well, at first I thought English was just a necessary evil. But now it's a whole new world.

I agree. As soon as I started understanding song lyrics, I was hooked!

Lesson Aims: Sts learn language to talk about their learning experiences.

Skills

Listening to a conversation between teacher and sts in an English class

Language

Describing learning experiences, e.g. *I picked it up naturally. My French is a bit rusty.*

Vocabulary

Learning expressions: *improve by leaps and bounds, pick something up, put a lot of effort into ..., rusty, out of your depth, get by, debatable*
Homographs, e.g. *record, command, suspect, progress*

Warmer

Board this question: *What are the eight languages most spoken in the world?* for sts to answer in pairs. Monitor and help with pronunciation. Classcheck. (Answers: English, Mandarin, Spanish, Hindi, Arabic, Portuguese, Russian, Japanese)

Ask sts the lesson title question: *What language would you least like to learn? Why?* Ask: *What languages have you tried to learn in the past? Which did you find easiest / most difficult? What language would you most like to learn? Why?* Have sts discuss the questions in pairs. Class feedback.

» Song lyric: See Teacher's Book p. 343 for notes about the song and an accompanying activity to do with the class.

1 Listening

A Focus on the photos. Ask sts how the people in the photos are learning. Try to elicit: a) studying alone, b) talking to native speakers / visiting the country, c) taking a course, d) watching TV shows in English. Ask: *Which ways have you tried? Which were the most effective / enjoyable?* Focus on the model in the speech bubble. Elicit other ways of learning a foreign language, e.g. reading newspapers / magazines, watching films / videos, downloading apps, studying grammar books, listening to songs.

B 3.1 Tell sts they are going to hear Bartek talking to his English teacher. Ask: *Which photo shows Bartek?* Play the audio, then get pairs to share all they understood. Ask: *How did Bartek learn French?* Elicit that Bartek spent a year in Paris working as an au pair, and learned French by speaking with native speakers. Ask: *What other language does he speak?* (Portuguese)
Class feedback. Ask sts if any of them have ever spent a long time in a foreign country. Ask: *Did you learn much of the language of that country? What were the most useful phrases?*

Answer

b

» See Teacher's Book p. 316 for Audio script 3.1.

Refer sts to the **Common mistake**. Ask sts how they would say this sentence in their own language. Then make it personal. Ask: *Do you agree with it?* Modify the sentence so it becomes true for you, e.g. *I don't think learning grammar rules is the most important aspect of learning a language. For me, it's listening and speaking.*

C 3.2 Have sts read sentences 1–5 before they listen. Play the second part of the audio. Sts fill in the blanks. Highlight the adjective *rusty*. Elicit or teach the meaning (not as good as it used to be because of lack of practice). Class feedback. Ask sts: *Which of the statements is true for you?* Have them change the other sentences so they are true, e.g. *No I isn't true for me. I read a lot in English.*

Answers

1 Bartek 2 Sylwia 3 The teacher and Sylwia
4 Sylwia Bartek

» See Teacher's Book p. 316 for Audio script 3.2.

D **Make it personal** Go through the phrases and elicit or teach the meanings (necessary evil is something you don't like that can't be avoided). Ask sts if there are similar expressions in their language. Elicit the opposite of *bumpy ride* (smooth road). In pairs, sts discuss questions 1–4. Focus on the models in the speech bubbles. Have sts swap partners and ask and answer the questions with their new partner.

Invite sts to share with the rest of the class what they have learned about their classmates' experiences of learning English, and what they have in common, e.g. *Erica says that learning English for her has been fun. We both love reading English novels.*

Optional activity

After sts discuss the questions in **D**, ask them to note down their five top tips for learning English. Put sts in pairs to share their ideas and agree on the five best tips. Put pairs into groups of four to repeat the process. Tell sts to imagine they are going to give a presentation to new learners of English to present their five tips. Sts present their ideas to the class.

2 Pronunciation: Stress in noun / verb homographs

A ▶ 3.3 Board the following words, and ask sts to write down two different meanings and pronunciations for each word: *close, house, lead, live, minute, read, row, tear, use, wind*. They can use a dictionary if necessary, e.g. *close* /kləʊs/ (adj) = near, *to close* /kləʊz/ (v) = shut; *house* /haus/ (n) = building you live in, *to house* /hauz/ (v) = to find a house for someone. Tell sts these words are called homographs; words which have the same spelling but different meanings and different pronunciation.

Tell sts that homographs (of two syllables or more) may have different stress patterns. Play the audio and have sts follow the rules and examples in their books. Have sts practise the pronunciation of the example words. Elicit other homographs which sts know.

Tip

When drilling words / phrases for pronunciation, as well as using the model on the audio, make sure you give sts a clear model yourself for them to repeat, and physically beat the stress with your hands or feet. This will allow them to see, as well as hear, how you are stressing the words.

B ▶ 3.4 Check understanding of the statements. Elicit the meaning of *go the extra mile* (make a special effort to achieve something). Ask them to mark the stress on the correct syllable (with a blob or underlining). Play the audio for them to check, then practise pronouncing the sentences in pairs.

You could play the audio again and ask sts to notice the schwa sounds, e.g. *I think you need to spend some time in an English-speaking country to have a really good command of the language*. Have sts practise saying the complete sentences, paying particular attention to the correct stress and the schwa sounds.

Ask sts which of the statements they agree / disagree with. Encourage them to justify their opinions. Refer them to the model in the speech bubble, as an example.

Answers

- 1 **command** 2 **suspect** 3 **progress** 4 **access**
5 **increase**

Tip

Before sts discuss which statements they agree / disagree with, give them some time alone to think about their reasons, and make notes if they want to. This will ensure they're more confident when they have the discussion and have more to say.

3 Vocabulary: Learning expressions

A ▶ 3.5 Go through teacher's responses a–g with the class. Elicit the meanings of the expressions highlighted in yellow. Encourage sts to try and guess those they don't know from the context.

Tell sts they are going to hear again some of things Sylwia and Bartek said in **1B** and **1C**. After hearing each one, they have to match them with one of the teacher's responses a–g. Play the audio. Check answers with the class.

Answers

- 1 f 2 b 3 d 4 a 5 e 6 c

» See Teacher's Book p. 316 for Audio script 3.5.

B Make it personal

1 Focus on the photos. Ask sts: *Which of these activities do you do?* Elicit *flute, easel, paint, spelling competition, play in an orchestra*. Tell sts they are going to role-play conversations with the people in the photos. Put sts in pairs. They can write out their role-plays together. Encourage them to use the expressions in **A**.

Weaker classes: Start sts off by writing the opening together, e.g.

A: *I had a great tennis lesson today. My serve is getting much better.*

B: *That's great. How long have you been playing?*

A: *I played when I was young, but haven't played for ages. I'm really rusty.*

B: *Are you enjoying it?*

A: *Yes, now I've joined the rusty rackets class, and I'm improving by leaps and bounds ...*

Sts read out their role-plays taking turns playing each role. Invite a few pairs to read out their role-plays to the rest of the class.

