COMMUNICATION

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

Plato

A young woman enjoys her walk outdoors.

OBJECTIVES

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

Work with a partner. Discuss the questions.

1 How does 21st century technology make it easier or harder to communicate with other people?

2 Read the quote. To what extent do you agree with Plato?

3 Which forms of communication do you use most often: face-to-face or electronic; written or spoken communication? Which do you prefer and why?

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1.1 Communication today

Update your status on social media
Make a short podcast

G present simple and present continuous V seeing and hearing P schwa /ə/ S listening to check predictions

READING

A SPEAK Work in groups and discuss the questions.

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

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

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

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

D READ FOR DETAIL Read again and answer the questions.

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

My perfect online life

@Katia … is feeling confused
6 hours ago

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

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

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

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

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

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

Reply from **@Elisa**
4 hours ago

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

Glossary

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

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E SPEAK Work in pairs and discuss the questions.

1 Does your life look perfect on social media? What about your friends' lives?

2 Do you ever feel jealous when you see other people's status updates?

GRAMMAR
Present simple and present continuous

A Look at the underlined verbs in the social media posts. Which verbs are in the present simple? Which are in the present continuous?

B WORK IT OUT Match the sentences (a–f) with the rules (2–5).

a In the picture, you can see I'm smiling.

b I know what you mean about our 'perfect lives'.

c But now I'm writing this post, …

d You have such a perfect life!

e I get up early every day.

f So now we're getting worried about money.

Present simple and present continuous

1 Dynamic verbs (*talk*, *go*) usually describe actions.

2 We use the present simple with dynamic verbs to talk about actions that always, usually or never happen.

3 We use the present continuous with dynamic verbs.

- **a** to talk about actions that are in progress at the moment of speaking or writing.
- **b** to describe actions in a picture, video, etc.
- **c** to describe trends (e.g. something is happening more and more these days).

4 Stative verbs (*want*, *seem*) often describe feelings and ideas. We use the present simple with stative verbs.

5 A few verbs (*have*, *look*, *speak*, *think*) have two or more meanings. They are sometimes dynamic verbs and sometimes stative verbs.

C Find at least one more example of each rule (2–5) in the posts.

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

E Are the verbs stative verbs (S) or dynamic verbs (D)?

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

F SPEAK Work in groups and discuss the questions.

1 Why are you studying English? Why do you need English?

2 How is this week different from your normal weekly routine? What are you doing differently this week? What do you normally do?

3 What are people doing more and more these days? What are some trends in your own life?

SPEAKING

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

B Tell your group:

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

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

Writing a status

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

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

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

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LISTENING

A SPEAK Work in pairs and discuss the questions.

1 What do you use your mobile phone for?

2 How did people do those things before they had mobile phones? What problems did they have?

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

Listening to check predictions

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

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

1 Who are the people in picture a? What are they doing?

2 What is the device in picture b?

3 What does the title mean? What's the connection with the people and the device?

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

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

1 What went wrong when Olivia and Jackson tried to meet up on Monday?

2 How did they solve the problem?

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

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

1 Do you think Olivia and Jackson are enjoying the experiment?

2 What do you think they're doing more or less of than usual?

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

1 When is the last day of the experiment?
- **a** Tuesday
- **b** Thursday
- **c** Sunday

2 Why does Olivia decide to stop waiting outside on Monday?
- **a** She doesn't want to get wet.
- **b** She thinks Jackson isn't coming.
- **c** She knows the university closes at four o'clock.

3 How does Sebastian know Jackson and Olivia?
- **a** They study together at university.
- **b** Olivia met Sebastian outside the cake shop.
- **c** Sebastian has seen them before in pictures and videos.

4 Why is Olivia enjoying the concert more than usual on Tuesday?
- **a** She isn't recording it on her phone.
- **b** The audience isn't having as much fun.
- **c** Jackson isn't there with her.

5 On Thursday, why is Olivia surprised at the end of the podcast?
- **a** The university buildings are amazing.
- **b** Jackson doesn't usually talk so much.
- **c** She can't believe Jackson forgot his camera.

H SPEAK Work in groups and discuss the questions.

