

Profesorado de Inglés

*TRAYECTO DE
INGRESO E INTEGRACIÓN AL
NIVEL SUPERIOR 2017*



*Cuadernillo de
Cursada
Obligatorio*



INSTITUTO DE FORMACIÓN DOCENTE CONTINUA - SAN LUIS

PROFESORADO DE INGLÉS

¿Quiénes somos y por qué elegirnos?

El aprendizaje de la lengua inglesa permite interactuar de modo efectivo en situaciones comunicativas, contribuye al desarrollo personal, ofrece una cosmovisión más amplia del mundo y propicia un pensamiento más flexible y una mayor riqueza cognitiva.

Desde el Profesorado de Inglés, aspiramos a formarte como un profesional capaz de dar respuestas a las necesidades que la transformación educativa y el nuevo milenio demandan de esta área de conocimiento.

Nuestro desafío es no sólo ayudarte a perfeccionar tu dominio de la lengua sino también favorecer el desarrollo de competencias para el ejercicio de la docencia en todos los niveles del sistema educativo, para obtener becas internacionales y para acceder a diversos estudios de post-grado.

- Nuestra página web: http://ifdcsanluis.slu.infed.edu.ar/sitio/index.cgi?wid_seccion=2&wid_item=7
- Encontranos en Facebook como: Profesorado de Inglés IFDC-SL
- También nos puedes encontrar en **Box J** del Instituto.
- Contacto Ingreso Profesorado de Inglés 2017: Prof. Débora Malajovich

Prof. Marta E. Aguilar Muñoz



El siguiente es el perfil del egresado de acuerdo a la Resolución N° 22 ME-2014

Al finalizar sus estudios en el Profesorado de Inglés del graduado será capaz de:

- Propiciar en sus futuros alumnos una actitud crítica, reflexiva y el desarrollo de una conciencia plurilingüe y multicultural, que le permita actuar con eficacia, responsabilidad y respeto en situaciones interculturales.
- Sustener una actitud comprometida con los valores éticos y democráticos de participación, libertad, solidaridad, respeto a los derechos humanos, responsabilidad, honestidad, valoración y preservación del patrimonio natural y cultural.
- Comprometerse éticamente con los contextos socio-culturales en los que se desempeñe, desde una perspectiva intercultural, promoviendo la inclusión de las múltiples “culturas propias”.
- Observar y analizar los procesos cognitivos, lingüístico-discursivos, socio-culturales y psico-afectivos que tienen lugar en los aprendizajes y usos de una LCE Inglés.
- Integrar los conocimientos epistemológicos, pedagógicos y didácticos al contexto institucional y áulico en el que se desempeñe, atendiendo al nivel- inicial, primario o secundario- a la modalidad- público/privado, bilingüe/ plurilingüe, contextos de encierro, rural, entre otros.
- Trabajar en forma articulada, colaborativa e interdisciplinaria con colegas de su asignatura y de otras áreas.
- Diseñar, seleccionar, jerarquizar, implementar y evaluar estrategias de enseñanza contextualizada según la institución, niveles, ciclos y grupos para lograr aprendizajes significativos.
- Identificar y analizar los procesos de cambios políticos, sociales y culturales a nivel nacional e internacional y su influencia en el ejercicio de la ciudadanía y las políticas lingüísticas para reflexionar sobre la LCM y la LCE Inglés en sus dimensiones identitarias, sociales, culturales y comunicativas.
- Pensar críticamente las distintas concepciones de cultura que subyacen a los modelos didácticos, y la selección de contenidos y materiales en la clase de inglés como LCE.
- Poseer el conocimiento de la LCE en sus dimensiones fonético- fonológica, morfosintáctica, léxica, pragmático-discursiva, paraverbal y no verbal, desde una perspectiva teórica, descriptiva, explicativa y situada.
- Dominar las técnicas básicas y procedimientos habituales e innovadores- como las herramientas que brindan las TIC – en la construcción de conocimiento de la LCE Inglés para integrarlos a su práctica docente.



PROFESORADO DE INGLÉS ESTRUCTURA CURRICULAR

Primer año

- Pedagogía
- Alfabetización Académica
- Alfabetización Digital
- Psicología Educacional
- Didáctica General
- Práctica Discursivas I
- Gramática Inglesa
- Fonética y Fonología Inglesa
- Práctica Docente I

Tercer año

- Educación Sexual Integral
- Lenguajes Artísticos: Música, Teatro o Artes Visuales
- Fonética y Fonología Inglesa III
- Didáctica de la Lengua Inglesa I
- Didáctica de la Lengua Inglesa II
- Didáctica de la Literatura Infanto Juvenil en Inglés
- Prácticas Discursivas III
- Lingüística
- Introducción a las Literaturas en Inglés
- Práctica de la Enseñanza

Segundo año

- Sociología de la Educación
- Filosofía de la Educación
- Historia y Política de la Educación Argentina
- Formación Ética y Ciudadana
- Prácticas Discursivas II
- Gramática Inglesa II
- Fonética y Fonología Inglesa II
- Sujetos de la Educación I
- Sujetos de la Educación II
- Práctica Docente II

Cuarto año

- Lengua Extranjera (Portugués)
- Prácticas Discursivas IV
- Culturas Anglófonas
- Tecnologías para el Aprendizaje de la LCE Inglés
- Residencia Pedagógica



Régimen de Correlatividades para el Profesorado de Inglés

RESOLUCIÓN N° 53 PESyCD-2015.-

SAN LUIS, 22 de Enero de 2015.-

VISTO:

El EXD 0000-12300665/14, la Resolución N° 22-ME-2014 y la Resolución N° 13-PESyCD-2014; y

CONSIDERANDO:

Que por Resolución N° 22-ME-2014 (act DOCEXT 574708); se aprobó el diseño curricular de la carrera Profesorado de Inglés que se dicta en el Instituto de Formación Docente Continua San Luis, en el Instituto Superior de Lengua Inglesa y en el Instituto Cultural Argentino, estos últimos de la ciudad de Villa Mercedes;

Que por Resolución N° 13-PESyCD-2014 (act DOCEXT 574718); se aprobó el Régimen de Correlatividades correspondiente a la carrera mencionada;

Que es necesario realizar algunas modificaciones al mismo en función de lo acordado en la reunión realizada el 19 de noviembre del corriente año, según consta en Informe (act DOCEXT 574729) y en Acta (act DOCEXT 574733);

Que el Régimen Académico Marco aprobado por Resolución N° 386-ME-2011(act DOCEXT 574750); dispone en su artículo 7° que "el cursado y acreditación de los espacios curriculares de cada carrera deberá respetar el Régimen de Correlatividades establecido en el Diseño Curricular Jurisdiccional respectivo";

Que para acreditar una unidad curricular es necesario tener aprobada la unidad curricular anterior;

Que advierte que es necesario modificar y adecuar el régimen de Correlatividades dispuesto en la Resolución N° 13- PESyCD- 2014;

Por ello y en uso de sus atribuciones;

LA JEFA DEL PROGRAMA EDUCACIÓN SUPERIOR
Y CAPACITACIÓN DOCENTE
RESUELVE:

Art. 1°: Dejar sin efecto la Resolución N° 13-PESyCD-2014 que establece el régimen de Correlatividades para la carrera del Profesorado de Inglés;

Art. 2°: Aprobar el régimen de Correlatividades del diseño curricular de la carrera del Profesorado de Inglés aprobado por Resolución N° 22- ME- 2014, que como Anexo, forma parte integrante de la presente Resolución.-

Art. 3°: Establecer que para acreditar una unidad curricular es necesario tener aprobada la unidad curricular anterior.-

Art. 4°: Hacer saber: al Instituto de Formación Docente Continua San Luis, al Instituto Superior de Lengua Inglesa y al Instituto Cultural Argentino, estos últimos de la ciudad de Villa Mercedes y por su intermedio a quien corresponda.-

Art. 5°: Comunicar y archivar.-



Régimen de Correlatividades para el Profesorado de Inglés

CDE. RESOLUCIÓN N° 53 PESyCD-2015

ANEXO

RÉGIMEN DE CORRELATIVIDADES

PROFESORADO DE INGLÉS

Unidad Curricular	Para Cursar		Para Rendir
	Regularizado	Aprobado	Aprobado
Primer Año			
1. Pedagogía			
2. Alfabetización Académica			
3. Alfabetización Digital			
4. Psicología Educacional			
5. Didáctica General			
6. Prácticas Discursivas I			
7. Gramática Inglesa I			
8. Fonética y Fonología Inglesa I			
9. Práctica Docente I			
Segundo Año			
10. Sociología de la Educación	2		2
11. Filosofía de la Educación	2		2



Régimen de Correlatividades para el Profesorado de Inglés

CDE. RESOLUCION N° 53 PESyCD-2015

12. Historia y Política de la Educación Argentina	2-10		2-10
13. Formación Ética y Ciudadana	2-10		2-10
14. Prácticas Discursivas II	6		6
15. Gramática Inglesa II	7		7
16. Fonética y Fonología Inglesa II	8		8
17. Sujetos De La Educación I (Inicial y Primaria)	4		4
18. Sujetos De La Educación II (Secundaria)	17		4
19. Práctica Docente II	6	1-5- 9	
Tercer Año			
20. Educación Sexual Integral	17-18		17-18
21. Lenguajes Artísticos	19	9	9
22. Prácticas Discursivas III	14		14
23. Lingüística	15		15
24. Introducción a las Literaturas en Inglés	14		14
25. Fonética y Fonología Inglesa III	16		16
26. Didáctica de la Lengua Inglesa I	5- 14		5- 14
27. Didáctica de la Lengua Inglesa II	24		24
28. Didáctica de la Literatura Infanto Juvenil en Inglés	24		22 - 24
29. Práctica de la Enseñanza	14-15-16	3 - 4- 6-19	
Cuarto Año			
30. Lengua Extranjera (Portugués)		2	
31. Prácticas Discursivas IV	20 - 21 - 23		20 - 21 -



Régimen de Correlatividades para el Profesorado de Inglés

CDE. RESOLUCION N° 53 PESyCD-2015

			23
32. Culturas Anglófonas	20 - 22		22
33. Tecnologías para el aprendizaje de la LCE Inglés	3 - 25		3 - 25
34. Residencia Pedagógica		20 - 21- 23 - 25- 27	





eBOOK

Antonia Clare
JJ Wilson

speakout

Intermediate
Students' Book
with ActiveBook



GRAMMAR

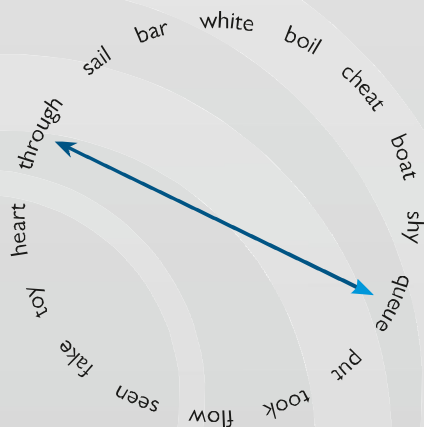
1 Read the text and find examples of ...