Optional activity

Tell sts that they should avoid naming the situation when they prepare their role-plays. When they are ready, sts perform their role-plays for the class, who guess which situation they are talking about.

2 Put sts in new pairs. Have them choose two subjects they have had experience of learning. Focus them on the models in the speech bubbles.

Have them share information about their learning experiences. Encourage them to use the expressions in **A**. Invite some sts to report back to the class anything interesting or surprising they learned about their partner.

» Workbook p. 13.

2 Pronunciation: Stress in noun / verb homographs

A ▶ 3.3 Read and listen to the rules and examples. Can you think of any other homographs?

Homographs are words that have the same spelling, but may be different in meaning or pronunciation. When the pronunciation isn't the same, nouns are stressed on the first syllable and verbs on the second:

I like to **record** (v) myself speaking English. My **record** (n) is a two-hour video!

But many nouns and verbs are pronounced the same:

My teacher **comments** (v) on my written work every week. Her **comments** (n) are very helpful.

B ▶ 3.4 Do you remember the stressed syllable in the bold words (1-5)? Listen to check. Which do you agree with?

- 1 I think you need to spend some time in an English-speaking country to have a really good **command** of the language.
- 2 I **suspect** you learn a language more easily when you're an extrovert.
- 3 If you're willing to go the extra mile, you can make a lot of **progress**, whether or not you're naturally good at languages.
- 4 Why do you need to live abroad when you can **access** the Internet and immerse yourself in a foreign language without leaving your home?
- 5 Reading for pleasure is the only way to **increase** your vocabulary.

I disagree with the first one. Remember how our teacher told us she'd never lived abroad.



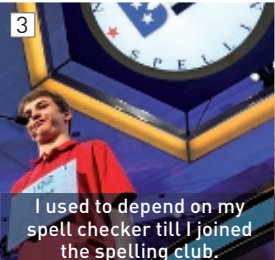

3 Vocabulary: Learning expressions

A ▶ 3.5 Listen to six conversation excerpts from 1B and 1C. After you hear a 'beep', match each one to the teacher's response (a-g). There's one extra. Continue listening to check your answers.

- | | |
|--|---|
| a <input type="checkbox"/> Yes, it's improved by leaps and bounds! | d <input type="checkbox"/> So your French is a bit rusty ... |
| b <input type="checkbox"/> You mean you picked it up naturally by talking to native speakers? | e <input type="checkbox"/> Well, it's natural to feel out of your depth sometimes. |
| c <input type="checkbox"/> Yes, I know you have! You've put a lot of effort into your work! | f <input type="checkbox"/> You mean you could get by ? |
| | g <input type="checkbox"/> That's debatable . |

B Make it personal Learning can be a bumpy ride!

1 In pairs, role-play conversations about these other learning experiences. Use learning expressions from A.

1 	2 	3 	4 
My serve is getting much better.	I really struggled when I first joined the orchestra.	I used to depend on my spell checker till I joined the spelling club.	I've worked very hard on this painting.

2 Choose at least two topics. Share true information. End by answering question 1 in 1D.

art maths music spelling sport

I've started playing the violin again. I was really rusty, but I've been putting a lot of effort into my technique.

That's fantastic! Are you enjoying it?

In a way I am. It's a whole new world.

3.2 Are you into tweeting?

4 Language in use

A ▶ 3.6 What are the blue words in the tweets called? How can they help you search for information? Listen to the start of a talk on digital literacy and check your answers.

I think you can search by typing ..., both in Twitter and other applications like ...

B ▶ 3.7 Listen to the second part. Complete a student's notes.

Reasons to use hashtags:

- Stronger messages, which reflect your ¹ _____ and ² _____ identity.
- Gives your message a humorous ³ _____
- Easier to express non-verbal ⁴ _____.
- Political and ⁵ _____ significance.
- A clearer sense of belonging to a larger ⁶ _____.

C ▶ 3.8 Guess the problems (a–c) for the hashtags (1–3) in A. Listen to check.

- a It's hard to read. b It doesn't offer new information. c It assumes you agree.

D Make it personal What do you think of hashtags?

1 ▶ 3.9 **How to say it** Complete 1–6 with the words in the box. Listen to check.

extent mildly respects say speak will

Making your attitude clear

What they said	What they meant
1 Hashtags let you search by topic, which, to a certain _____, filters out some of the less relevant results.	This is only partially true.
2 Hashtags are an integral part of online communication – and, in some _____, of our culture at large.	
3 What a hashtag can do is give your text more colour and depth – like a clever punchline, if you _____.	I'm speaking figuratively.
4 They're just noise so to _____, and, honestly, why people use them is beyond me.	
5 This hashtag is confusing to _____ the least, and how it can help the reader isn't clear.	It's worse than I'm suggesting.
6 Personally, I find that tweet a bit lame – to put it _____ – but that's beside the point.	

2 In groups, discuss a–d.

- a Do you find hashtags helpful? How often do you use them?
- b How would you improve the hashtags (1–3) in A?
- c How important is it for you to get lots of likes and retweets?
- d What point is the cartoon trying to make? Do you agree?



I think the people in the building are all trying to pass the responsibility to someone else!

I don't really agree. In the digital age ...

Lesson Aims: Sts learn language to talk about types of communication through social media.

Skills

Listening to a professor talking about hashtags
Reading a text about slang terms

Language

Making your attitude clear, e.g. *This hashtag is confusing to say the least.*

Vocabulary

Slang words and expressions, e.g. *doll up, dough, swanky, What's eating you?*
Expressions for making your attitude clear: *to a certain extent, in some respects, if you will, so to speak, to say the least, to put it mildly*

Grammar

Information-focus clauses, e.g. *How often people post increases their influence.*

Warmer

Ask the lesson title question and sts to raise their hands if they have a Twitter account. Ask: *If you tweet, what topics do you tweet about? How many followers do you have? How many people do you follow on Twitter? How much time do you spend a day tweeting or following other people's tweets? Do you think it is a useful form of social media? Why / Why not?* Have sts discuss these questions in pairs, then open up to a class discussion.

Tip

This type of activity is common in many exams. A good way to help sts prepare for it is to ask them to predict not only *what* information they expect to hear in each blank, but what *kind* of information they expect to hear, e.g. in 1 and 2, we'd expect to hear an adjective. Go through the blanks in this way before sts listen and elicit what kind of information they expect to hear.

4 Language in use

A ▶ 3.6 Focus on the tweets. Elicit the significance of the reference to Pinocchio in the 3rd tweet (he was a wooden puppet in a children's novel whose nose grew longer every time he lied). Ask: *Do you think the tweets are funny / interesting?*

Elicit the answers to the questions in the Student's Book: *What are the blue words called? How do they help you search for information?*

Answers

Hashtags. They let you search by topic, which helps filter out some of the less relevant results.

