Influence

Student's Book

Uncorrected Proofs

4

macmillan education

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2 Friends for life?

WDYT? (What do you think?)

What personal characteristics help us to get on with others?

Vocabulary: describing people; friends and acquaintances; things that friends do

Grammar: defining and non-defining relative clauses; reflexive pronouns and *each other*

Reading: an online article about doppelgängers

Listening: a radio programme about online and offline friends

Speaking: reaching an agreement

Writing: an email about a problem

Project: create a podcast giving advice to teens

Video skills p25

Real-world speaking p31

Project pp34–35

Describing people

1 **Read the words in the box. Which could you use to describe the people in photos A–F?**

friendly	honest	kind	loyal	mature	patient
reliable	responsible	sociable	tolerant		

2 **Read the information. Copy and complete the table with the negative form of the adjectives in exercise 1.**

Negative prefixes

We make the negative form of some adjectives with prefixes.

un-	**un**reliable, …
dis-	**dis**honest, …
in-/im-/ir-	**im**patient, …

Friends and acquaintances

3 **Check the meaning of these words. Which ones can you see in pictures A–F?**

acquaintance best friend/mate classmate
close friend colleague enemy
flatmate (UK)/roommate (US) next-door neighbour
opponent relative rival sibling stranger
teammate travel buddy

4 **Look at these words from exercise 3. Which ones do you have? Which ones don't you have?**

- colleague
- flatmate
- next-door neighbour
- sibling
- teammate
- travel buddy

5 **Find words from exercise 3 that mean:**

1 your brother or sister
2 a member of your family (not your siblings)
3 someone that you share a house with (not family)
4 someone who competes against you in sport
5 someone who competes with you for success, love, money or power
6 someone you know, but not well
7 someone you don't know at all
8 someone you work with

6 **Look at the personal qualities in exercise 1 again. Which ones are most important for:**

1 a friend?
2 a neighbour?
3 a teacher?
4 a teammate?

7 12 **Listen to four people talking about people they know. Write a–d in the order you hear them. Which forms of the adjectives from exercises 1 and 2 do you hear?**

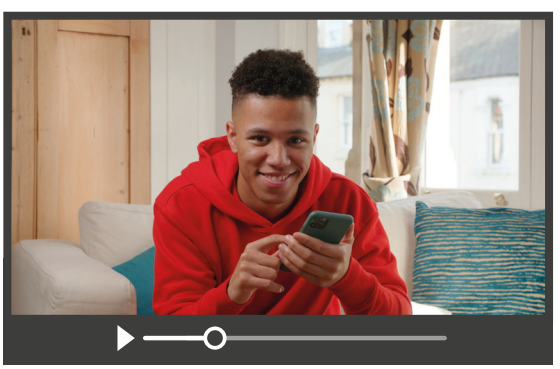
a a classmate
b neighbours
c a best friend
d a relative

8 **Choose three people you know and describe them. Use adjectives from exercises 1 and 2.**

- a sibling
- a close friend
- a relative
- a teammate
- a classmate

Nesrin is a close friend. She's friendly and sociable, but she's also impatient!

VIDEO SKILLS



9 **Watch the video. What questions does the vlogger ask his friend?**

10 **Work in pairs. Discuss the questions.**

1 Why do vloggers make 'friend quiz' videos? Why are they popular?
2 What questions would you ask a friend in this type of video?

An online article

1 **Read the dictionary extract. What is the origin of the word 'doppelgänger'?**

doppelgänger

NOUN: someone who looks like someone else; lookalikes

From the German compound noun *Doppelgänger: Doppel* (= double) + *Gänger* (= walker)

Have you met your doppelgänger?

2 **Read the first paragraph of the text and look at the pictures. Answer the questions.**

1 How many doppelgängers do we all have, according to the text?
2 How many people are there in the world today?
3 How many doppelgängers can you see in the pictures?

Subskill: Topic sentences

A topic sentence is usually the first sentence in a paragraph. It often summarises what the paragraph is about.

3 **Read the information and identify the three topic sentences in the text. In which paragraph will you:**

1 find out about the possible reasons why people are interested in doppelgängers?
2 read about people who tried hard to find their doppelgängers?
3 read about the possibility of meeting a doppelgänger by chance?