1 What problems did Olivia and Jackson have during the experiment?

2 What good things happened as a result?

3 Do you think Olivia and Jackson's experiment was a good idea?

4 Would you like to try a similar experiment? Why/Why not?

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VOCABULARY
Seeing and hearing

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

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

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

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

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

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

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

notice observe recognise spot stare

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

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

PRONUNCIATION
Schwa /ə/

Schwa /ə/

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

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

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

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

SPEAKING HUB

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

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

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

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

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

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

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

E REFLECT Work in new groups and discuss the questions.

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

Update your status on social media
Make a short podcast

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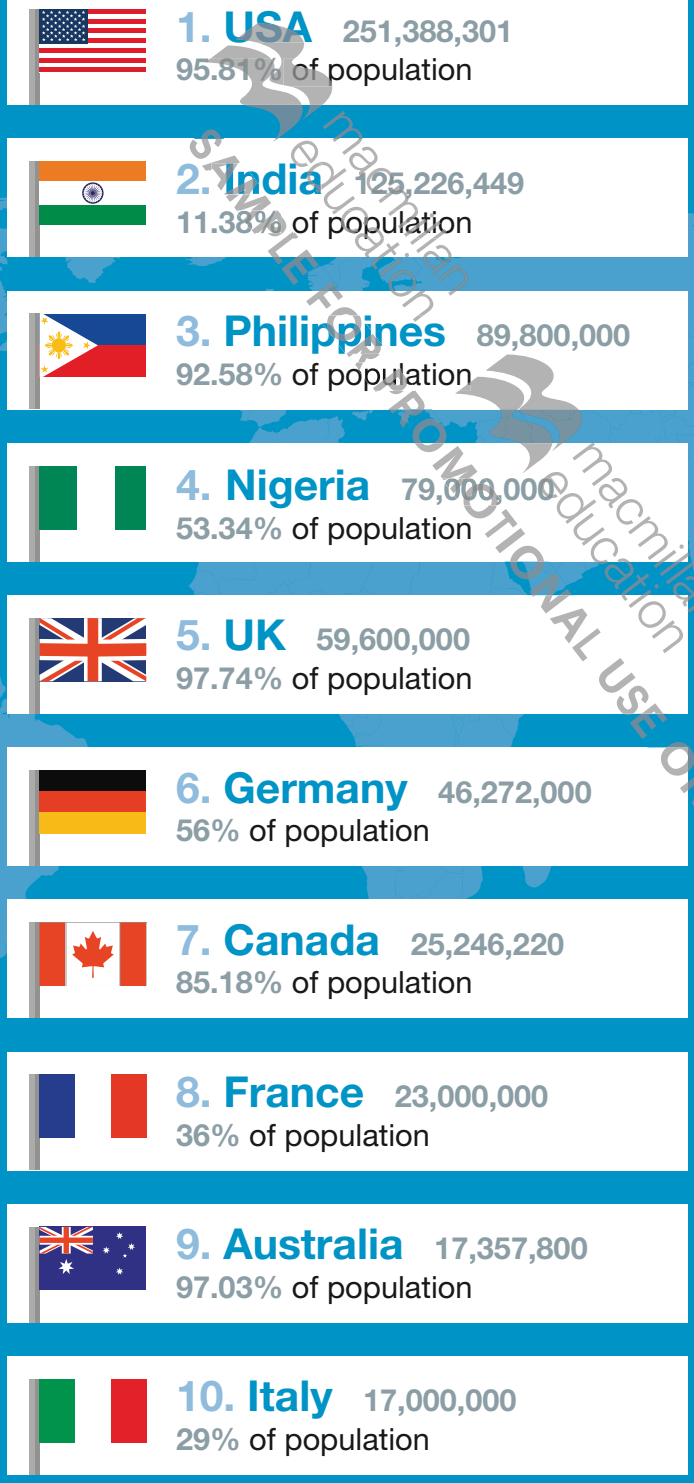
1.2 Who owns English?

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

G subject and object questions P pronouncing questions V languages S rhetorical questions

TOP 10 ENGLISH-SPEAKING COUNTRIES



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

USVisaTalk.com

LISTENING

A SPEAK Work in groups and discuss the questions.

1 Look at the infographic. What does it show? What do you know about the countries and the languages that people in those countries speak? Are you surprised by any of the numbers?