» See Teacher's Book p. 317 for Audio script 3.6.

Optional activities

- Before class, look up some common hashtags and find an example of a tweet for each. Board the hashtags and read out the tweets in a different order. Ask sts to guess which hashtags were used with each tweet.
- Ask sts to use their mobile devices to look up some common hashtags, and share them in small groups.

B ▶ 3.7 Focus on the title of the notes. Elicit reasons why we use hashtags. Ask sts to read the notes. Can they guess any of the missing words? Play the audio for them to check. Classcheck.

Answers

1 personal 2 professional 3 twist 4 emotions
5 social 6 community

» See Teacher's Book p. 317 for Audio script 3.7.

C ▶ 3.8 Sts match the problems a–c with the hashtags in A. Classcheck.

Stronger classes: Ask sts to think of their own hashtags for the tweets in 4A. In pairs, ask them to compare their hashtags. Class feedback. Have sts vote on the best hashtags.

Answers

a 2 b 1 c 3

» See Teacher's Book p. 317 for Audio script 3.8.

D Make it personal

1 ▶ 3.9 Have sts read the text in the 'What they said' column and complete the highlighted expressions. Play the audio for sts to check their answers. Classcheck.

For pronunciation practice, you could play the audio again pausing after each expression, and ask sts to repeat, paying particular attention to the stress patterns.

Stronger classes: Cover the 'What they meant' column, and ask sts to write their own definitions.

Answers

1 extent 2 respects 3 will 4 speak 5 say 6 mildly

2 Put sts in groups of three or four to discuss the questions. Before they start, elicit what 'likes' and 'retweets' are. Give sts five minutes to discuss the questions. Classcheck by asking a spokesperson for each group to summarise their conclusions. Class feedback. Ask: *Did you mostly agree / disagree?* Focus on the cartoon. *Do they think it's funny / common / sad?* Ask: *Has anyone had any similar experiences?*

5 Grammar: Information-focus clauses

A Explain that we use information-focus clauses when it is difficult to refer to something by using a noun group. The clause begins with a question word and can be used as a subject or object. Have sts read the grammar box. Check they understand the example sentences. Sts tick the correct rules. Refer them to **4D** and elicit three more examples. Ask sts: *Does this work in a similar way in your language?*

Answers

1 active or passive 2 singular or plural

Examples from **4D**

What a hashtag can do is give your text more colour and depth ...

... why people use them is beyond me.

... how it can help the reader isn't clear.

Stronger classes: Ask sts to think of, and write, a further example sentence for each type in the box.

» Refer sts to the **Grammar expansion** on p. 142.

B Ask: *Do you use emoticons? How often?* For fun, ask sts to draw as many emoticons as they can in 60 seconds, with the adjective it portrays next to it, e.g. ☹ sad. Ask: *Who has drawn the most emoticons? Who has the most unusual one?*

Refer sts to the emoticons in the text in **B**. Ask: *What do you think these mean?* Sts read the text and correct the errors. Peercheck. Classcheck.

Answers

... but what **it is** meant to be **is** a sweat drop

Why they **decided** to make it look like an angry bull **remains** a mystery

Refer sts to **Common mistakes**. Ask: *Are these and the ones in the text the types of mistakes you have made?* Have them rephrase the sentences to make them true about people they know, e.g. *How my grandmother managed to bring up six children, I'll never know!*

Stronger classes: Books closed. Board the incorrect sentences and ask sts to correct them.

C Elicit the meaning of *old-fashioned* (the opposite of modern / contemporary) and drill it, plus *make a comeback* (return) and *slang* (words or expressions that are very informal). Exemplify all three by asking: *Who has made a comeback recently? What slang words do you know in English?* (e.g. an 'emo' is a drama queen, 'my bad' means I was wrong, 'frenemy' is a combination of friend and enemy, someone who appears to be your friend but is also antagonistic towards you).

Sts do the rest of the activity on their own. Peercheck. Classcheck. Ask: *What old-fashioned slang terms do you like in your language?*

Answers

1 how long it will last no one knows.

2 what it means is to 'get dressed up'

3 how friends would react if I said this is a mystery

4 When it originated might / will surprise you

5 whether it really is people can / will / should decide for themselves

6 Where exactly I heard this for the first time I can't / don't remember

» Song lyric: See Teacher's Book p. 344 for notes about the song and an accompanying activity to do with the class.

D Make it personal Have sts read through the questions. Put them in groups of three or four to discuss. You could ask them to make a list of the 10 most frequently-used slang words within their group.

Class feedback. Ask: *Does your group use slang a lot?*

What are your group's most frequently-used slang words?

Discuss where sts think new slang expressions come from and how long they last.

For homework or in class, ask sts to search online for the latest English slang expressions, e.g. *to be bent on doing something* (to be determined to do something). In the next lesson, have them share their favourites.

Tip

A common error is to use the word *slang* in the plural e.g. *I don't use many slangs*. Make sure sts know that *slang* is uncountable, e.g. *I don't use much slang*. To make it countable, we can say *slang words* or *slang expressions*.

» Workbook p. 14.

5 Grammar: Information-focus clauses

A Read the grammar box and tick (✓) the correct rules. Then underline three more examples in 4D.

Information focus: subject and object clauses

To prepare the listener for new information, we sometimes use a subject clause:

Subject	How often people post	increases their influence.
	What she did to simplify her life	was (to) unfollow lots of people.

To explain something further, we can use an object clause:

Object	Why my writing is unclear	I'm not really sure.
	Whether slang should be used	we think is a question of personal style.


1 The verb in the information-focus clause can be active passive active or passive.


2 The verb starting the main clause is singular plural singular or plural.

» Grammar expansion p.142

B Correct two errors in each sentence. Can you think of any other ambiguous emoticons?

TWO POPULAR EMOTICONS YOU MIGHT BE USING WRONG!

 Many people assume this is a tear drop, but what it meant to be are a sweat drop that shows you're stressed out. I spent years misusing this one!

 This one's used to convey triumph rather than anger. Why did they decide to make it look like an angry bull remain a mystery!

Common mistakes

How ~~does~~ my sister ^{manages} ~~manage~~ to be so funny I'll never understand!

Why Bob has so many followers ^{remains} ~~remain~~ a mystery.

C Write sentences with information-focus clauses using the prompts 1–6. Use the correct tense and verb form, and add words, as needed.

4 old-fashioned slang terms I wish would make a comeback!

The thing about slang is that it's unpredictable. A new word or expression may catch on quickly, but ¹[how long / last / no one / know]. It may disappear in a year or two or stick around for decades. Here are four old-fashioned slang terms you might still hear:

1 DOLL UP: I love this one! You might think it has to do with dolls, but ²[what / mean / be / 'get dressed up'], as in 'I got all dolled up for the party.' Now, ³[how / friends / react / if / say this / mystery!]