4 13 **Read and listen to the article. Check your answers in exercise 3. What was the most surprising thing you read in the text?**

5 **Word work** **Match the definitions to the words in bold in the text.**

1 to defeat an opponent in a game or competition
2 invited (someone) to take part in a competition
3 to meet someone unexpectedly
4 to (not) have the same interests or opinions as another person
5 looked for someone/something in many different places

6 **Look at the information. Then complete the sentences with ideas from the text.**

Indefinite pronouns

People: *someone, anyone, no one, everyone*
Things: *something, anything, nothing, everything*
Places: *somewhere, anywhere, nowhere, everywhere*

1 Everyone wants to believe (…) .
2 You might (…) somewhere in the world.
3 On (…) , you can try to find your doppelgängers anywhere in the world.
4 (…) share something more than physical appearance.

7 **Choose the best option.**

1 Santana and Isobel …
   a are siblings.
   b met by accident.
   c met through social media.
2 In the 28-day challenge, …
   a Harry won.
   b Karen was Niamh's rival.
   c Niamh beat Terence and Harry.
3 Niamh …
   a uploaded videos after meeting her doppelgängers.
   b found three lookalikes in Ireland.
   c met her first doppelgänger in Italy.
4 Doppelgängers …
   a always have more in common than casual acquaintances.
   b are usually distant relatives.
   c sometimes feel a special connection.

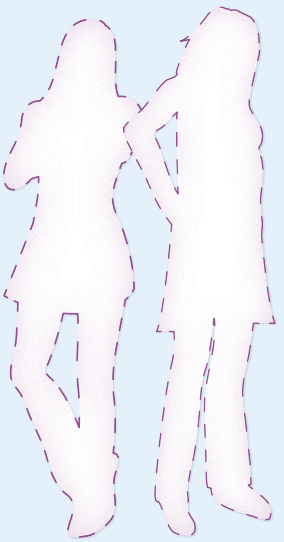
8 **Work in pairs. Answer the questions.**

1 Do any of your friends look similar to you?
2 Would you like to find your doppelgänger?
3 Have you ever met any doppelgängers or identical twins?

CRITICAL THINKING SUPER SKILLS

1 **Understand** Read the text again. Are the doppelgänger stories generally positive or negative?
2 **Apply** Give examples to illustrate your answer to question 1.
3 **Analyse** Can you think of any ways in which having a lookalike could be negative?

Where's your doppelgänger?



Everyone wants to believe they're unique, but it's actually possible that we all have a 'doppelgänger' somewhere in the world. In fact, it's said that we each have *seven* lookalikes! But in a world of seven billion people, it isn't likely that you'll just **bump into** your twin stranger … or is it? Seventeen-year-old Santana Gutierrez, who lives in San Diego, USA, was walking around a shopping mall when she met a total stranger who looked just like her. Her doppelgänger, Isobel, was at the mall.

While Santana met her doppelgänger by chance, others have **searched far and wide** for theirs. University friends Niamh Geaney, Harry English and Terence Manzanga, who all studied in Dublin, Ireland, **challenged** each other to find their doppelgängers in less than 28 days. Niamh was confident that she could **beat** her rivals, and she did. In less than two weeks she'd found Karen, who also lived in Dublin, and the two met up. But the story didn't end there! Niamh soon found two more doppelgängers: Luisa from Genoa, Italy, and Irene from Sligo, Ireland. The YouTube videos which she made soon went viral. And Niamh, whose doppelgänger story fascinated people around the world, decided to help others with their search. She set up a website where people can try to find their double anywhere in the world. So far, more than four million people have signed up.

Harry, Niamh and Terence

So why are we so fascinated by the idea of finding our doppelgänger? Research shows that we generally trust people whose features are similar to ours more than other people. Historically, this made sense because people who resembled us were probably our relatives, and therefore not enemies. Nowadays, though, you may **have nothing more in common** with your doppelgänger than with any neighbour or acquaintance. However, many doppelgängers say they feel an instant connection and share something more than just physical appearance. Luisa even described her twin stranger as her 'soulmate'. But don't worry if you've been searching and haven't found your doppelgänger yet – it might happen when you're least expecting it!