- 1 the past simple *he saw*
- 2 the past continuous
- 3 the present perfect
- 4 the past perfect
- 5 a modal verb
- 6 a superlative
- 7 a relative clause
- 8 a passive

There have been some amazing coincidences throughout history, but this might be the best. In 1900 King Umberto of Italy was dining in a restaurant when he saw that the owner looked exactly like him. The man, who was also called Umberto, was born in Turin on the same day as the king and, like the king, married a woman called Margherita. Amazingly, their weddings had been on the same day. The king invited the restaurant owner to an athletics meeting the next day. As the king sat down, he was told that the other Umberto had died in a mysterious shooting accident. Just as the king heard this news, an anarchist shot him dead.

PRONUNCIATION

2A Find pairs of words that have the same vowel sound.



B **L.1** Listen and check your answers.

C Work in pairs. Think of other words in English that use the same sounds.

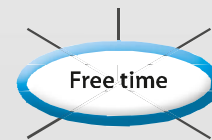
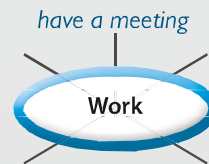
VOCABULARY

3A Complete the common phrases below using the correct verb from the box.

have	take	check	watch	chat	go	meet
play	do (x2)					

- 1 *have* a meeting
- 2 _____ your email
- 3 _____ out with friends
- 4 _____ some sport
- 5 _____ a colleague
- 6 _____ some work
- 7 _____ on the internet
- 8 _____ a break
- 9 _____ a DVD
- 10 _____ some music

B Add phrases 1–10 above to the word webs below.



C Can you add any more phrases to the word webs? Which of these things do you do on a normal day?

COMMON ERRORS

4A Correct the mistakes.

- 1 She likes listening music.
- 2 I am architect.
- 3 Are you feeling allright?
- 4 When I can visit your house?
- 5 Let's discuss about this tomorrow.
- 6 He don't come here often.
- 7 We come from germany.
- 8 Where you go yesterday?
- 9 I live in this town all my life.
- 10 My wife is a really good cooker.

B Which mistakes are connected with ...

- | | | |
|-------------------------------|---|---------------------------|
| a) verb–noun agreement | 6 | f) articles |
| b) spelling | | g) vocabulary |
| c) verb tense | | h) word order |
| d) punctuation/capitalisation | | i) missing auxiliary verb |
| e) prepositions | | j) extra words |

UNIT 1

UNIT

1

SPEAKING

- ▶ Talk about family events
- ▶ Talk about people in your life
- ▶ Role-play an interview
- ▶ Create a new identity

LISTENING

- ▶ Listen to someone describing his family history
- ▶ Listen to a set of instructions and do a test
- ▶ Listen to a set of interviews
- ▶ Watch a BBC documentary about Second Life

READING

- ▶ Read about a BBC programme that reveals family histories
- ▶ Read tips on successful interviews

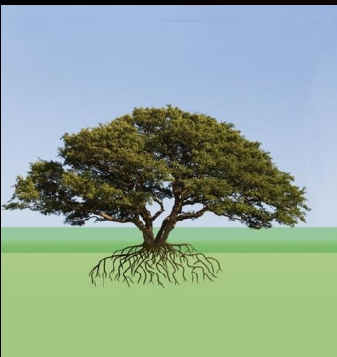
WRITING

- ▶ Write an email of introduction
- ▶ Answer a questionnaire

BBC CONTENT

- ▶ Video podcast: What does *family* mean to you?
- ▶ DVD: The Money Programme: Second Life

identity



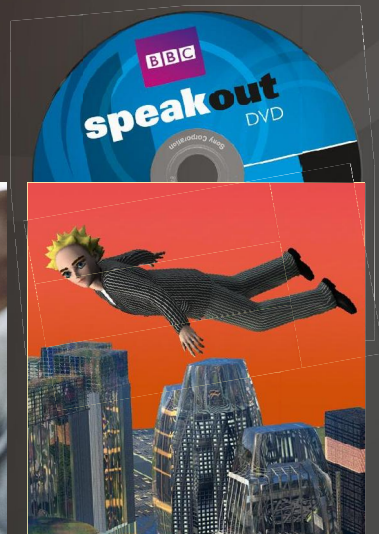
▶ Who do you think you are? p8



▶ Men and women p11



▶ Tell me about yourself p14



▶ Second Life p16

SPEAKING

1A Work in pairs. Take turns to find out as much as you can about your partner. Talk about your family, job/studies, home and likes/dislikes.

B Introduce your partner to the class.

VOCABULARY family

2A Match questions 1–10 with answers a)–j).

- 1 Do you know a lot about your **family history**?
 - 2 Which do you know best: your mother's or your father's **side of the family**?
 - 3 Where did your **ancestors** come from?
 - 4 Did you ever meet your **great-grandparents**?
 - 5 Do you know most of your **relatives**?
 - 6 Are you **related** to anyone famous?
 - 7 Have you **inherited** any family characteristics?
 - 8 Who in your family do you **take after**?
 - 9 Would you like to know more about your **roots**?
 - 10 Do you live with your **extended family**?
- a) Quite a lot. My parents told me a lot of stories about my background.
- b) Yes. I'm very shy, like my father and my older brothers.
- c) I'd love to, but it's difficult because my parents don't often talk about the past.
- d) Yes. I live with my immediate family and my grandparents.
- e) No, there are no celebrities in the family!
- f) They came from Lagos, in Nigeria.
- g) I know about half of them. The others live in New Zealand and I've never met them.
- h) My father's. I grew up next door to his sister's family.
- i) My mother. We look alike and we have similar characters.
- j) No. Unfortunately, they died before I was born.

B Work in groups. Discuss questions 1–10.

▶▶▶ page 148 **VOCABULARYBANK**

READING

3A *Who Do You Think You Are?* is a BBC programme that gets celebrities to research their family's roots. What kind of things do you think they discover?

B Read the text to find out.

C Read the text again and answer the questions.

- 1 Who has a royal ancestor?
- 2 Who has a relative who was a policeman?
- 3 Who has roots in three continents?
- 4 Who has a relative who started a second family?
- 5 Who has an ancestor who built boats?
- 6 Who has a criminal relative?



- 1 *Who Do You Think You Are?* is a BBC programme that gets celebrities to research their family's roots. They find out about their ancestors, sometimes travelling across the world to interview relatives. They discover that their family histories include every type of person imaginable: heroes, liars, geniuses, soldiers, inventors and even kings.
- 2 In one episode, model Jodie Kidd learns that she is the great-granddaughter of newspaper owner Lord Beaverbrook, who was a politician during both world wars. Jodie also discovers that her great-grandfather on her mother's side of the family made a fortune from building ships during World War I and received letters from the King of England and Winston Churchill.
- 3 And on the subject of kings, Olympic athlete Matthew Pinsent finds that he is related to Edward I, one of the most famous kings in British history. Another Olympic gold medallist, Colin Jackson, takes a DNA test and discovers that he is fifty-five percent sub-Saharan African, thirty-eight percent European and seven percent American Indian. The last result comes as quite a surprise!
- 4 Davina McCall, presenter of *Big Brother*, knows her mother's side of the family is from France. She goes to Paris and finds out that her great-grandfather, Celestin Hennion, was famous throughout France as head of the French police. He once received a medal from King George V to say 'thank you' for organising security for the king's trip to France in 1914.
- 5 Not everyone on the programme finds good news about their family history. Jerry Springer learns of a tragic story: his parents escaped Nazi Germany three days before the start of World War II but other family members died in the war. And Actress Kim Cattrall discovers that her grandfather, from Liverpool, UK, abandoned his family, including three young daughters. He didn't go far. Forty miles down the road in Manchester, he started another family.
- 6 Finally, Nigella Lawson, a famous chef whose father was a British politician, discovers that one of her relatives was a thief from the Netherlands. After being sentenced to prison, he escaped to England, which is how the Lawsons ended up in London.



D Underline words or phrases in the text that match meanings 1–5 below.

- 1 a lot of money (paragraph 2)
- 2 someone who won a gold medal in sport (paragraph 3)
- 3 making arrangements so someone is safe (paragraph 4)
- 4 extremely sad (paragraph 5)
- 5 left someone (or something) in a bad condition (paragraph 5)
- 6 given a punishment for a crime (paragraph 6)

4 Work in pairs and discuss. Would you like to be on the programme? Why/Why not?

GRAMMAR question forms

6A Read questions 1–6 from the interview. Answer questions a)–e).