2 DOUGH: Slang words for 'money' come and go, but 'dough' is my favourite. ⁴[When / originate / surprise you]: The first printed records date back to the mid 1800s!

3 SWANKY: If you describe something as swanky, you're saying it's expensive and fashionable. ⁵[Whether / really / be / people / decide / for themselves].

4 WHAT'S EATING YOU? This one means 'What's bothering you?' ⁶[Where exactly / hear / first time / not / remember]. It might have been in a film. Or maybe my grandfather used it.

D Make it personal In groups, discuss 1–3.

- 1 What are the most popular slang terms at the moment where you live?
- 2 How much slang do you use? When? Where? Why?
- 3 Do your parents / grandparents / children ever use slang you don't recognise?

Have you heard the expression ...?



3.3

Can someone learn to be a good speaker?

6 Reading

A In pairs, how do you feel when you have to speak in front of a group of people?

I feel kind of self-conscious, but I never panic.

Lucky you! I usually start to sweat and forget what I was about to say.

B Read the first paragraph. Predict at least three strategies the article might give for overcoming nervousness when speaking to a group. Continue reading to check. Were your ideas mentioned?



Better Public Speaking:

Becoming a Confident, Compelling Speaker

BY MINDTOOLS.COM

1 Whether we're talking in a team meeting or presenting in front of an audience, we all have to speak in public from time to time. We can do this well or we can do this badly, and the **out**come strongly affects the way that people think about us. The good news is that, with **thorough** preparation and practice, you can **over**come your nervousness and perform **excep**tionally well. This article explains how!

2 **Plan appropriately:** Think about how important a book's first paragraph is; if it doesn't grab you, you're likely going to put it down. The same principle goes for your speech: from the beginning, you need to **in**trigue your audience. For example, you could start with an interesting statistic, headline, or fact that **per**tains to what you're talking about and **re**sonates with your audience. You can also use story telling as a powerful opener.

3 **Practice:** There's a good reason that we say, 'Practice makes perfect!' You simply cannot be a confident, **comp**elling speaker without practice. If you're going to be delivering a presentation or prepared speech, create it as early as possible. The earlier you put it together, the more time you'll have to practise. Practise it plenty of times alone, using the **re**sources you'll rely on at the event, and, as you practise, tweak your words until they flow smoothly and easily.

4 **Engage with your audience:** When you speak, try to engage your audience. This makes you feel less **is**olated as a speaker and keeps everyone involved with your message. If **app**ropriate, ask leading questions targeted to individuals or groups, and encourage people to participate and ask questions. Also, pay attention to how you're speaking. If you're nervous, you might talk quickly. This increases the chances that you'll trip over your words, or say something you don't mean. Force yourself to slow down by breathing deeply. Don't be afraid to gather your thoughts; pauses are an important part of conversation, and they make you sound confident, natural, and authentic.

5 **Cope with nerves:** How often have you listened to or watched a speaker who really messed up? Chances are, the answer is 'not very often'. Crowds are more **int**imidating than individuals, so think of your speech as a conversation that you're having with one person. Although your audience may be 100 people, focus on one friendly face at a time, and talk to that person as if he or she is the only one in the room.

6 **Watch recordings of your speeches:** Whenever possible, record your presentations and speeches. You can improve your speaking skills **dra**matically by watching yourself later, and then working on improving in areas that didn't go well. Are you looking at the audience? Did you smile? Did you speak clearly at all times? Pay attention to your gestures. Do they appear natural or forced? Make sure that people can see them, especially if you're standing behind a **pod**ium.

7 If you speak well in public, it can help you get a job or promotion, raise awareness for your team or organisation, and **edu**cate others. The more you push yourself to speak in front of others, the better you'll become, and the more confidence you'll have.

Lesson Aims: Sts learn vocabulary to talk about speaking in public, and read about how to become a better public speaker.

Skills

Reading an article about becoming a better speaker

Language.

Talking about how you feel, e.g.
I feel kind of self-conscious.
I start to sweat.

Vocabulary

Expressions with *word*: *word of mouth, keep your word, spread the word, take back your words, get a word in edgewise, have the final word.*

Warmer

Ask: *When did you last get really nervous? What did you do to try to calm your nerves? Did it work?* Then give sts in pairs five minutes to prepare a two-minute presentation on 'Learning a foreign language'. Ask four or five sts to give their presentations to the class. Ask: *How did you feel?* Ask the rest of the class: *Did they look nervous / confident? What did you notice about their body language?*

Focus on the lesson title question. Ask sts to discuss the question and explain their opinion. Class feedback.

Tip

With longer texts like this one, it's important to set time limits so sts don't read too slowly, and to break it up, both to check comprehension and make the class far more interactive, but also to lessen the differential between stronger sts – who will get to the end faster – and weaker sts, who won't. A great activity requiring no preparation is to cover the text with a sheet of paper and have sts uncover and read it one line at a time in pairs. When they reach the end of the first line, they predict the first word / phrase in the next line, then carefully uncover it so they see only the next line to check. They can repeat this procedure for the whole of the first paragraph, or even the whole text, either as a first or second read activity, or for review another day. You can even have sts award themselves a point for each correct guess, then feedback their scores afterwards!

6 Reading

A Refer sts to the photo and get them to speculate about her: her age, nationality, where she might be, etc. Ask: *What is the girl doing? How do you think she feels? Does she seem nervous / confident? How can you tell?* Ask sts to discuss in pairs how they feel when they speak in front of a group. Focus on the examples in the speech bubbles. Elicit or teach the meaning of *self-conscious*.

Weaker classes: Elicit adjectives sts can use and board them, e.g. *anxious, panicky, stressed, apprehensive, tense, embarrassed, uncomfortable*.

Optional activity

Search online for a video of a good public speaker. Ask sts to watch it and, in pairs, discuss their body language. You could tell them to turn the sound off to make them focus more on the body language. Have them write five tips on 'good body language' and what body language to avoid when doing a presentation.

B Refer sts to the title of the article and the first paragraph. Ask them to predict three strategies they think will be mentioned. Sts read quickly to see if they guessed correctly. The aim of this task is to have sts read for gist, so give them a time limit. Encourage them not to stop for words they don't know.

Highlight the following new words and elicit or teach the meanings: *pertains* (is related to), *tweak* (change slightly), *engage* (capture the attention of), *leading questions* (questions which prompt the answers wanted), *messed up* (failed or did something really badly).

C ▶ 3.10 Have sts read sentences 1–5 carefully before they listen. Play the audio while sts follow the text in their books. Pause after each paragraph to break it up and for sts to work in pairs rather than alone. This way, they say much more and you get more feedback as to how much each of them has understood. Sts answer T or F, and underline the evidence in the text. Classcheck, have them repeat the words with pink stress, then play the next paragraph. Elicit their reactions both to the text and the activity to find out if they enjoyed reading it, how difficult / interesting it was, etc.