2 Who owns English? Who has the power to decide what's good and bad English?

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

1 Why does Mona want to interview Juan?

2 Why did Juan enjoy his journey?

3 Where did Juan have problems with English?

4 How is Multicultural London English (MLE) different from the English we learn at school?

5 What's the connection between 'Standard English' and 'standard class' on a train?

6 Why is Standard English useful?

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

1 travelling is a good way to practise your English? _____

2 it's difficult to understand people in England? _____

3 MLE grammar contains mistakes? _____

4 Standard English is boring but useful? _____

5 it's sometimes better when you don't sound like a native speaker? _____

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

1 'Millions of people speak like that, so how can it be wrong?'

2 'There are hundreds of other forms of English all over the world … They're all different, but I think that's really cool!'

3 'Surely Standard English is better, isn't it?'

4 'We don't need to speak like native speakers. In fact … it's often better when we don't speak like native speakers.'

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GRAMMAR
Subject and object questions

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

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

_____

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

_____

3 England / happened / what / in / ?

_____

4 changing / English / is / how / ?

_____

5 MLE / uses / who / ?

_____

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

_____

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

_____

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

Subject and object questions

a When we make questions in English, we usually put the auxiliary verb (*be*, *have*, *can*) before the subject. 1, ___, ___

b In sentences with no auxiliary verb, we add *do*, *does*, or *did* when we make a question. ___, ___

c When the question is about the subject, we use the same word order as in sentences. We don't add *do*, *does* or *did*. ___, ___

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

1 (Somebody) writes a blog for a website.
Who _____ *writes a blog for a website* _____?

2 Juan visited (a number of countries).
How many _____?

3 You (can/can't) give me an example.
_____?

4 (A form of English) is becoming popular in London.
Which _____?

5 (A number of people) speak non-standard English.
How many _____?

6 Most native speakers (speak/don't speak) Standard English.
_____?

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

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

PRONUNCIATION
Pronouncing questions

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

1 *Why do you want to talk to me?*

2 *What do you want to talk about?*

a Which speaker joined the words together?

b Which speaker is easier to understand?

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

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

Pronouncing questions

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

- *What do you want to do?* /wɒʤə wɒnə duː/
- *How did you travel?* /haʊʤə trævəl/

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

SPEAKING

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

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

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

Follow-up questions

Really? Why?

What happened? What went wrong?

Can you give me an example?

C Work in groups and discuss the questions.

1 What was the most interesting thing you learnt from your interview?

2 What advice can you give to other people about using English in real life?

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READING

A SPEAK Work in pairs and discuss the questions.

1 Look at the title of the magazine article. What do you think it means?

2 Think of some examples where you can lose something if you stop using it. Have you ever lost a skill or an ability because you didn't use it?

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

1 Is the writer generally positive or negative about learning languages?

2 What's the connection between the pictures, the word cloud and language learning?

Use it *or* lose it?

1 What's the worst thing about learning a language? Is it the hundreds of hours you need to spend studying and practising? No, although that's bad enough. In fact, the worst thing is how easy it is to forget everything!

2 How do I know? From bitter experience! Many years ago, I lived in Spain for a year and studied Spanish for hours every day. By the end of that year, I spoke Spanish fluently (but not very accurately). But now, 20 years later, it's all gone. My only evidence that I ever spoke Spanish is an old certificate.

3 So is there any hope for me and my Spanish? Recent research suggests that there is. Imagine your brain is like a big library. As you keep adding new information to that library, the old information doesn't disappear; it just gets harder to find.

4 How does this work in practice? When I see a dog, my English-speaking brain thinks of the word *dog*. But when I lived in Spain, my brain had two words to choose from, *dog* and *perro* (and yes, that's *dog* in Spanish!). My brain learnt to block the wrong word: it blocked *dog* when I was speaking Spanish and *perro* when I was speaking English. Over time, my brain got very good at blocking words.

5 And what happened when I left Spain? The word *perro* stayed blocked. And, like a door that's been closed for years is harder to open, it became harder to unblock the word! Now, 20 years later, all those Spanish words are still in my brain. But they're blocked behind heavy old doors.

6 How can I open those doors? Two things: I need to make an effort to push the doors open again; and I need to keep the doors open by practising regularly.

7 Is there anything good to say about this 'blocking' process? In fact, there's lots of evidence that it makes your brain work better. For example, look at the words in the box. As quickly as possible, say what colour they're written in. Try it now. Did you notice how hard it was to say the colour when the word itself was a colour? That's because 'bad information' (the word on the page) blocked the 'good information' (the colour of the word).