- 1 (Do) you **know** a lot about your family history?
 - 2 Did you ever meet your great-grandparents?
 - 3 Where did your ancestors come from?
 - 4 What happened to them?
 - 5 Which members of your family do you feel close to?
 - 6 Who tells the best family stories?
- a) Underline the main verb in each question. (The first has been done for you.)
- b) Circle the auxiliary verbs. Which auxiliaries refer to the past? Which refer to the present?
- c) Which two questions are *yes/no* questions?
- d) Which two questions end in a preposition: *of, to, by, etc.*?
- e) Which two questions use *wh-* words to refer to the subject (the person who does the action) and don't use an auxiliary verb?

▶▶▶ page 128 **LANGUAGEBANK**

B ▶▶▶ 1.2 Listen to the questions above. Are the question words (*wh-* words) in 3–6 said in a higher or a lower voice?

C Listen and shadow the questions (say them at the same time).

PRACTICE

7A Put the words in the correct order to make questions.

- 1 do / every / your / family / you / day / see / ?
- 2 your / anything / did / teach / grandparents / you / ?
- 3 remembers / who / always / birthday / your / ?
- 4 read / taught / to / you / who / ?
- 5 do / do / you / relax / what / to / ?
- 6 holiday / do / next / to / you / want / go / on / your / where / ?
- 7 words / you / what / describe / three / ?
- 8 happy / what / you / makes / ?
- 9 knows / best / you / who / ?
- 10 did / speak / first / when / English / you / ?

B Choose three of the questions to ask other students.

SPEAKING

8A Write four dates, four names and four places that are connected with your family.

Dates: 7 May 2008 – My son was born.

Names:

Places:

B Work in groups. Take turns to explain what you wrote. As you listen, think of questions to ask afterwards.

WRITING emails of introduction

9A When do you need to write a letter or email to introduce yourself? Which of these things have you done or will you do in the future?

- apply for a job/course
- arrange to meet someone for the first time

B Read the emails. Why are the people writing? Which sentences tell us?

To: CTEBS committee
Subject: introductions

Dear Colleagues,
As you probably know, next month I will start work as the new director of the Teacher Education Programme. For those of you who don't know me, I would like to take this opportunity to introduce myself. Since 2006, I have worked at the School of Education at Sidsis University. My specialisation is in maths and science, and I have been involved in a number of teacher education projects in these fields. I look forward to working with you.

Yours sincerely,
Nicholas Collett

To: maxperkin@hotmail.co.uk
Subject: hi!

Hi Max,
How are you? Zeinab told me it'd be OK to write to you at this email address. My name's Julia. I was at school with Zeinab years ago. I'm coming to Leeds for a week at the end of May. She told me you'd be able to show me some of the sights and help me find my way around. It'd be great if we could meet. Hope to hear from you soon.

All the best,
Julia :)

10 Read the five stages of email writing below. Do the emails in Exercise 9B follow all the stages?

- 1 **Aim** for your audience: think about who you are writing to. Is the email formal or informal?
- 2 **Be brief**: try not to use too many words. Emails shouldn't go on for pages.
- 3 **Communicate clearly**: use simple, clear language and simple sentence structure.
- 4 **Do two drafts**: write a first version and then rewrite.
- 5 **Edit everything**: check grammar, vocabulary, spelling and punctuation before sending.

LEARN TO write formal and informal emails

11A Look at the emails in Exercise 9B again. Which one is formal and which is informal? How do you know?

B Answer questions 1–4 with formal (F) or informal (I).

- 1 Which email uses full forms of verbs (*I am, I would*) instead of contractions (*I'm and I'd*)?
- 2 Which email leaves out words (e.g. *Hope to ...* instead of *I hope to ...*)?
- 3 Which email sounds more like spoken English?
- 4 Which email uses longer, more complex sentences?

C Complete the notes with phrases from the email.

Greeting (formal): 1 _____
(informal): Hi/Hello.
Opening line (formal): I am writing to ...
(Informal): 2 _____
Introduction (formal): I would like to take this 3 _____
(informal): My name's ...
Final message (formal): I look forward to ...
(informal): 4 _____
Goodbye (formal): 5 _____
(informal): All the best.

12 Read the situations below and write the emails. Think about who you are writing to, the reason for writing and if you need to use a formal or informal style.

Situation 1

Next week you start a new job as Project Manager for a publishing company. Your job is to start new book projects and organise teams to work on the projects. Write to your new colleagues. Introduce yourself.

Situation 2

You are going to Sydney, Australia, for the first time. Your brother's friend, Tom, lives there. You've never met Tom. You want him to show you around the city. Write to Tom. Introduce yourself, and say when you are coming and what you want to do.

**SPEAKING**

1A Work in groups and discuss. Do you think male and female brains are different? How? What are the stereotypes of men and women in your country?

B Read the BBC blog and discuss the points you agree/disagree with. Can you think of any opinions to add?

GRAMMAR review of verb tenses

2A Match the underlined verbs below with the tenses a)–d).

- 1 Scientists recently discovered that there are seventy-eight genetic differences.
 - 2 Men can't remember what they were wearing yesterday.
 - 3 Women hide things in cupboards.
 - 4 A baby is crying.
- a) present simple b) present continuous
c) past simple d) past continuous

B Complete the rules with the correct tenses a)–d).

Rules:

- 1 We use _____ for actions, events or situations that are finished.
- 2 We use _____ for things that are going on at a particular moment in the present.
- 3 We use _____ for habits, routines and things that are always true.
- 4 We use _____ when someone was in the middle of an action at a particular moment in the past.

C Read about state verbs and underline three examples in the blog opposite.

Rule: Some verbs are not usually used in the continuous, e.g. *want, like, remember, understand, know*. These are called 'state verbs'.

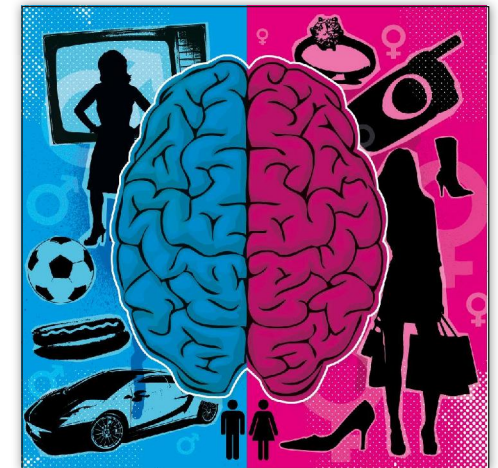
▶▶▶ page 128 LANGUAGEBANK

PRACTICE

3A Read the personal profile and put the words in brackets into the correct tense.

My name is Matsuko Tamazuri. I am twenty-three and I ¹ _____ (be) a student. I study French and Spanish at university in Osaka, where I ² _____ (grow up), but at the moment I ³ _____ (learn) English in New York. When I first ⁴ _____ (get) here, everything ⁵ _____ (seem) different: the food, the clothes and the weather. Now I ⁶ _____ (enjoy) it and it feels like home! I have a boyfriend called Josh. I ⁷ _____ (meet) him three weeks ago when I ⁸ _____ (look) for an internet café! My hobbies ⁹ _____ (be) surfing the net and singing. I ¹⁰ _____ (sing) every day, usually in the bathroom!

B Work in pairs. Ask questions and write your partner's personal profile. Use the profile above to help.



Scientists recently discovered that there are seventy-eight genetic differences between men and women.

BBC Online News readers suggest what those differences might be.

- Women have a multi-tasking gene. Men can never prepare dinner so that everything is ready at the same time.
- Men like to have all their stuff (DVDs, CDs) on show to impress their friends. Women hide things in cupboards.
- Women have an ability to make men think they are in charge.
- Men refuse to pay more than £5 for a haircut because it's not that important.
- A baby is crying, a dog is barking, a doorbell is ringing. It doesn't matter: the man of the house is sleeping. Men can sleep through anything. Women can't.
- A man can choose and buy a pair of shoes in 90 seconds over the internet.
- Women know what to do when someone starts to cry.
- Women remember every outfit they've worn for the past twenty years. Men can't remember what they were wearing yesterday without looking on the floor.
- Men speak in sentences. Women speak in paragraphs.

LISTENING

4A Read the description of a BBC TV documentary and answer the questions.

- 1 What is the aim of the documentary?
- 2 Whose lives does it follow? For how long?
- 3 What is the purpose of the test?

Child of Our Time

Child of Our Time is a BBC documentary that aims to discover what makes us who we are. The programme follows the lives of twenty-five children and their families for a period of twenty years. During the series, the children and their parents do a number of tests. In this programme, they do a test to discover whether a male brain is different from a female brain and how this affects our character and abilities.

B **▶ 1.3** Take a piece of paper, listen to Parts 1 and 2 and follow the test instructions.

C **▶ 1.4** Listen to the explanation in Part 3. Turn to page 158 and check your picture. How many parts did your bike have? Could it work? Does it have a person on it? Compare your picture with other students'.

D **▶ 1.5** Listen to people discussing their pictures of the bicycle. Who says sentences 1–6? A man (M) or a woman (W)?

- 1 None of us got the chain, did we?
- 2 Pedals nor chains, so mine will never work.
- 3 None of us drew a person.
- 4 I've got a little bird on my handlebars, though.
- 5 Yours is the most accurate one.
- 6 And you've got lights on yours.

5 Discuss the questions.

- 1 Was the explanation correct for you?
- 2 Do you agree with the presenter's views about men and women?

Women think people are important. Men, on the other hand, are more interested in getting the machine right.