Niamh and her three doppelgängers

Irene and Niamh

Niamh and Karen

Niamh and Luisa

Defining and non-defining relative clauses

1 **Read the examples. Which nouns are defined by the relative clauses?**

Defining relative clauses

A defining relative clause gives essential information that defines the noun.

Santana met a stranger who looked like her.

We trust people whose features are similar to ours.

The videos which Niamh made soon went viral.

Niamh's website is a place where people can look for their doppelgänger.

Relative pronouns and adverbs

who for people *which* for things *when* for times
whose for possession *where* for places

who and *which* can be replaced by *that*

2 **Work in pairs. Complete the phrases with the correct relative pronoun or adverb. Ask and answer.**

Tell me about …

1 the place (…) you grew up.
2 an object (…) is important to you or your family.
3 a time (…) a friend has helped you.
4 a person (…) is one of your neighbours.
5 a relative (…) surname is different from yours.

3 **Join the sentences using a defining relative clause. Make any necessary changes.**

1 That's my friend. His mum works with my mum.
That's my friend whose mum works with my mum.
2 That's the house. My best friend used to live there.
3 They're my teammates. They play rugby with me.
4 That was the match. Our opponents won it.
5 2018 was the year. My niece was born then.

4 **Read the examples. Would these sentences still make sense without the relative clauses?**

Non-defining relative clauses

A non-defining relative clause gives extra, but not essential, information about the noun. We always use commas with non-defining relative clauses.

In non-defining relative clauses, we can't replace *who/which* with *that*.

Niamh, Harry and Terence, who all studied in Dublin, challenged each other to find their doppelgängers.

Niamh, whose story fascinated people around the world, set up a website to help others.

5 **Choose the correct relative pronoun or adverb and rewrite the sentences, adding commas where necessary.**

1 My dad **who/whose** loves tennis taught me to play.
My dad, who loves tennis, taught me to play.
2 My best friend **who/whose** birthday is on the same day as mine is three hours older than me.
3 Last summer **when/which** we were doing our exams it was really hot.
4 My sister's flatmates **which/who** also study law at university are really friendly.
5 The city of Ankara **where/which** is the capital of Turkey is in Asia.

6 **Join the sentences using a non-defining relative clause.**

1 Mo Salah and his doppelgänger are both from Egypt. His doppelgänger's name is Ahmed Bahaa. **(whose)**
Mo Salah and his doppelgänger, whose name is Ahmed Bahaa, are both from Egypt.
2 Mo Salah scored 44 goals in one year for Liverpool. He is a famous footballer. **(who)**
3 A few years ago Mo Salah met his lookalike. He was visiting his home town. **(when)**
4 Photos of the lookalikes show how similar they are. The photos went viral on social media. **(which)**
5 In the village of Nagrig Mo Salah has built a school and a hospital. He is from there. **(where)**

7 **Answer the question to solve the Brain teaser.**

BRAIN TEASER

Everywhere you go, I am always with you. I'm with all the people who you love and also with those who are strangers. Without me, your enemy is no longer your enemy, and your friend is no longer your friend.

What am I?

Reinforcement and Challenge → Grammar bootcamp pp118–119

Pronunciation: /w/ and /h/ → p128

Things that friends do

1 **Read the text. What type of friend are you?**

The six types of friends you need... and one you don't!

The friends you need:

- The 'brutally honest' friend – this friend will never **lie** to you. They will always **tell** you **the truth**, even when it hurts, because they care about you.
- The 'shared interest' friend – someone who you can share a specific hobby with, be it sporty, crafty or plain crazy!
- The 'life and soul of the party' – although not the most reliable friend, they are fun to **hang out with** and will always **cheer** you **up** and **make** you **laugh**.
- The 'mentor/motivator' – this is someone who you always respect. They inspire and **support** you, and encourage you to go out of your comfort zone.
- The 'well-connected' friend – this sociable friend knows everyone, and will put you in touch with anyone that you need to meet.
- The 'loyal best friend' – last, but definitely not least, this is the friend that you always **get on with** and never **fall out with**. They will never **judge** you and they will always **forgive** you!