8 What's the connection with language learning? It turns out that bilingual people are much better at activities like this than monolingual people, because their brains are trained to block 'bad information' quickly and accurately. And in the modern world, where we have to deal with too much information all the time, the ability to block 'bad information' is the key to success.

9 What's the best thing about learning a language? Is it the ability to communicate with different people around the world? No, although that's amazing enough. In fact, the best thing is that it makes our brains more powerful.

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

Rhetorical questions

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

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

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

E SPEAK Work in pairs and discuss the questions.

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

block yellow dog brain red black blue door white green library

Glossary

block (v) to stop something from moving through something else
evidence (n) facts or physical signs that help to prove something

VOCABULARY
Languages

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

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

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

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

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

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

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

SPEAKING HUB

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

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

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

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

D REFLECT Work in groups and discuss the questions.

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

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

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Café Hub

1.3 Welcome back

F ask for, offer and respond to help P intonation and stress

COMPREHENSION

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

Gaby Milly Neena Sam Zac

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

B Work in pairs and discuss the questions.

1 Why is Gaby taking pictures?
2 Why does Sam say 'Oh no Zac, I'm so sorry …'?
3 Why does Zac need to borrow some clothes?
4 Why is Sam surprised when Zac asks for pants?
5 Why is Gaby worried about tomorrow?

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

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

FUNCTIONAL LANGUAGE

Asking for, offering and responding to help

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

Asking for help

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

Offering to help

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

Responding to help

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

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

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MILLY

SAM

NEENA

ZAC

GABY

USEFUL PHRASES

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

1 I'm really busy at the moment.
2 I don't know how to say this.
3 Good luck with that!
4 You're a legend!
5 I owe you one.
6 There you go.

a That isn't going to be easy.
b You are amazing!
c I must return the favour.
d I can't talk to you at the moment.
e I've finished.
f This is difficult for me to talk about.

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

PRONUNCIATION

Intonation and stress

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

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

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

SPEAKING

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

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

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

Ask for, offer and respond to help

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

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Unit 1 Review

GRAMMAR

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

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

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

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

1 What / more and more people / do / these days?
What are more and more people doing these days?

2 How many people / the writer / ask / about the way they use social media?
_____

3 How many people / say / they never use social media?
_____

4 How many people / use / social media less and less?
_____

5 Why / Franek / believe / social media is dangerous?
_____

6 Who / think / social media is useful for work?
_____

VOCABULARY

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

hear listen look see sound watch

1 **A:** 'I think we should go soon.'
B: 'Yes, that _____ like a good idea.'

2 I prefer normal phone calls to video calls – it's better when the other person can _____ you, but they can't _____ you!

3 Excuse me. I _____ for my dog. I can't find him anywhere. Have you seen him?

4 I usually _____ to podcasts while I'm travelling to work.

5 Can I call you back later? I _____ a TV programme and I don't want to miss the end.

B Choose the correct words to complete the conversation.

A: Ah, this is nice, just sitting outside a café and relaxing. I think it's really interesting to [1]***observe*** / ***recognise*** / ***stare*** all the people in the street.

B: Yes, but be careful. It looks like you're [2]***noticing*** / ***spotting*** / ***staring*** at other people a bit too much. It's quite rude.

A: Don't worry! They're too busy to [3]***notice*** / ***observe*** / ***recognise*** me! They're all looking at their phones, anyway!

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

Angela only speaks English and no other languages.

You can hear that **Brian** is from New Zealand because of the way he pronounces *ed*.

When **Eryk** is speaking English, he doesn't make many mistakes.

Francesca speaks English as well as Italian.

George loves using phrases like 'use it or lose it' and 'plan B'.

1 Who speaks accurately? _____

2 Who's monolingual? _____

3 Who likes idioms? _____

4 Who's bilingual? _____

5 Who has a strong accent? _____

FUNCTIONAL LANGUAGE

Complete the dialogues with the words in the box.

busy could favour hand help mind want

1 **A:** Hey, Gary, I need a _____. Have you got a few minutes?
B: Sorry, Paul, I'm really _____ right now.

2 **A:** Do you think you _____ help me write this?
B: Sure, I can give you a _____ with that.

3 **A:** Do you _____ me to have a look at that?
B: If you wouldn't _____.

4 **A:** Hi, Sam. If you aren't busy, I could use your _____ with my application letter.
B: Sure.

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