VOCABULARY relationships

6A Work in pairs. Look at the words in the box and answer the questions.

boss and employee classmates partner team-mates member
godfather and godmother mentor and pupil fiancée and fiancé

- 1 Which pair works together? *boss and employee*
- 2 Which pair promises to help guide a child through life?
- 3 Which pair is going to get married?
- 4 Which pair involves one person learning from the other?
- 5 Which word describes people who play in the same sports team?
- 6 Which word describes people who go to the same class?
- 7 Which word describes a person who is part of a club?
- 8 Which word is a general word for 'someone who you do something with'?

B Work in groups and discuss.

- 1 Do you associate the roles with men or women or both?
- 2 Do you think men and women are different in the roles? How?

I think women bosses are often less aggressive than male bosses and they are better at listening.

C **▶ 1.6** Listen to six sentences. Number the words in Exercise 6A in the order that you hear them.

D Six of the words have two syllables. Find the words and underline the stressed syllable. Say the words aloud, putting the stress on the correct syllable.

speakout TIP

Remember: most two-syllable words in English have the stress on the first syllable. Hold a hand under your chin. Say the word slowly. The jaw (the bottom part of your chin) drops more on the stressed syllable.

SPEAKING

7A Think about your own relationships. Prepare to talk about one man and one woman in your life. Use the questions below to make notes.

- Who are they?
- What is their role in your life?
- How often do you see them?
- How have they helped you and how you helped them?

I'm a member of a football club, and we meet every week. Our coach is fantastic and he has helped our team a lot.

B Tell other students about these relationships.



VOCABULARY PLUS collocations

8A Work in pairs and do the quiz opposite.

B Turn to page 158 and read the text to check your answers.

9A Look at the quiz again. Find and circle five expressions using *take, get, do* and *go*.

B Write the expressions in italics in the correct places in the word webs below.

1 *on-a-diet, home, off something, for a drink/a walk/a meal, grey*

Go

- on a diet* (start something)
- _____ (become)
- _____ (move to a place)
- _____ (for a (noun))
- _____ (other expressions)

2 *responsibility for, after someone, part in something, a taxi*

Take

- _____ (go in a vehicle)
- _____ (join in)
- _____ (phrasal verbs)
- _____ (other expressions)

3 *married, a job/degree, on with someone, here*

Get

- _____ (become)
- _____ (obtain)
- _____ (go somewhere)
- _____ (phrasal verbs)

4 *exercise, research, housework, someone a favour*

Do

- _____ (activity)
- _____ (responsibilities and tasks)
- _____ (find information)
- _____ (help someone)

▶▶▶ page 148 **VOCABULARY BANK**

SPEAKING

10A Think about your classmates. Write down the name of someone who:

- never gets angry.
- does research for his/her job.
- took a test in the last six months.
- went for a meal last weekend.
- took up a new hobby recently.
- always gets here early.
- went for a walk today.
- got a new job recently.

B Work in groups. Ask the other students to check if they agree with your ideas.

What Women Really Think

Stella magazine commissioned YouGov, a research agency, to interview over 1,000 women in the UK about what they really think. How do you think they responded?

1 How many women in the UK would prefer to have a male boss?
(a) less than 30%
(b) about 50%
(c) over 70%

2 How many women have gone on a diet in the past?
(a) 20%
(b) between 35% and 45%
(c) over 50%

3 How many women spend more than seven hours a week doing exercise?
(a) 4%
(b) 15%
(c) 30%

4 What is the biggest challenge for women today?
(a) staying healthy
(b) making enough money
(c) balancing home and work life

5 What do women think is the best age to get married?
(a) between 21 and 24
(b) between 25 and 29
(c) over 30

6 What do 59% of women think fathers should take more responsibility for?
(a) their children
(b) doing the housework
(c) organising holidays

7 According to women, how much housework do they do?
(a) more than 50%
(b) over 75%
(c) nearly all of it

8 How many women aged 45–54 met their husbands through the internet?
(a) 1%
(b) 9%
(c) 16%



SPEAKING

1A What type of interview can you see in the photo? Is it a/an:

- job interview?
- interview for a place at university?
- newspaper/magazine interview?
- interview for a talk show/other television programme?
- police inquiry?
- placement interview for a language course?

B Look at the list of interview types above. Answer questions 1–3.

- 1 Which types of interview above have you experienced?
- 2 Which will you experience in the future?
- 3 Do you think it is possible to show 'the real you' in a short interview? Why/Why not?

VOCABULARY interview advice

2A Work in pairs. Look at topics 1–3 below and match them to the expressions in the box.

dress smartly 3 speak clearly answer briefly
shake hands firmly send references
arrive on time avoid eye contact do some research
show enthusiasm be prepared

- 1 Should do during an interview
- 2 Shouldn't do during an interview
- 3 Might do before an interview

B What else should/shouldn't you do in an interview? Think of as many things as you can in two minutes.

You should try to ask questions.

5 tips to help you do well at interviews

How do you get into the university or the job of your dreams? Even before the interview, you might need to catch someone's attention. The Dean of Admissions at Harvard University says he often receives flowers and chocolates from potential students. One student sent references every day for three months. Eventually, he even sent a letter from his dentist saying how nice his teeth were. He didn't get an interview.

For those of you who do make the interview stage, here are five top tips:

- 1 Be prepared. Do some research about the university or company so you know what questions to ask.
- 2 Dress appropriately. You don't have to dress smartly but you should look clean. And don't wear 'bling' (large pieces of jewellery).
- 3 Arrive on time. Fifteen minutes early is OK.
- 4 Shake hands firmly and make eye contact. First impressions are important.
- 5 Speak clearly and try to offer full answers rather than short responses. This shows your enthusiasm.

FUNCTION talking about yourself

3 Read the text and answer the questions.

- 1 What type of things do people do to get an interview at Harvard University?
- 2 What should you do before and during an interview?

4A 1.7 Listen to three extracts from the audio and answer the questions.

- 1 What types of interview are they?
- 2 Which interviewee doesn't follow the five tips? What does he/she do wrong?

B Answer questions 1–6. Listen again to check.

Interview 1

- 1 What does the student want to practise?
- 2 What types of classes are in the afternoons?

Interview 2

- 3 What did the girl organise on the summer camp?
- 4 What 'can be difficult', according to the interviewer?

Interview 3

- 5 What does the man want to know?
- 6 Why are online courses more difficult than face-to-face courses, according to the interviewer?

5A Read the extracts from audio 1.7. Underline the expressions that introduce a question.

Extract 1

T: OK. You've got a very good level of English so we'd put you in the advanced class. Is there anything else?

S: Could I ask a question?

Extract 2

I: There are a couple of things I'd like to ask about. Your CV says you have some experience of looking after children?

A: Yes, I was a tutor on a summer camp last year.

I: Can I ask you about that? What type of things did you do?

A: Um, well, I organised games.

Extract 3

I: I think that's about it. Do you have any questions? Any queries?

S: Um, yes, actually I do have a query.

I: Yes, go ahead.

S: It's about online classes at the university.

B Read the extracts below and underline the expressions that are used to introduce an opinion.

Extract 1

S: I've studied English for many years and spent time in Britain, but that was a few years ago. So for me the most important thing is to just refresh ... and try to remember my English and practise speaking and listening.

Extract 2

I: OK. And you enjoyed it?

A: Yes.

I: What aspect, what part did you enjoy, would you say?

A: I suppose I'd have to say I liked the games best.

I: And any problems?

A: Um, no.

I: What about the different ages? We often find that different ages together can be difficult.

A: It depends. In my opinion, you can usually get the older children to help the younger ones.

Extract 3

S: If I'm accepted, I saw that there are, that it's possible to take some courses online.

I: That's right.

S: So I wouldn't need to attend classes?

I: Not for the online courses. But ... well, one thing I'd like to say is that the online courses are, in many ways, more difficult than face-to-face courses.

► page 128 **LANGUAGEBANK**

6 Put the words in the correct order to make sentences or questions.

- 1 query / I / a / have / do
- 2 I / a / could / question / ask / ?
- 3 like / couple / of / are / about / I'd / things / to / a / ask / there
- 4 ask / you / I / can / that / about / ?
- 5 true / this / opinion / my / isn't / in
- 6 to / I'd / I / agree / have / say
- 7 thing / that / like / I'd / one / say / is / to / is / course / the / difficult
- 8 is / thing / important / most / for / the / me / to / study

LEARN TO use two-word responses

7A Match expressions 1–5 with expressions a)–e).

- 1 Of course.
 - 2 That's right.
 - 3 I see.
 - 4 No problem.
 - 5 Go ahead.
- a) Please continue.
 - b) You're correct.
 - c) You're welcome.
 - d) Yes, definitely.
 - e) I understand.

B Which expressions are more formal: 1–5 or a)–e)? Which do you use regularly? Read audio script 1.7 on page 164 to see how the expressions are used.

SPEAKING

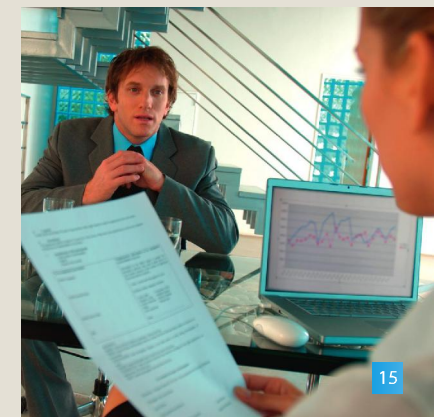
8A Work in pairs and role-play the interview. Student A: read the instructions below. Student B: turn to page 158.

You work for a famous business school. Student B wants to do a course at the school. Interview him/her. Use the following prompts and ask about:

- his/her reason for doing the course
- his/her work experience
- his/her expectations of the course
- his/her plans for the future

Prepare the questions. Remember to ask your partner why he/she is a good candidate for the school and, at the end, if he/she has any queries about the business school.