Answers

- 1 T (The same principle goes for your speech: from the beginning, you need to intrigue your audience.)
- 2 T (There's a good reason that we say, 'Practice makes perfect!' / Practise it plenty of times alone)
- 3 F (When you speak, try to engage your audience. This makes you feel less isolated as a speaker and keeps everyone involved with your message.)
- 4 F (...focus on one friendly face at a time, and talk to that person as if he or she is the only one in the room)
- 5 T (You can improve your speaking skills dramatically by watching yourself later, and then working on improving in areas that didn't go well.)

D Sts scan the text to find words 1–5. Peercheck. Classcheck.

For further vocabulary practice, ask sts each to find three more new words in the text. Have them look up the words in a dictionary and find a synonym for each.

Answers

- 1 outcome 2 thorough 3 grab 4 compelling 5 gather

Optional activity

Before sts scan to find the words, ask them to go online and find possible synonyms for each word. Elicit their answers and board them. After they have found the words in the text, check off any that were on the board, and discuss which of the other words on the board could be used in the text instead.

E Make it personal Ask: *What type of people do you see speaking in public?* Prompt them if necessary (sports people, e.g. football managers, politicians, professors, teachers, grooms at a wedding). *When did you last see someone speak in public? Where was it? What was the occasion?*

Have sts discuss the questions in groups of three or four. For question 1 they could also include other public speakers they see (not just on TV). Ask: *Which foreigners sound good / awful speaking in your language?* (e.g. football players!) Class feedback.

7 Vocabulary: Expressions with word

A For fun, do this as a race. Ask sts to find the word as quickly as they can and raise their hand. Elicit the literal meaning of *trip over* (to fall over something), and elicit a sentence, e.g. *I tripped over someone's suitcase at the airport, and twisted my ankle.*

Answer

trip over your words

» Song lyric: See Teacher's Book p. 344 for notes about the song and an accompanying activity to do with the class.

B Focus on the cartoon. Ask: *What's the message? What does 'get a word in edgewise' mean?* (meaning find it hard to contribute to a conversation because the other speaker talks incessantly). *Do you find it funny? Does it remind you of anyone you know?*

Ask sts to look first at the authors of the quotes. Have they heard of any of them? They may at least know Martin Luther King, Jr. (African-American Civil Rights leader assassinated in Memphis in 1968).

Then sts read the quotes. Ask them to work out the meanings of the highlighted expressions from the context. Peercheck or have them check in a dictionary. Classcheck. Ask sts if there are similar expressions in their own language. Elicit other expressions with *word*, e.g. *give your word, not breathe a word, be at a loss for words, eat one's words, hang on s.o.'s every word.*

Answers

- 1 *by word of mouth* just means 'by talking'.
- 2 *Keep your word* means to always do what you promised.
- 3 *Spread the word* means to communicate the message to a lot of people.
- 4 *take back your words* means to change your mind about what you said.
- 5 *get a word in edgewise* means to be able to contribute to a conversation when the other person is speaking incessantly
- 6 *to have the final word* means to win the argument or make the final decision so this means that these will be the most important factors

Optional activity

To check understanding of the quotes, ask sts to rewrite them in their own words, paraphrasing where possible. Sts then read out their sentences in random order to a partner, who guesses the original quote.

C Make it personal Ask sts which quotes they agree with. For homework, ask sts to search online and try to find other quotes containing expressions with *word*. Have them share them with the class in the next lesson.



» Workbook p. 15.

3.4 What's the ideal age to learn a language?

8 Listening

A In pairs, what advantages can you imagine to growing up bilingual?



Well, a big plus is that you can communicate with more people.

B   3.11 Guess the true statements. Then listen to / watch speech pathologist Caroline Erdos to check.

- 1 Bilingual children solve problems more easily.
- 2 Later in life, bilinguals are less likely to develop Alzheimer's disease.
- 3 There must be only one language at home and one at school.
- 4 It's natural for children to mix languages, even when the parent doesn't understand both.
- 5 Bilingual children learn to speak a bit later than monolingual children.
- 6 Special-needs children with language difficulties should remain monolingual.
- 7 To become bilingual, children need to be exposed to proficient speakers at least 30% of the time.




Caroline Erdos

C   3.11 Listen / Watch again. In pairs, correct the false statements in B. Any surprises? Which facts seem the most logical?

I was really surprised by number ... because I thought ...

9 Language in use

A  3.12 Read the discussion forum for people raised bilingual, and put 1–4 back into the posts. Listen to check. There's one extra sentence.

- 1 Having studied Italian informally, I've now learned the grammar
- 2 Taught in both languages, I felt I was always in close contact with my roots
- 3 Living in a city like Rio, though, I still use my German every now and then, too
- 4 Maybe that's why, when talking to my mom, I find it hard to discuss very abstract ideas

B Make it personal In pairs, answer 1–4. Any interesting stories?

- 1 Do you know anyone who grew up bilingual?
- 2 If you know bilingual people, do they mix languages? Do they switch easily from one to the other?
- 3 Do you think bilinguals have a favourite language? Do they think mainly in one?
- 4 Do you agree with the video that bilingualism has only advantages?

I'm not sure I agree with number 4. I knew this guy who couldn't speak either language well.

But did he have enough input? Remember the video said that ...



Anita

Having been raised in Brazil by an Australian mother and German father, I learned how to navigate between languages comfortably from a very early age. Today, I use both Portuguese and English at work. _____, even if it's only to help tourists with directions and things like that.



Fred

I grew up in Chicago, speaking English with my dad and Italian with my mom, almost exclusively. When I went to school, my English surpassed my Italian, of course. _____ My conversations with Dad, on the other hand, tend to be more profound – unless, of course, I switch to English with Mom.



Marco

Growing up in a multicultural home in Buenos Aires, I've always cherished my heritage. My mother is Argentinean, and my dad is American. We spoke both English and Spanish at home, and when I was six, my parents enrolled me in a bilingual school. Looking back, it was the best thing they could have done. _____

Lesson Aims: Students learn how to use participle clauses to express result, time, and reason, and perfect participles.