And the one to avoid:

- The 'fake bestie' – they act like you're best friends, making plans and promising to **keep in touch**. But in the end they always **let you down** …

2 **Find the words in bold in the text to match these definitions.**

1 always say what's true; never lie
2 not be angry with someone if they upset you
3 maintain contact with someone
4 criticise someone
5 make jokes or be funny for others
6 help someone achieve their goals

3 **Read the information. Complete the table with three more phrasal verbs from the text.**

Separable and inseparable phrasal verbs

You can insert other words between separable phrasal verbs, but inseparable phrasal verbs can't be separated.

*In the end they always **let** you **down**.*

*You always **get on with** your best friend.*

Separable	Inseparable
let (someone) down	*get on with (someone)*

A radio programme

4 14 **Listen to a radio programme about friendship. Which of these topics do they mention?**

- how to be a good friend
- online and offline friends
- friends and money
- bullying
- travel buddies

Subskill: Inferring meaning

When we listen, we often use clues and previous knowledge to answer questions e.g. *Who is speaking? What is their relationship?*

5 **Listen again and answer the questions.**

1 Who is talking?
2 Where are they?
3 What is their relationship?
4 What are they talking about?
5 Whose voice do you hear near the end?

6 **Complete the sentences with information from the radio programme.**

1 According to a recent study, we only have space in our life for (…) close friends.
2 The average person in Britain has (…) online friends.
3 According to the presenters, the advantages of online friends include (…) and (…) .
4 The disadvantage of making friends online is (…) .
5 In the next episode of the programme, they are going to talk about (…) .
6 One listener has a problem because (…) .

7 **In your opinion, what's the ideal number of friends to have in your life (online and offline)?**

Pronunciation: Word stress with phrasal verbs → p128
Vocabulary extension → Workbook p101

Reflexive pronouns and *each other*

1 **Complete the sentences with these reflexive pronouns. Are any of the forms the same?**

herself himself itself themselves yourselves

Reflexive pronouns

Reflexive pronouns are used when the same person is the subject and object of an action.

singular

I promised myself that I'd see friends more often.

Do you see yourself as a good friend?

My brother never buys **1** (…) new things.

My sister treats **2** (…) all the time!

Does your phone often turn **3** (…) off?

plural

We surround ourselves with friends.

Enjoy **4** (…) and see you all next week!

Can people call **5** (…) friends if they've never met?

2 **Match the sentence halves.**

1	She taught	**a**	yourself!
2	We watched	**b**	themselves new clothes.
3	You have to respect	**c**	herself Russian.
4	They bought	**d**	himself.
5	He often talks to	**e**	ourselves on video.

3 **Work in pairs. Complete the questions with the verbs in brackets and the correct reflexive pronouns. Then ask and answer.**

1 Have you ever (…) **(teach)** a new skill?

2 What do you (…) **(see)** doing in five years' time?

3 Where do you and your friends go to (…) **(enjoy)**?

4 Have you ever (…) **(hurt)** in an accident?

5 Do you and your classmates ever (…) **(record)** in class?

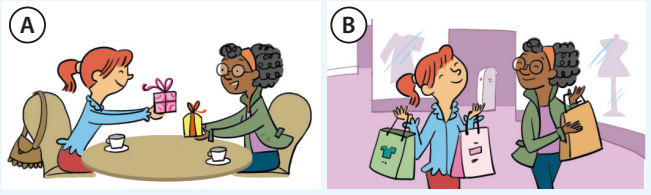
4 **Match examples 1–2 with pictures A–B.**

each other

1 They bought themselves gifts.

2 They bought each other gifts.

We use each other when each person does the same action for the other person.



5 **Complete the sentences with a reflexive pronoun or *each other*.**

1 My two cats don't like (…) . They fight a lot!

2 I love hanging out with my friends. We make (…) laugh.

3 Some friends of mine are in a band. They call (…) 'The Rockettes'.

4 My first friend and I have kept in touch with (…) since we were two.

5 I've got a problem with my tablet. It keeps turning (…) on.

6 **Write sentences. Use *each other*.**

Good friends should listen to each other. They shouldn't let each other down.