B Change roles and role-play the interview again.



DVD PREVIEW

1A What can you do in Second Life? Do you think the statements below are true?

- 1 In Second Life you can **alter** your appearance.
- 2 You can become more **attractive** than you actually are.
- 3 You can **pick** a different skin colour.
- 4 You can wear strange **outfits**.
- 5 You can **socialise** with people from different countries.
- 6 You can talk to other **residents** of Second Life.
- 7 You can make money in Second Life's own **currency**.

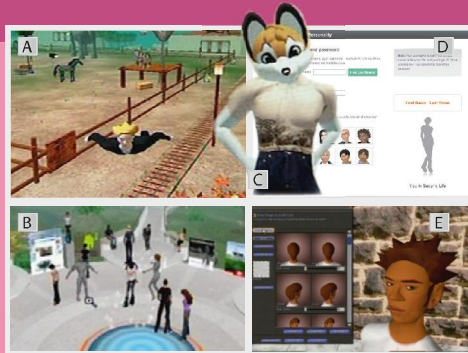
B Match the words in bold above with the words/phrases in the box.

clothes	type of money from one country
change	beautiful
choose	meet and talk to
	people who live in one place

C Read the programme information and check your answers to Exercise 1A.

BBC The Money Programme: Second Life

This BBC programme investigates Second Life, a virtual world with its own communities. In Second Life, you reinvent yourself: you choose a different name, change your appearance in any way you want and get a new personality. What is more, Second Life is a world of endless pleasure. You can go shopping, take English classes, meet and chat to people from all over the world, live in a perfect house on a magical island and even make money. There's only one rule in Second Life: there are no rules!



DVD VIEW

2 Watch the DVD and put pictures A–E in the correct order.

3A Match pictures A–E with sentences 1–5.

- 1 Once you've created an account, you can create an avatar.
- 2 You can be female, male or even something called a 'furry': half-animal, half-human.
- 3 It turns out there are not a lot of unattractive people in Second Life.
- 4 But it's more fun flying, and with maps I can find almost anything I want.
- 5 You can go up to anyone and chat.

B Watch the DVD again to check.

4 Work in groups and discuss.

- 1 Have you been in Second Life? If not, would you like to spend time there?
- 2 What might you enjoy about Second Life? What would you not like about it?
- 3 Why do you think people get addicted to Second Life?

speakout create a new identity

5A **1.8** Listen to someone talking about her avatar. Answer the questions.

- 1 Where did she hear about Second Life?
- 2 What did she change about her appearance?
- 3 What job did she decide to do in Second Life?
- 4 What is the 'one thing that hasn't changed'?
- 5 What type of building does she talk about?

B Listen again and tick the key phrases you hear.

Keyphrases

(You can) create a different version of yourself.
 I reinvented myself as a ...
 I created a new image of myself.
 I didn't change my appearance that much.
 One thing I decided to alter was my ...
 One thing that hasn't changed is ...
 My avatar is based on ...

C Create your own avatar. Complete your profile using the prompts below:

- | | |
|---------------|---------------------------------------|
| • name | • nationality |
| • age | • languages spoken |
| • height | • job and/or hobbies |
| • weight | • favourite places to hang out |
| • hair colour | • would like to meet (type of people) |
| • eye colour | • motto or personal philosophy |
| • clothes | • one thing no one knows about you |

D Talk to other students. Introduce your new (avatar) self. What do you have in common with other avatars in the class?

writeback answer a questionnaire

6A Read the questionnaire. Choose to be either yourself or your new identity and write answers to the questions. Write 1–2 sentences for each question.

Who are you?

- 1 What three words best describe you?
- 2 What is your idea of perfect happiness?
- 3 What possession is most important to you?
- 4 What is your greatest achievement?
- 5 What is your favourite sound, smell and taste?
- 6 What do you like most about your lifestyle?
- 7 What do you like least about your lifestyle?
- 8 What do you always carry with you?
- 9 Who would be your perfect dinner date? Why?
- 10 What's your favourite month and why?
- 11 If you could change one thing about the past, what would it be?
- 12 If you could learn one new thing, what would it be?

B Share your answers with other students. Decide if the other students' answers are for themselves or their avatar.



I.5 << LOOKBACK

FAMILY

1A Complete the sentences with the words in the box.

history inherited after
extended ancestors relative
great side roots related

- My parents told me about my family history.
- My _____ probably came from the place where I was born.
- I once met my _____ -grandparents.
- I take _____ my mother, especially my personality.
- I know someone who _____ a house when their parents died.
- My family's _____ are in another country.
- I have a _____ living in Australia.
- I know someone who is _____ to someone famous!
- I know my mother's _____ of the family much better than my father's.
- I have a very large _____ family: lots of cousins, nephews and nieces.

B Tick the sentences that are true for you. Compare with another student.

QUESTION FORMS

2A Find and correct the mistakes in the questions below. Three of the questions are correct.

- When you started studying English?
- Who did helped you to learn English?
- Do you be enjoy learning languages?
- Did you to learn anything important from your teachers?
- What annoys you about your job or your studies?
- In your job or studies, is there anything you are not happy?
- When you imagine the perfect career, what do you think of?
- What keeps you awake at night?

B Work in pairs. Choose four of the questions to ask your partner.

REVIEW OF VERB TENSES

3 Find and correct the mistakes. Five of the underlined verbs are incorrect.

12.10.09
I was walking to work this morning when I was seeing Mr Gonzalez, my old Spanish teacher. He was wearing a leather jacket and carrying a guitar. I ask him how he was. He said, 'Fine. I go to my band practice.' I said, 'What band?' He replied, 'I don't teach any more. It wasn't really the best job for me. A few years ago I was starting a band called The Big Easy. We don't make much money, but I 'm liking the lifestyle.' I asked him where he lived and he said, 'I 'm living in my caravan at the moment. I travel a lot. I'm a child of the 60s!'

RELATIONSHIPS

4A Put the letters in the correct order to find the names of twelve types of people.

- tomdogher
- niface
- ilupp
- nraterp
- ceanife,
- breemm
- stamacsel
- dethagorf
- sobs
- emeyloep
- trenom
- maatteme

B Work in pairs. Which of these people do you know or have? Which of these are you?

*I have a fiancée. We're getting married next summer.
I'm a member of a gym.*

TALKING ABOUT YOURSELF

5A Complete the conversations with the pairs of words in the box.

query-about like to to say
you about I ask thing I'd

query about

- A: I have a the class. Do I have to bring a pen?
B: No, it's a computer class.
- A: Could a question? Where does the tennis class meet?
B: At the tennis courts.
- A: I'd have I'm not sure you're qualified. Why should we employ you for the library position?
B: Because I'm good with children and animals.
- A: There are a couple of things I'd ask. Firstly, can you work on Saturdays?
B: Is that at the weekend?
- A: One like to say is that you look good for your age. How old are you?
B: Thirty.
- A: Can I ask your latest film, *Philadelphia*? Where is it set?
B: In Philadelphia.

B Work in pairs and write a conversation. Use the expressions in Exercises 5 and 7 on page 15 to help.

C Work in groups and take turns to perform your conversations.

BBC VIDEO PODCAST



Download the video podcast and view people describing their family and what 'family' means to them.

Authentic BBC interviews

www.pearsonlongman.com/speakout

UNIT 2

UNIT

2

SPEAKING

- › Talk about life stories
- › Talk about an important news event
- › Tell a true story or a lie
- › Tell a narrative

LISTENING

- › Listen to a radio programme about films
- › Listen to news reports
- › Listen to people telling anecdotes
- › Watch a BBC drama about an art thief

READING

- › Read an article about conspiracy theories
- › Read a news report
- › Read a text about lying

WRITING

- › Write a news report
- › Write a short narrative

BBC CONTENT

- ▶ Video podcast: When is it OK to tell a lie?
- ▶ DVD: Hustle

tales



▶ Fact or fiction? p20



▶ What really happened? p23



▶ I don't believe it! p26



▶ Hustle p28

SPEAKING

- 1** Work in groups and discuss. Can you think of a film you have seen that has taught you about a person/event in history?
- 2A** Work in pairs and do the quiz. Decide if each question is fact, fiction or partly true. Then check your answers on page 158.
- B** Discuss. Do you think it is all right for film-makers to change the facts of a story? Why/Why not?

Hollywood versus history

Do you know the difference between what you have learnt from your history books and what you have learnt from watching Hollywood's historically inaccurate movies? Can you tell your facts from fiction?

- 1** In the film *The Last Samurai*, Tom Cruise plays a US army captain who joins the samurai warriors in Japan in 1876. Was Captain Nathan Algren a real figure from history?
- 2** In *Shakespeare in Love*, William Shakespeare is inspired to write *Romeo and Juliet* by his real-life relationship with a young actress. Did this happen in real life?
- 3** In a scene from *Gladiator*, we see the Roman Emperor Commodus die at the hands of a gladiator. Did he really die like this?
- 4** In the film *Braveheart*, Mel Gibson plays the character William Wallace, leading an army of men with painted faces, and wearing kilts* as he battles to free Scotland from the English. How much truth is there in the story?
- 5** In the 1995 adventure, *Apollo 13*, we hear the pilot saying the famous words 'Houston, we have a problem.' But were these his exact words?

* kilts – a skirt traditionally worn by Scottish men

VOCABULARY types of story

3A Look at the types of film stories in the box below. Match the types of story with the descriptions a)–i).

biopic docudrama disaster romantic comedy
period drama fantasy/science fiction psychological thriller
action/adventure mystery/crime

- a) Heroes chase and fight.
b) Characters battle with their minds.
c) Strange things happen in the future or in imaginary worlds.
d) Things that happen in the life of a real person.
e) The good guy (the detective) finds the bad guy (the criminal).
f) People dressed up in old-fashioned costumes.
g) Funny things happen. Two people fall in love.
h) Terrible things happen, but people survive.
i) A documentary made more interesting with some parts acted.