Skills

Listening to speech
language expert talking
about bilingualism
Discussing sts' own
learning experiences

Language

Expressing reasons in the
past, e.g. *Knowing some
English, I never have trouble
getting by.*

Vocabulary

*bilingual, monolingual,
proficient, input*

Grammar

Using participle clauses, e.g. *When driving
to work, I used to listen to audio books.*
Perfect participles, e.g. *Having played the
trombone when I was younger, I already
knew ...*

Warmer

Ask sts the lesson title question: *What's the ideal age to learn a language? Ask: When did you start learning English? Do you think it is easier to learn a second language when you are older or younger? What do you think most influences second language learning? Do you think some people find it easier than others to learn a language? Have sts discuss these questions in groups.*

8 Listening

A Ask: *Do you know anyone who is bilingual? Which languages do they speak? Which language do they speak at home / with their parents / with their siblings?*

In pairs, sts discuss the advantages of being bilingual. Class feedback. Ask: *Do you think there are any disadvantages?*

Optional activity

As an alternative, before class, board the following statements in random order:

- I have developed better cognitive abilities.
- I will delay dementia in old age.
- I find it easier to learn other languages.
- It can be difficult to express myself in only one language.
- I sometimes have issues with identity.
- I'm never sure which team to support in the Olympics.
- I make up words and expressions.

Put sts in pairs and ask them to decide if each one is an advantage or disadvantage of being bilingual, and also if they agree / disagree with the statement.

B **3.11** Have sts read the statements carefully. Ask them which they think are true. Play the video for them to check their guesses.

Answers

1 T 2 F 3 F 4 T 5 F 6 F 7 T

See Teacher's Book p. 317 for Video script 3.11.

C **3.11** Play the video a second time and have sts correct the false statements. Classcheck. Ask: *Which of the statements do you find surprising / most interesting?*

Answers

- 2 They will develop Alzheimer's disease later than those who are monolingual.
- 3 One can choose the formula one wants ...
- 5 Bilingual children learn to speak around the same time / age as monolingual children.
- 6 Bilingualism does not further exacerbate any language difficulties a special-needs child has.

9 Language in use

A **3.12** Before sts do the reading task, ask them to skim the texts and write down which languages Anita, Fred, and Marco speak. Ask: *How many languages do they speak between them?*

Tell them to re-read the texts, and put the sentences in the correct blanks. Play the audio for them to check. Highlight the words *surpassed, profound, heritage, and enrolled*, and model and drill pronunciation.

Answers

Anita: 3 Fred: 4 Marco: 2

Stronger classes: Ask sts to cover up sentences 1–4. Ask them to read the paragraphs and think about the missing information, then listen to the recording and write the missing sentences.

B Make it personal Refer sts to the example in the speech bubble. Have them discuss questions 1–4 in pairs, then open up to a class discussion. Ask: *If you could be bilingual, which languages would you choose? Why?*

In the video, Caroline Erdos says, 'Worldwide there are more individuals who are bilingual than monolingual.' Ask sts if they are surprised by this. Discuss which parts of the world have a lot of bilingual speakers, e.g. Switzerland has four official national languages (German, French, Italian and Romansh), and many Swiss people speak a combination of two of these. Ask sts to research other multilingual countries, and find out which countries have the most bilingual speakers, either in class or for homework. Have sts pool their information in groups, and share their findings with the rest of the class.

10 Grammar: Using participle clauses

Tip

Try to begin with and link the grammar box to a participle clause song lyric they may know, e.g. Abba's *Knowing me, knowing you, ah-ha, there is nothing we can do*, and its use (reason). This ought to help them remember it, as they know it already!

A Go through examples 1–4 in the grammar box with the class. Have sts translate the sentences into their language. Ask: *What are the similarities / differences between your language and English?* Sts tick the correct rules. Peercheck. Classcheck.

Answers

a present or past b subject c either active or passive

» Refer sts to the **Grammar expansion** on p. 142.

B Do the first one together as an example. Ask sts to choose the correct meanings for b, c, and d. Peercheck. Classcheck. Sts then rephrase the participle clauses in 9A.

Weaker classes: Rephrase the participle clauses 1–3 together on the board. Note that there may be more than one possible answer.

Focus on the **Common mistake**. Ask sts to explain the error (*my time* is not the subject of the participle clause). Ask: *Is this a mistake you might make if you translated from your language?*

Answers

1 know 2 grew up 3 drove 4 is

Possible answers

- 1 Because I studied Italian informally, ...
- 2 I was taught in both languages, so I felt ...
- 3 As I live in a city like Rio, though, I ...

» Song lyric: See Teacher's Book p. 344 for notes about the song and an accompanying activity to do with the class.

C Focus on the text. Discuss the meaning of the title: *The apple doesn't fall far from the tree*. Explain that this is an idiom meaning children are like their parents. Ask them if there is a similar idiom in their language. You could also teach them *He / She's a chip off the old block*, another idiom, meaning he or she is similar in character to their parents.

Ask: *Which of these musicians have you heard of? Do you know any songs by them?*

Have sts complete 1–5. Remind them that the participle clause can be passive or active. Elicit the meaning of *crooner* (typically a male singer who sings sentimental

songs in a soft, low voice). Peercheck. Classcheck. Ask: *Which of the facts do you find most interesting?*

Weaker classes: Before sts do the task, check they know the past participles of the verbs in the box.

Answers

- 1 Watching 2 Inspired 3 Beginning 4 Winning
- 5 Educated

D Read **Perfect participles** with the class. Point out that the verb in the second clause is always in the past simple. Sts do the task individually. Peercheck. Classcheck.

Tip

Perfect participles are more common in written English than spoken English.

Answers

- 1 (After) Having watched 2 (After) Having been inspired
- 3 (After) Having begun 4 (After) Having won
- 5 (After) Having been educated

E Make it personal Give sts a few minutes to read the questions and make notes of the answers. Put them in groups of three and have them share their answers. Refer them to the model in the speech bubble. Encourage them to use participle clauses.

Classcheck by asking sts to report back something interesting they learned about their classmates.

Optional activity

Ask sts to imagine they are in their 80s, looking back on their lives. Sts write a paragraph describing their (fictional) achievements, and where they picked them up from. Encourage them to be as imaginative as possible! When they have finished, display their texts around the class, and ask sts to walk around and read them, then choose their favourite.

» Workbook p. 16.

10 Grammar: Using participle clauses

A Read the grammar box and tick (✓) the correct rules (a–c).

Participle clauses to express result, time, and reason	
1 Knowing some English,	I never have trouble getting by.
2 Growing up in a family of artists,	Gwen eventually became an actress.
3 When driving to work,	I used to listen to audio books.
4 Supported by his parents,	Ben is in no hurry to find a job.

Participle clauses, which are very common in written English ...

a describe the **past** **present or past**.

b refer to the **subject** **object** of the main sentence.

c are **always active** **either active or passive**.

Grammar expansion p.142

B Choose the correct meaning (a–d) for the example sentences (1–4) in the grammar box. Then rephrase the participle clauses 1–3 in **9A** beginning with a conjunction, too.

- a As I [**know / knew**] some English, I ...
- b She [**grew up / is growing up**] in a family of artists, so ...
- c When I [**drive / drove**] to work, I ...
- d Because he [**is / was**] supported by his parents, he ...

Common mistake


I spent a lot of time writing
 Growing up as an only child, ~~my time was spent~~ writing.

Participle clauses must have a clear subject: Your time didn't grow up – you did.