Good friends should/shouldn't …

listen (to)	fall out (with)
let (someone) down	talk (to)
support	fight (with)
be jealous (of)	look after (someone)

7 **Choose the correct option.**

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Post Pals

There's nothing better than making someone smile, **1 is there/there is**? That's the idea behind a small charity called Post Pals, **2 where/which** supports children **3 who/which** are in hospital by sending cards, letters and small gifts. Post Pals, **4 whose/who** patron is the DJ and TV presenter Fearne Cotton, was set up by 17-year-old Vikki George at a time **5 which/when** she was spending almost 24 hours a day in bed due to a serious illness. Vikki promised **6 herself/themselves** that she would do something to help other sick children. Now, years later, Post Pals **7 has already/already has** supported hundreds of sick children and their siblings. So if you **8 've been thinking/thought** of doing something positive, give it a go!

Research

Go to the Post Pals website and find at least three suggestions for writing a letter.

Reinforcement and Challenge → Grammar bootcamp pp119–120

Reaching an agreement

1 Watch the video. What do Ryan and Monica decide to buy?

2 Watch again. Which Key phrases do you hear?

3 Complete 1–4 in the dialogue with four of these phrases.

Enjoy yourselves! I completely forgot!
It's not his thing. Let's do it! That'll make him laugh!

4 15 Listen and repeat the Key phrases. Pay attention to the intonation.

Ryan
Remember we're going to visit Jason in the hospital after school today.

Monica
Oh **1** (…)

Ryan
Should we buy him something to cheer him up?

Monica
Yes – that sounds like a great idea!

Ryan
Let's get him a Sudoku puzzle book! That's something that he can do in the hospital. What do you think?

Monica
I don't think he's someone who does Sudoku really. **2** (…)

Ryan
OK, what about a video game then?

Monica
It's not a bad idea, but can he play video games in the hospital? Why don't we get him a comic? **3** (…)

Ryan
Great, how about a couple of comics then? Does that sound OK?

Monica
Yes, sounds good to me. **4** (…)

5 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK
Imagine it's your friend's birthday. Choose a few ideas for gifts. Make notes about whether your friend would like them or not, and why.

PREPARE
Prepare your dialogue. Remember to use the Key phrases for reaching an agreement.

PRACTISE
Practise your dialogue.

PERFORM
Act out your dialogue for the class.

6 Peer review Listen to your classmates. Answer the questions.

1 Which possible gifts did they mention?
2 Which phrases did they use?
3 Did they reach an agreement?

Key phrases

Making suggestions

Shall we (buy) (him) something?

How/What about (a DVD)?

Why don't we get (him) (a comic)?

Agreeing and disagreeing

Yes, that sounds like a great idea/a good plan!

Yes, sounds good to me.

(Sudoku) isn't really (his) thing. (He's) not really into (Sudoku).

Checking with others

Does that sound OK?

What do you think/reckon?

US → UK

We're going to visit him in the hospital. (US) →
We're going to visit him in hospital. (UK)

'All about life' podcast is preparing a special edition all about friends.

Have you got a problem to resolve?

Email Sally at dearsally@allaboutlife.com.

Tom Johnson To: dearsally@allaboutlife.com Friday

'Friends' edition of the 'All about life' podcast

Dear Sally,

1 I saw the information about your special edition of the podcast, and I wonder if you can help me with a problem which is related to a friend of mine.

2 **So**, this friend – let's call him Joe – used to be a close friend but we hardly see each other anymore. **I mean**, we didn't fall out – he just stopped getting in touch and we don't hang out together now. **To be honest**, it feels like he's let me down just at a time when I need someone to talk to.

3 **Anyway**, what I really mean is that I'm worried about 'Joe'. We used to go out and enjoy ourselves, but now he seems to be quite unsociable. His sister, who's in my sister's class, says he hardly ever goes out now. **Basically**, I want to support him if he's unhappy, but I don't want to force the situation if he doesn't want to be friends anymore. What should I do?

4 **Well, that's enough about** my problem! I'm really looking forward to hearing your reply.

Best wishes,

Tom

P.S. I know you can't reply directly but I hope you can discuss my problem on the podcast!