B Work in pairs and answer the questions.

- 1 Which types of film do you enjoy watching?
2 Can you name films which match each type of story?

LISTENING

4A ▶ 2.1 Listen to the first part of a radio programme about films and answer the questions.

- 1 What type of film does the programme talk about?
2 Why are these films so popular?

B Work in pairs and discuss. Look at the photos of actors who have played the roles of famous people in films. How do you think they prepared for the role? Do you think it was difficult?

5 ▶ 2.2 Listen to the second part of the radio programme and answer the questions about the actors and the roles they played.

- 1 Who met a character they would play in person?
2 Who couldn't meet with the character they played?
3 Who became good friends with the character?
4 Who phoned hotels in order to listen to a special accent?

6A Complete the information about the radio programme.

- 1 Hollywood has always used _____ in its films.
2 Hollywood began making films in the _____s.
3 Some of the best films in recent years have been based on _____.
4 From these films we've learnt about the _____ lives of some of the biggest music legends.
5 Many of these actors have won _____ for their roles.
6 Helen Mirren met the Queen for _____.
7 Josh Brolin phoned up hotels in Texas, to listen to their _____.
8 Tatou wanted to look like Coco Chanel, so that we would recognise her _____.

B ▶ 2.3 Listen and check your answers.



A Helen Mirren

B Queen Elizabeth II



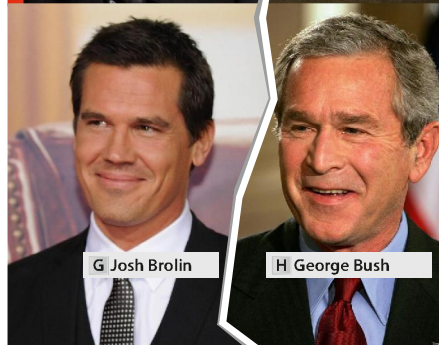
C Will Smith

D Muhammad Ali



E Audrey Tatou

F Coco Chanel



G Josh Brolin

H George Bush

GRAMMAR present perfect/past simple

7A Read the sentences in Exercise 6A and underline examples of the present perfect and past simple.

B Complete the rules with present perfect or past simple.

Rules:

- 1 Use the _____ to talk about experiences or things that happened before now. The time is not specified or important.
2 Use the _____ to talk about recent events, or an action which started in the past and continues now.
3 Use the _____ to talk about a specific event in the past (we know when the event happened).
4 Use the _____ to talk about an action which starts and finishes in the past.

C Look at the sentences in Exercise 6A again and match them with one of the rules above.

▶▶▶ page 130 LANGUAGEBANK

8A ▶ 2.4 Listen to the pairs of phrases. Notice the difference.

- 1 I lived / I've lived 3 he decided / he's decided
2 we met / we've met 4 they spent / they've spent

B ▶ 2.5 Listen and write the sentences.

C Listen again and check. Then listen and repeat.

PRACTICE

9 Complete the text with the correct form of the verbs in brackets.

Chris Gardner is a successful businessman and a millionaire. But things ¹ _____ always _____ (not be) easy. He ² _____ (not meet) his father until he was twenty-eight years old. This experience made him sure about one thing: he ³ _____ always _____ (want) to be a good father to his own children. As a young man, Gardner ⁴ _____ (experience) hard times. His wife ⁵ _____ (leave) him, he ⁶ _____ (lose) his job, and at one stage he and his two-year-old son ⁷ _____ (sleep) in train stations and airports. He ⁸ _____ (come) a long way since then. His life changed when he ⁹ _____ (meet) a man driving a red Ferrari and asked him what job he did. The man was a stockbroker, so Gardner ¹⁰ _____ (ask) him out to lunch, and the Ferrari driver introduced Gardner to the world of finance. Since he ¹¹ _____ (become) successful, he ¹² _____ (spend) a lot of money helping homeless people, and he ¹³ _____ also _____ (write) books about his experiences. His story was told in the film *The Pursuit of Happiness*, starring Will Smith.

SPEAKING

10A Work in pairs. Student A: write *Have you ever ... ?* questions using the prompts in the box below. Student B: turn to page 160.

be on TV/in a newspaper do something embarrassing in public
write a poem/story go to a country on a different continent
collect something as a hobby see someone commit a crime

B Take turns to ask and answer questions. Try to find five things that you have done and your partner hasn't done.

SPEAKING

11A Imagine you are going to make a film about your life. Choose five events you would like to include. Write some notes in the film strip below.

My life in film

Early days ...

Then ...

Later ...

A big decision ...

Now ...

B Work in pairs. Take turns to talk about the film of your life.

C Think of three questions to ask your partner about the film of their life. Ask and answer the questions.

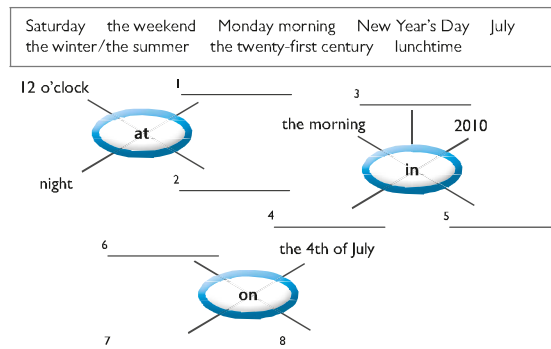
What did you choose to ... ?

What happened when you ... ?

What did you enjoy best about ... ?

VOCABULARY **PLUS** prepositions**Preposition + expressions of time**

12 Complete the word webs with expressions in the box.

**speakout** TIP

To help you remember which preposition of time to use, try to memorise this: *on Monday; in winter; at that time*
on = for specific days, *in* = for time periods, *at* = for specific times

Preposition + noun

13 Complete the sentences with the correct preposition: *on, for or by*.

- It's a book _____ Dan Brown, a film _____ Steven Spielberg, a song _____ Amy Winehouse.
- I saw it _____ TV. I heard it _____ the radio. I spoke to him _____ the phone.
- We went _____ a walk, _____ a drive, _____ a run, _____ a swim.
- They travelled _____ boat, _____ plane, _____ coach, _____ train.

Fixed expressions

14 Match the fixed expressions in bold in sentences 1–10 with meanings a)–j).

- | | |
|-------------------------------------|---------------------------------|
| 1 I dropped it by mistake . | a) finally |
| 2 I did the work on my own . | b) cannot wait |
| 3 He's here on business . | c) by a person, not a machine |
| 4 We met by chance . | d) it was not a mistake |
| 5 It was made by hand . | e) alone, not with other people |
| 6 We got there in the end . | f) not early, not late |
| 7 She said it on purpose . | g) in a very short time |
| 8 We arrived on time . | h) accidentally |
| 9 I'll do that in a moment . | i) not on holiday, but for work |
| 10 They're in a hurry. | j) it was not planned |

15A Look at Exercise 14 again. Write 6–8 questions with phrases with prepositions.

Do you usually arrive **on time**, or are you sometimes late?

Do you prefer to live with someone, or live **on your own**?

B Work in pairs. Take turns to ask and answer the questions.

page 149 **VOCABULARY BANK**

▶ **GRAMMAR** | narrative tenses

▶ **VOCABULARY** | the news

▶ **HOW TO** | talk about important events

SPEAKING

1 Discuss the questions.

- How do you keep up-to-date with the news?
- What have been the most important stories in the last five years?

2A ▶ 2.6 Listen to the excerpts from news reports. Which stories can you see in the photos?

B Work in pairs. What do you know about these news stories?

READING

3A Work in pairs. Read the definition and look at the photos below. Then answer the questions.

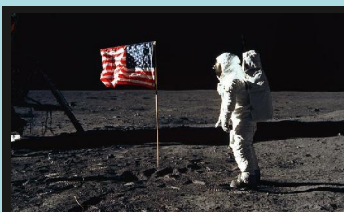
a conspiracy theory: a theory or belief that there was a secret plan behind a major event

- What do you think the conspiracy theories were about (the events in the photos)?
- Which story do you think involved a real conspiracy, according to official reports?

B Read the article to check your answers.

The World's best-known conspiracy theories

BBC Focus Magazine takes a look



Man on the Moon

There are claims that Neil Armstrong's 'giant leap for mankind' took place in a studio and not on the Moon at all. Many have doubts about the photographs taken by astronauts on the Moon's surface. The conspiracy theorists say that strange shadows were falling in different directions, and surprisingly there are no stars visible. It also seems that the US flag, planted by Buzz Aldrin, was apparently waving in an impossible wind. However, all of these doubts can be explained logically. The lighting conditions on the Moon were complicated, and 'fluttering' on the flag only appeared when the astronauts moved it.



A Royal Affair

Diana, Princess of Wales, was killed on 31st August 1997, after her car crashed as it was driving through the Pont de l'Alma tunnel in Paris. Conspiracy theorists have claimed that Diana's death was not an accident – that she was in fact killed by MI6 (the British Secret Intelligence Service) because of her relationship with Dodi Al-Fayed. However, an inquiry into the accident eventually concluded that Diana's death was simply the result of driver Henri Paul's drunken condition, and the fact that paparazzi photographers were following them. There was also no evidence that Diana was pregnant at the time of the accident, or that she had planned to marry Dodi Al-Fayed.