C Complete 1–5 with participle clauses, using the verbs in the box.

begin educate inspire watch win

The apple doesn't fall far from the tree



- 1 _____ her mother perform across the globe for decades, singer and actress **Liza Minnelli** went on to become one of the world's most successful entertainers.
- 2 _____ by his grandfather's collection of jazz records, crooner **Michael Bublé** decided he wanted to become a singer at a very early age.
- 3 _____ his musical career at the age of five with a story on Yoko Ono's 1981 album, *Season of Glass*, **Sean Lennon** went on to become a musician and singer in his own right.
- 4 **Laila Ali**, daughter of world champion Muhammad Ali, became a professional boxer at age 18. _____ all the fights she ever took part in, **Laila Ali** retired from the ring in 2007.
- 5 _____ in Miami from the age of seven, **Enrique Iglesias**, son of Spanish singer Julio Iglesias, sings in both Spanish and English.

D Read *Perfect participles*. Then rephrase 1–5 in **C**.

Perfect participles

You may use a perfect participle to emphasise that an action happened before another one:
Having played the trombone when I was younger, I already knew how to read music.
After having left university, I started looking for a job in my field.

E Make it personal In groups, answer 1–3. Any interesting stories?

- 1 List a few of your special skills, talents, and accomplishments.
- 2 Which did you pick up mostly from your (a) family, (b) friends, (c) teachers?
- 3 Do you know anyone with a special talent that became clear early in life?

Yes, my nephew started writing music when he was just 12. Growing up in a musical family, he was exposed to music all the time.

» 3.5 What can't you learn through practice?

11 Listening

- A** ▶ 3.13 Listen to part one of a conversation between two friends, David and Paula. In pairs, answer 1-2.
- 1 What did the musician do during the concert?
 - 2 Why did he do it?
- B** ▶ 3.14 Listen to part two. Then tick (✓) Paula's advice, a or b. Do you agree with her reasons?
- 1 a Think about your audience during a performance. You need to be concerned with people's reactions.
b Don't worry too much about your audience. People tend to be more accepting than we give them credit for.
 - 2 a Don't try too hard. It will just make you nervous.
b Try to do the best you can. It's important to be good, but within reasonable limits.
 - 3 a Don't focus on talent. Learning is mainly motivation and practice.
b Consider if you have talent. If not, choose something else to learn.
- C** ▶ 3.15 Fill in the missing words in these expressions. Listen to check.
- 1 Practice makes _____, remember?
 - 2 I really have my _____ about my playing! I can't even _____ to imagine giving a concert.
 - 3 You're setting yourself impossibly high _____.
 - 4 Don't go to the other _____. You need to hit a middle _____.
 - 5 Do your very _____, but don't worry about being perfect.
 - 6 Do you think I could learn to ski if I put my _____ to it?
 - 7 Yeah, I do. Why not give it a _____?



12 Keep talking

- A** Choose or invent something you've been unable to learn. Think about these questions:
- 1 Why did you have trouble learning it?
 - 2 How often / hard did you try?
 - 3 Might you give it another shot in the future?
 - 4 What would you do differently?
- B** In groups, take turns presenting your problem for the others to offer advice. Use the expressions in 11C and those below.

In addition to ..., you might want to ... Have you thought about ...?
You might not ..., but you can still ...

I've been unable to learn how to swim! I can't even begin to imagine being in the deep end of the pool. Maybe you can give me some advice.

Have you thought about relaxation techniques? Maybe you're scared.



"I CAN'T READ BUT I HAVE EXCELLENT TV VIEWING SKILLS."

Lesson Aims: Sts listen to some friends discussing the pressure of performing, and learn to write an expository essay.

Skills

Listening to friends talking about performing before an audience
Writing an expository essay using participle clauses and linking time words

Language

Talking about practice and setting goals, e.g. *I could learn to ski if I put my mind to it. Why not give it a shot?*

Vocabulary

do your best, put your mind to it, give it a shot, practice makes perfect, have your doubts, not begin to ..., set (high) standards

Grammar

Using participle clauses in an essay

Warmer

Ask sts the lesson title question: *What can't you learn through practice?* To help them answer this question, ask sts to write a list of ten skills which require a lot of practice, e.g. tennis, learning to drive. In pairs, have them rank the skills 1–10 in order (1 = requiring most practice.) This should lead to some interesting discussion and disagreement!

» Song lyric: See Teacher's Book p. 344 for notes about the song and an accompanying activity to do with the class.

11 Listening

A ▶ 3.13 Focus on the photo. Ask: *What can you see?* (A male violinist playing in an orchestra at a concert, and below it, a violin and music score.) Ask: *Can any of you read music?* Ask sts to read the questions in the SB. Play the audio, sts answer, then classcheck.

Weaker classes: Ask the following listening comprehension task to check sts' understanding.

- 1 What's Paula going to practise?
- 2 Where did Paula go the other night?
- 3 What did she think of the concert?
- 4 Why did the violinist not want to play anymore?
- 5 Was he an experienced performer?

Answers

- 1 The violinist got up and left mid-concert.
- 2 He decided he didn't want to continue.

» See Teacher's Book p. 318 for Audio script 3.13.

B ▶ 3.14 Have sts read the advice before they listen. Play the audio and sts tick advice a or b. Classcheck. Ask: *Do you think the advice is good?* Highlight the expression *be gifted* (to have talent).

Answers

- 1 b 2 b 3 a

» See Teacher's Book p. 318 for Audio script 3.14.

C ▶ 3.15 Encourage sts to fill in the missing words from memory before they listen. Play the audio for them to check. Classcheck. Replay it pausing after each of the expressions, and have sts mark the stress. Sts practise saying the expressions in pairs.

Answers

- 1 perfect 2 doubts, begin 3 standards
4 extreme, ground 5 best 6 mind 7 shot

Optional activity

Before sts listen again, put them in two large groups, and give a board pen to each group. Ask them to close their books. Each round, read out one of the expressions in C but don't say the missing word. One st from each group comes to the board and writes the missing word. The first group to write it correctly wins a point. If neither team guesses, leave it and move on to the next one. The team with the most points at the end wins. When you have finished, do activity C as in the book.

12 Keep talking

A Focus on the cartoon and see if they find it funny. Read the rubric to the class, then give a personal example yourself first to exemplify. Have sts ask you questions 1–4.

Give sts a few minutes to choose a skill they have had problems learning, and make a few notes. Put them in pairs, and have them take turns asking each other the questions. Ask: *Did you and your partner share any similar experiences?*

B Put sts in groups. In turns, sts tell the rest of the group about their learning experience, and the problems they had learning the skill. The rest of the group listens carefully, then offers advice. Encourage sts to use the expressions in 11C. Before sts begin, focus on the expressions in the box, and elicit some sentences using them, e.g. *Have you thought about changing your teacher? You might not be the best tennis player, but you can still have fun and keep in shape.* Refer them also to the models in the speech bubbles.