An email about a problem

1 **Look at the advert. What kind of problems do you think you will hear about in the podcast?**

2 **Read Tom's email. Then write one sentence to summarise the problem that he's writing about.**

3 **Complete the sentences with information based on Tom's letter. Use defining or non-defining relative clauses.**

1 Sally is someone who (…) .
2 This podcast, which (…) .
3 Tom is writing about a problem which (…) .
4 Tom and Joe, who (…) .
5 Joe's sister, who (…) .

4 **Look at Tom's email and match paragraphs 1–4 with a–d.**

a introduction to the situation
b concluding phrase, closing greeting and postscript
c opening greeting and reason for writing
d more detailed information about the situation

Subskill: Informal linkers

We use informal linkers such as *so* or *anyway* to change a topic or give more detail about a topic.

5 **Copy and complete the table with the words in bold from Tom's letter.**

To give more detail about a topic	To change topic
So	*Anyway*

Writing competence → Workbook pp110–111

6 **Choose the correct informal linkers.**

Dear Sally,

I wonder if you can help me with a problem.

1 Basically/Anyway, my sister is always borrowing my things, even without asking. I mean, I don't mind sharing things with her, but I think she should ask first!

2 Anyway/I mean, what I want to know is how I can talk to my sister without making her angry.
3 So/To be honest, I guess I feel bad because I'm older so I should set a good example.

4 Well/Basically, that's enough about my problem. I'm looking forward to listening to your podcast!

All the best,

Laila

7 **Write an email to Sally about a real or imagined problem related to a friend. Follow the steps in the Skills boost.**

SKILLS BOOST

THINK

Choose the problem that you want to talk about. Use your ideas from exercise 1.

Make notes about the situation and why it's a problem.

PREPARE

Organise your notes into four paragraphs:

Paragraph 1 opening greeting and reason for writing

Paragraph 2 introduction to the situation

Paragraph 3 more detailed information about the situation

Paragraph 4 concluding phrase and closing greeting

WRITE

Write your email. Use the example in exercise 1 and your notes to help you.

CHECK

Read your email and answer the questions.

1 Have you used informal linkers?
2 Have you used at least two relative clauses?
3 Have you included vocabulary related to friends, character adjectives and phrasal verbs?
4 Have you used the correct opening and closing greetings?

8 **Peer review** **Exchange your email with another student and answer the questions.**

1 Have they explained the problem clearly?
2 What advice would *you* give?

Grammar

Defining relative clauses

A defining relative clause gives essential information that defines the noun.

*Santana met a stranger **who/that looks like her**.*
*We trust people **whose features are similar to ours**.*
*The videos **which/that Niamh made** soon went viral.*
*You might find your double at the moment **when you least expect it!***

Non-defining relative clauses

A non-defining relative clause gives extra, but not essential, information about the noun.

We always use commas with non-defining relative clauses.

In non-defining relative clauses, we can't replace *who/which* with *that*.

*Niamh, Harry and Terence, **who all studied in Dublin**, challenged each other to find their doppelgängers.*
*Niamh, **whose story fascinated people around the world**, set up a website to help others.*
*On the website, **where millions of people have signed up**, you can search for your double.*

Indefinite pronouns

anyone, everyone, no one, someone = people
anything, everything, nothing, something = things
anywhere, everywhere, nowhere, somewhere = places

Reflexive pronouns and *each other*

*I promised **myself** that I'd see friends more often.*
*Do you see **yourself** as a good friend?*
*My brother never buys **himself** new things.*
*We surround **ourselves** with friends.*
*Enjoy **yourselves** and see you all next week!*
*Can people call **themselves** friends if they've never met?*
*They bought **each other** presents.*

Vocabulary

16 Describing people

dishonest, disloyal, friendly, honest, immature, impatient, intolerant, irresponsible, kind, loyal, mature, patient, reliable, responsible, sociable, tolerant, unfriendly, unkind, unreliable, unsociable

17 Friends and acquaintances

acquaintance, best friend/mate, classmate, close friend, colleague, enemy, flatmate (UK)/roommate (US), next-door neighbour, opponent, relative, rival, sibling, stranger, teammate, travel buddy

18 Things that friends do

cheer (someone) up, fall out (with someone), forgive (someone), get on (with someone), hang out (with someone), judge (someone), keep in touch (with someone), let (someone) down, lie (to someone), make (someone) laugh, support (someone), tell (someone) the truth

2 Project

WDYT? (What do you think?)