The Death of a President

Suspects in the assassination of President John F. Kennedy included the FBI, the Cuban leader Fidel Castro, and many others. Kennedy was killed in Dallas, Texas, on 22nd November 1963. He was riding through crowds in his car when a gunman shot him once in the head. Lee Harvey Oswald was arrested almost immediately after Kennedy's death, and was himself murdered two days later. A report in 1964 concluded that Oswald had acted alone. But in 1979, the report and the original FBI investigation were criticised. The new report agreed that Oswald had killed Kennedy, but also concluded that the President was killed 'as a result of conspiracy' by people unknown.

4A Read the article again and answer the questions.

- Who was killed in a crash?
- Who was shot?
- Who was arrested?
- Who was murdered?
- Who were the suspects?
- Who was photographed?

B How are these words and phrases related to the stories?

shadows stars a love story
 alcohol photographs/photographers
 a man with a gun a flag
 the FBI (Federal Bureau of Investigation)

C Work in pairs. Answer the questions.

- What do you think? Do you believe the official reports or the conspiracy theorists?
- Do you know any other conspiracy theories? What happened?

GRAMMAR narrative tenses

5A Read the summary. Find and underline examples of the past simple and the past continuous and answer the questions.

Princess Diana's car crashed as it was driving through the Pont de l'Alma tunnel in Paris. Conspiracy theorists claimed that M16 planned her death because she was having an affair with Mr Al-Fayed.

- 1 Which tense do we use to talk about the main events in a story?
- 2 Which tense do we use to give the background information in a story?

B Read the conclusion and answer the questions.

An inquiry concluded that Diana had not planned to marry Mr Al-Fayed, and that the crash had happened because the driver was drunk.

- 1 Which of the verbs is in the past simple?
- 2 Which of the verbs is in the past perfect?
- 3 Which tense describes the event that happened first?

C Underline the correct alternative to complete the rule.

Rule: Use the past perfect to talk about actions which happened *before the past time event we are talking about/a very long time ago.*

page 130 **LANGUAGEBANK**

PRACTICE

6 Read an account of an important news event. Complete the text with phrases a)–h).

11 February 2000: Nelson Mandela's release from prison

I was in the crowd on the parade in Cape Town that day. It was a hot day, and I _____ to see Mandela walk free from the prison. _____ for twenty-seven years. At one point _____ but most people stayed calm. People _____ and singing songs. There was a great feeling of solidarity. There was a large tree in the middle of the parade, and _____ to get a better view. Suddenly, _____ and people fell to the ground. But nobody wanted to leave. Nobody wanted to miss the chance of seeing Mandela for the first time. _____ there was a huge cheer. From where I was standing, it was difficult _____ but I knew I was there for an important moment in our history.

- a) He had been in prison
- b) one of the branches broke
- c) we heard some shots
- d) 50,000 people were waiting
- e) to hear what Mandela was saying
- f) When he finally arrived
- g) were talking to each other
- h) many people had climbed onto it

**VOCABULARY** the news

7A Match the headlines 1–10 with the explanations a)–j).

1 **Prime Minister's wife dies in crash**

2 **World Trade Center attacked**

3 **Student demonstration turns violent**

4 **Workers threaten strikes**

5 **Massive earthquake hits Los Angeles**

6 **Most wanted fugitive arrested**

7 **Floods destroy crops**

8 **Hostages released after talks with rebels**

9 **Music legend shot outside his New York apartment**

10 **Businesses hit by collapse of banks**

- a) Someone tried to damage or destroy a building.
- b) People who were kept as prisoners are allowed to go free.
- c) A musician was killed with a gun.
- d) Police catch a man who they suspect committed a serious crime.
- e) A natural disaster destroys a city.
- f) Economic crisis affects businesses.
- g) A woman is killed in a car accident.
- h) A lot of farmland is under water.
- i) Many people might refuse to go to work.
- j) People who are protesting begin to fight on the streets.

B Work in pairs. Describe some stories which have been in the news recently using the vocabulary in bold above.

page 149 **VOCABULARYBANK**

SPEAKING

8A Choose one of the news stories in the lesson or another important news story. Make notes to answer the questions below.

- 1 What was the news story? Where were you when you heard the news?
- 2 What were you doing? Who were you with?
- 3 What did you think at first? How did you feel?
- 4 Did the news change things for you in any way?

B Work with other students. Tell them about your story.

WRITING a news report

9A Read the news report and answer the questions. Underline the parts of the news report which help you to answer.

- 1 Who is the story about?
- 2 What happened?
- 3 Why did it happen?
- 4 Where did it happen?
- 5 When did it happen?
- 6 What is the situation now?

Fraud fugitive in Facebook trap

A man who was on the run from police in the US revealed where he was hiding through a series of Facebook updates.

Cameroon-born Maxi Sopo falsely obtained credit from banks while he was living in the US. By the time he had finished, he had stolen more than \$200,000. He then escaped to Cancun in Mexico, where he was happily spending the money, until he made posts on his Facebook page telling the world that he was 'living in paradise'.

'He was making posts about how beautiful life is and how he was having a good time with his buddies,' said Assistant US Attorney Michael Scoville. 'He was definitely not living the way we wanted him to be living, given the charges he was facing,' he added.

However, during his time in Cancun, Mr Sopo also befriended a former justice department official on the networking site. This man, who had only met Mr Sopo a few times, was able to discover exactly where Mr Sopo was living. As soon as he had this information, he passed it to the Mexican authorities who arrested Sopo last month.

The twenty-six-year-old is currently in custody in Mexico City.

B Read the news report again. Find examples of the following:

- 1 quotes used to give someone's opinion
- 2 a concluding statement which gives us information about the current situation
- 3 an introductory statement which explains in one sentence what happened
- 4 more information about the background to the story

LEARN TO use time linkers

10A Look at the news report and find examples of the time linkers in the box.

as soon as while during until
by the time

B Look at the words/phrases in the box above. Which time linker do we use to link an action that:

- 1 happened previously? *by the time*
- 2 continues up to that point and then stops?
- 3 happens at the same time as another action?
- 4 happens at some point in a period of time?
- 5 happens immediately after something else has happened?

C Complete the sentences with the correct time linker.

- 1 I came _____ I heard the news.
- 2 They arrived _____ we were having dinner.
- 3 Her cat died _____ the night.
- 4 We waited _____ the lights had gone out.
- 5 _____ the fire engines arrived, the house was destroyed.

11A Work in pairs. Choose a headline and write six questions asking information you would like to know about the story.

Woman finds suitcase full of money on train

Huge earthquake destroys city

Man shot outside his house

B Give your questions to another student.

C Look at the questions and write a short news report (100–150 words). Look at the ideas in Exercise 9B to help you.

speakout TIP

A good news report will give readers all the key information (why? what? how? when? etc.), in a clear and concise way. Does your news report contain the key information?

D Compare your stories with other students. Who has the best story?

▶ **FUNCTION** | telling a story

▶ **VOCABULARY** | say/tell

▶ **LEARN TO** | keep a story going

VOCABULARY say/tell

1A Work in pairs and discuss. How do you know when someone is lying? Do you think their behaviour changes?

B Read the text to check your answers.

How do you know if someone is lying?

From little white lies to lies which can destroy nations, people have lied for as long as they have told the truth. Some people are very good at it. So, how do we know if someone is lying? Here are the things to look out for.

- 1** The guilty hand: when someone is telling the truth they usually use more body language. They move their hands and their face more. When someone lies, their hands are still.
- 2** The lying eye: people find it very hard to tell you a lie if they're looking at you straight in the eyes. Normally, they look away just at the moment that they tell the lie.
- 3** The 'Me': when people tell a story about themselves, they tend to use a lot of 'me' words, like *I*, *me*, and *my*. When they tell a lie, they don't use the 'me' words as much.

2A Match 1–6 with a)–f) to make sentences.

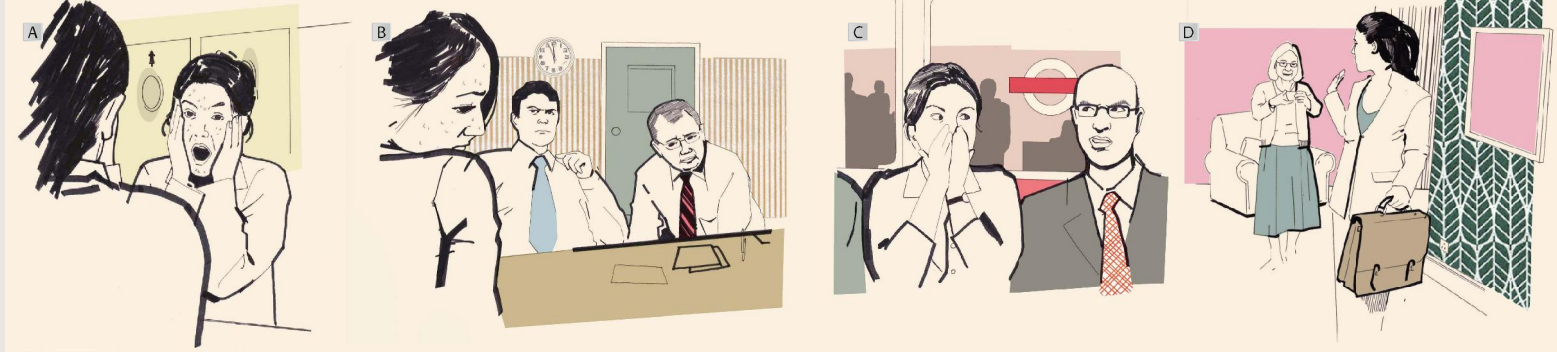
- | | |
|---------------------------------|---|
| 1 I'm terrible at telling | a) 'hello', but she didn't answer. |
| 2 My brother told me | b) a white lie than to upset someone. |
| 3 I think you should say | c) what you mean. |
| 4 Sometimes it's better to tell | d) a funny story yesterday. |
| 5 You should just say | e) sorry. |
| 6 I said | f) jokes. I always forget the punch line! |

B Add the phrases with *say* and *tell* from Exercise 2A to the table.

say	tell
'hello'	a story

C Work with other students. Do you agree/disagree with the statements? Why?