Weaker classes: You could have sts do this in pairs rather than groups.

Optional activity

While sts are doing the activity, ask them to note down any useful advice they hear. After the activity, sts write a short paragraph of advice for their chosen activity.

13 Writing: An expository essay

A Have sts read the essay title. Tell them the essay is written by a language learner, Zak, for a website for language learners. Give them two minutes to read it quickly for gist then, in pairs, share what they remember and say what they can infer about Zak and his personality. (He's clearly a fluent English speaker who's obviously into languages.)

Sts read the essay again and find examples of 1–3. Classcheck.

Answers

- 1 We've all seen announcements from language programmes that promise we can learn English (or another language) in '20 easy lessons'.
But you might well be wondering what exactly the best way to learn a language really is.
- 2 Just as there are multiple kinds of intelligences, there are multiple ways of learning a foreign language.
- 3 listening to music, watching films with subtitles, reading

Stronger classes: Ask sts to cover up topic sentences 1–3. Sts read, then write their own topic sentence, and peercheck. Elicit ideas from the class. Sts then choose the best topic sentence from 1–3.

B Sts find the seven time words. Classcheck. Elicit other time words they might know, e.g. *initially, eventually, suddenly, after a long time*.

Answers

- Para 3: First, Then, Over time
 Para 4: Then, In the beginning, in no time at all
 Para 5: after a while, In a matter of weeks

C Go through **Write it right!** with the class, then ask sts to find three more participle clauses. Refer them back to the Grammar box on page 35, if necessary.

Answers

Then listening to the songs over and over, I would compare the lyrics with the English translation I had also downloaded. Subject = I (Zac)
 As well as focusing on music, I thought TV could be useful for language learning. Subject = I (Zac)
 So, after a while, in addition to listening to music and watching TV, I decided to read novels to improve my grammar. Subject = I (Zac)

D Go through the example together. Point out that the participle clause sometimes comes at the end of the sentence, not always at the beginning. Sts work individually to do 2–5. Peercheck. Classcheck.

Answers

- 1 In addition to being motivated, you need to go the extra mile.
- 2 My friends tell me I can improve my English by listening to music.
- 3 Having bought some new albums, I started to listen to them every day.
- 4 Imagining visual scenes as I listened, I felt as if I was in the UK.
- 5 Having learned a lot more colloquial language, I've improved my listening skills.

Tip

Good essays always contain a range of structures. When sts have written an essay, ask them to go back and look for places where they could experiment with more complex structures, using those they've studied in the book so far.

E Your turn! Read through the instructions with the class and check that everyone understands what they have to do. Alternatively, sts could choose a skill they have successfully learned and give advice related to that.

Sts could do this for homework. In this case, assign each st a partner to email their essay to for peer correction, e.g. by underlining any mistakes they think they have found in each other's work then sending it back again. Sts can try to improve their own work before sending it to you. This should reduce your marking load. You could then use a code like the one below, and return it back to them once more afterwards. Remember the essence of written correction should be a focus on improving, not on you being their editor or correction machine!

Tip

When correcting sts' writing, use a correction code leaving sts to correct their own mistakes, rather than making the corrections for them, e.g.

- | | |
|---------------------|-------------------|
| G = grammar mistake | WO = word order |
| Sp = spelling | M = missing word |
| P = punctuation | ? = not clear |
| T = tense | ! = silly mistake |

Display the correction code on the classroom wall and use it consistently so that sts instantly recognise the correction.

» Workbook p. 17.

13 Writing: An expository essay

A Read the essay on an online site for language learners. Find ...

- 1 a sentence that creates initial interest.
- 2 the topic sentence.
- 3 three concrete techniques the essay offers.

B A good expository essay maintains the theme in a paragraph. In paragraphs 3–5 underline seven time words and expressions that help link ideas.

C Read *Write it right!* Then find three more participle clauses that the writer uses to link ideas. What is the subject of each one?

Write it right!

Expository essays use a variety of structures to create interest. Participle clauses with *-ing* are one way to link ideas or create suspense.

Before downloading a full album, I would look at the lyrics to see if the language seemed 'useful'.

D Combine 1–5 with participle clauses. Check all sentences to be sure the subject is clear!

- 1 You need to be motivated. In addition, you need to go the extra mile.
In addition to being motivated, you need to go the extra mile.
- 2 I love listening to music. My friends tell me I can improve my English that way.
- 3 I bought some new albums. I started to listen to them every day.
- 4 I imagined visual scenes as I listened. I felt as if I was in the UK.
- 5 I've learned a lot more colloquial language. My listening skills have improved.

E Your turn! Choose a topic you role-played in 12 and write an essay giving three pieces of advice in about 280 words.

Before

Choose three pieces of advice. Note down details to support your arguments.

While

Write six paragraphs following the model in A. Use at least two participle clauses and two other linking words or expressions.

After

Post your essay online and read your classmates' work. Who had the best advice?

What worked for me when I was studying Russian

- 1 We've all seen announcements from language programmes that promise we can learn English (or another language) in '20 easy lessons'. Naturally, that's false. But you might well be wondering what exactly the best way to learn a language really is.
- 2 Just as there are multiple kinds of intelligences, there are multiple ways of learning a foreign language. Your personal techniques have a lot to do with your personality and your learning style. What you need is lots of patience – and, of course, motivation. These three techniques helped me tremendously with Russian, when I was studying it at university.
- 3 I'm the kind of person who likes to listen. In fact, my friends tell me I'm a good listener, and they often choose me when confiding their problems. So, I decided to apply my listening skills to learning Russian. First, I had some Russian friends recommend popular music to me. Before downloading a full album, I would look at the lyrics to see if the language seemed 'useful'. Then listening to the songs over and over, I would compare the lyrics with the English translation I had also downloaded. Over time, I started to pick up new words and expressions, and what's more, I even heard them used when I had a chance to practise my Russian with native speakers.
- 4 As well as focusing on music, I thought TV could be useful for language learning. So even though I don't really like TV, I decided to pay extra to have access to the local Russian channel, too. Then I began to watch films with the English subtitles on. In the beginning, I understood very little. The actors talked so fast! But in no time at all, I started to follow the dialogue because my favourite soap opera had a predictable plot.
- 5 There was no way I was going to do grammar exercises in my free time, but I love to read. So, after a while, in addition to listening to music and watching TV, I decided to read novels to improve my grammar. I would look closely to see if I could recognise the structures taught in class, and sometimes made a mental note to use parts of sentences myself in conversation. In a matter of weeks, I was trying out new expressions! You could try this technique, too. But be careful! It only works with modern novels. If you read Tolstoy or Dostoyevsky, you may start sounding as if you were born in the 1820s!
- 6 These are just a few fun and useful ways you can improve your language skills in any language. You might want to try them, too!