What personal characteristics help us to get on with others?

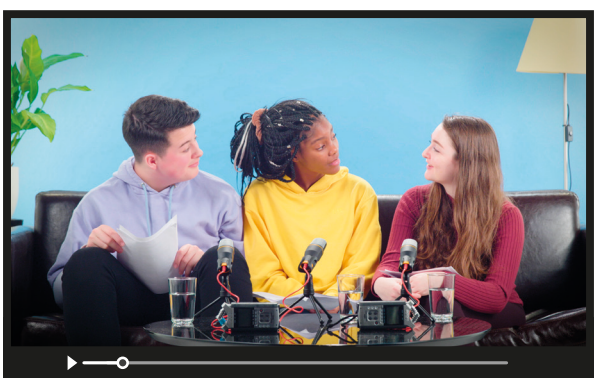
TASK: Create a podcast giving advice to listeners about their friendship problems.

Learning outcomes

1 I can make a podcast.
2 I can use appropriate language from the unit.
3 I can use empathy to collaborate with others.

Graphic organiser → Project planner p130

1 Watch a video of students recording their podcast. What problems do they discuss?



STEP 1: THINK

2 Look at the podcast script in the Model project. Match parts 1–4 with a–d.

a introducing the special guest and discussing the first letter
b short introduction to the podcast
c conclusion
d discussing the second letter

3 Work in groups of three: two podcast presenters and a special guest. Think of two friendship problems to discuss.

STEP 2: PLAN

4 Read the Super Skills information and look at the proverb. What is *empathy*? What does the proverb mean? Do you have a similar proverb in your language?

'Never judge someone until you've walked a mile in their shoes.'

5 Work with your group. Read the tips in the Super skills box and practise saying the Key phrases with your group.

COLLABORATION SUPER SKILLS

Empathy

Tips

Try to understand the situation from the other person's point of view.

Keep an open mind and don't judge.

Key phrases

Thank you for taking the time to …
We realise that it isn't easy for you to …
You're absolutely right to feel …
If I were in your position, I'd …
What would be best for you?

6 In your group, think about the problems you chose in exercise 3. Discuss possible responses to the problems using the tips and Key phrases in the Super skills box.

STEP 3: CREATE

7 Read the *How to …* tips on p130 and plan your podcast script using the Model project. Then record your podcast.

8 Edit your podcast and add any music or sound effects.

Grammar and Vocabulary → Quick review p33

Model project

Podcast script

[intro music]

1 [Jack] Welcome to the 'Teen Life' podcast! First of all, let's introduce ourselves – we're Jack and Alice and we're your hosts today. Coming up we have a special edition which is all about friendship, and we'll be dealing with your problems!

2 [Alice] Yes – we're going to be reading some of the emails you've sent us, and we're going to talk with Dr. Baker, who's an expert in psychology!

[Dr. Baker] Hi everyone!

[Alice] OK, let's get going and read the first email, which is about friends who have fallen out.

[Jack reads the first email]

[Jack, Alice and Dr. Baker all discuss their response to the problem in the email]

3 [Jack] Now, we have time for another email!

[Jack reads the second email]

[Jack, Alice and Dr. Baker all discuss their response to the problem in the email]

4 [Jack] You've been listening to the 'Teen Life' podcast – we hope you've enjoyed it! Catch up with us again next time, when we'll be discussing your problems related to exams. Thanks for listening!

[final music]

STEP 4: PRESENT

9 **Upload your podcast to a host site and play the audio file in class. Answer any questions about your podcast.**

10 **Peer review** **Listen to your classmates' podcasts and answer the questions.**

1 Which podcast sounded most professional? Why?

2 Think of a question to ask your classmates about the creation or presentation of their podcast.

2 FINAL REFLECTION

1 The task

Did you successfully follow the instructions to create your podcast? Did your podcast sound professional?

2 Super skill

Did you use empathy to respond to your listeners' problems?

Did you collaborate effectively as 'co-hosts' and 'special guest' on the podcast?

3 Language

Did you use new language from this unit? Give examples.

Beyond the task

Think about other situations when people need to use empathy. Give examples related to school, family life and the world.