- 1 A lie can travel half way around the world while the truth is putting on its shoes.
- 2 A good storyteller should mix fiction with truth to make their stories interesting.
- 3 It's OK to tell lies sometimes.



FUNCTION telling a story

3A Look at the pictures above which tell a story. What do you think is happening in each picture?

B ▶ 2.7 Listen to a woman telling her story. Number the pictures in the correct order.

4A Look at the phrases we can use to help tell the sequence in a story. Add the sequencers from the box to the correct place in the table.

This happened when The next thing I knew
 Anyway, In the end, Before long,
 And then, all of a sudden

beginning
In the beginning, ... <i>This happened when</i>
describing what happened
Well, ... So, ...
ending
Finally, ...

B Listen to the story again, and tick the phrases you hear.

▶▶ page 130 **LANGUAGEBANK**

5A Work in pairs. Practise telling the story using the sequencers and the pictures to help you. Start like this:

This happened when the woman had an important interview and ...

B ▶ 2.8 Do you think the woman was telling a true or false story? Listen to find out.

LEARN TO keep a story going

6A Look at phrases a)–j). Which phrases complete extracts 1–6?

- What happened then?
- What did you do?
- Then what?
- Oh no!
- Oh dear.
- How embarrassing!
- That's really funny.
- Really?
- You're joking!
- You're kidding!

1 W: So, anyway, erm ... I then got on to the tube, um ... to go for my interview.

M: Right, and a ?

2 W: I've woken up shouting the word, 'Mum!'.

M: No! _____!

3 W: At the top of my voice, in a packed, quiet tube.

M: _____

4 W: ... they're looking at me in a rather strange way.

M: Right ... _____

5 W: My face had swollen up! ... It was bright red, ... and covered in blotches, spots ...

M: Oh! _____!

6 W: Yes, and the pills that my mother had given me were so out-of-date that they had caused an allergic reaction ...

M: Oh! ... _____!

B ▶ 2.9 Listen again and check your answers. Notice how intonation is used to sound interested.

C Listen and repeat the phrases. Try to sound interested. Then repeat but try to sound bored. Can you hear the difference?

▶ speakout TIP

How amazing! When someone tells a story, try to use comments and questions to show that you are interested. Remember to check your intonation. Do you sound interested?

SPEAKING

7A Prepare to tell a story. It can be a true story or a lie. Choose one of the situations below. Talk about when you:

- got stuck in a lift
- missed (or nearly missed) a flight
- slept outside
- spoke to someone famous
- got a tattoo
- appeared on television/in the newspaper
- chased/met a criminal
- were mistaken for someone else
- sung karaoke
- tried a very dangerous sport
- found something unusual
- did something embarrassing on holiday

B Think about the details of your story. Think about the questions below and make some notes or practise telling your story.

- Where were you?
- Why were you there?
- What were you doing?
- What happened?
- How did you feel?

C Work with other students. Take turns to tell your stories and listen and respond. Ask questions to decide if it is a true story or a lie.

A: *I once got stuck in a lift.*

B: *Really?*

A: *Yes. I was ...*

D Tell the other students if it is a true story or a lie.

DVD PREVIEW

- 1** Work in pairs. Discuss the questions.
- 1 What famous fictional thieves/investigators/detectives do you know about?
 - 2 Which are famous in your country?
 - 3 Have you watched any programmes involving them?
 - 4 Do you watch any crime detective dramas? Which ones? What do you like/dislike about them?
 - 5 What are the features of good detective dramas, e.g. interesting characters?
- 2** Look at the pictures and read about the programme. What problems do you think Finch had when he stole the painting?

DVD VIEW

3A Match the words in the two columns to make common crime collocations.

- | | |
|------------|-------------|
| 1 guard | a) thief |
| 2 art | b) guard |
| 3 valuable | c) weapon |
| 4 burglar | d) officer |
| 5 customs | e) dog |
| 6 loaded | f) alarm |
| 7 security | g) painting |

B Watch the programme. Tick the things above which you see in the clip. Which of the above do you not see?

4A Work in pairs and answer the questions.

- 1 How does Finch get into the grounds of the mansion?
- 2 What is the security guard doing?
- 3 What does Finch do when he breaks into the house?
- 4 What sets off the alarm?
- 5 How does Finch escape?
- 6 What happens at the airport?
- 7 Why do customs officers search Finch? Do they find anything?
- 8 What do customs plan to do?

B Watch the DVD again to check.

speakout a narrative

5 Work in groups. Invent details for the story using the questions below to help.

- 1 What exactly has Finch stolen?
- 2 Why did he steal it?
- 3 Is he usually a successful thief?
- 4 What happens in the airport in Brazil?
- 5 Where is the painting now?
- 6 What happens when Finch gets back to the UK?
- 7 How does Finch plan to get the painting?
- 8 Does Finch get arrested? Why/Why not?

6A **D.2.10** Listen to someone telling the story. How do they answer the questions above?

B Listen again and tick the key phrases you hear. What tense does the speaker use to tell the story? Why is this?

keyphrases

- In this story, ...
- The problem is that ...
- In fact, ...
- What he doesn't realise/know is that ...
- However ...
- Later, ...
- Because of this, ...
- In the end, ...

C Work in pairs. Take turns to retell the story (or your own version of the story) using the key phrases and the questions in Exercise 5 to help.

writeback a newspaper article

7A Read about a famous art theft. Who stole the painting? Why did he steal it? What happened in the end?

Famous painting stolen

On August 21st, 1911, Leonardo da Vinci's *Mona Lisa*, one of the most famous paintings in the world, was stolen from the wall of the Louvre Museum, in Paris. At first, the police thought one of the guards might have stolen the painting, but seventeen days after the theft, they arrested poet Guillaume Apollinaire. However, he was released when police could find no evidence that he had committed the crime. Two years later, the real thief, Vincenzo Peruggia, was arrested in Italy. Peruggia had worked at the museum, and had stolen the painting because he was angry about how many Italian paintings were on display in France. He had planned to return the painting to the Italian Uffizi gallery, in Florence. The public was so excited at the news of finding the *Mona Lisa* that the painting was displayed throughout Italy before it was returned to France in 1913.

B Write up the story of Finch's art theft as a newspaper article, using the article above and the key phrases to help.

BBC Hustle

Hustle is a BBC drama series about a team of criminals who try to obtain and sell things in an illegal or dishonest way. In this programme we meet Finch, a burglar. He's in trouble with Customs, who believe that he has stolen a valuable piece of art. Unfortunately for Finch, when he stole the painting, things didn't go quite according to plan and now he needs the help of a friend.



2.5 << LOOKBACK

TYPES OF STORY

1A Add the missing letters to complete the types of story.

- One of my favourite _ct _ _n films of all time is *The Terminator*.
- Jamie Foxx stars in *Ray*, a great b _ _ p _ c of Ray Charles.
- Pretty Woman*, starring Julia Roberts and Richard Gere, is my favourite r _ m _ nt _ c _ m _ d _ .
- I'm not a great fan of p _ r _ _ d dr _ m _ s, but I thought this production of *Jane Eyre* was brilliant.
- I loved the psych _ l _ g _ c _ l thr _ ll _ r, *Silence of the Lambs*, but I found it very scary.
- I still enjoy Agatha Christie's *Murder on the Orient Express*. It's one of the best ever d _ t _ ct _ v _ films.
- I can't watch s _ _ _ nc _ f _ c _ _ _ n films, like *Star Wars* and *Alien*. I can't stand them.
- I think d _ c _ dr _ m _ s, films like *Nixon*, are a great way to learn about what really happened during important events.

B Work in pairs. Choose five of the genres and make a 'best ever' list of the films in these genres.

PRESENT PERFECT/PAST SIMPLE

2A Look at the phrases below. Have you done any of these things? Write sentences using *I've ...*, *I haven't ...* and *I have never ...*

- play in a band/write a song
- ride a horse • visit another country
- run a marathon
- walk in the mountains/go skiing
- organise a big family party
- see a famous band
- swim with dolphins/go scuba diving
- meet someone famous
- go to university/change your job
- start a business
- travel on your own
- write a diary/blog

B Choose one thing you have/haven't done and tell your partner more about it.

I've played in a band. When I was at university I played in a band called 'The Hooligans'.

THE NEWS

3A Underline the correct option to complete the headlines.

- Postal collapse/strike causes huge delays
- Police attacked during student demonstration/crash
- Fugitives/Hostages released after negotiation with rebel leader
- Hundreds homeless after earthquake/collapse hits
- Fugitive/Flood found hiding in forest
- Train strike/crash kills sixty people
- House attacked/crashed with petrol bomb
- Young criminal destroyed/shot by police

B Work in pairs. Take turns to say a word and respond with a headline.

A: *crash*

B: *Sleeping pilot caused plane to crash.*

NARRATIVE TENSES

4A Put the verbs in the correct tense to complete the story.

Sasha ¹ _____ (wake) up late because she ² _____ (forget) to set her alarm clock. She ³ _____ (have) breakfast when the telephone ⁴ _____ (ring). It was her boss. He wanted to know why she ⁵ _____ (not finish) the report that he ⁶ _____ (ask) her to do. She quickly ⁷ _____ (leave) the house to go to work. She ⁸ _____ (stand) on the train when she noticed that lots of people ⁹ _____ (look) at her feet. Then, she ¹⁰ _____ (realise) that she ¹¹ _____ (forget) to put her shoes on. She ¹² _____ (wear) her slippers.

B Can you remember a day when you woke up late? Why? What happened? Tell your partner.

TELLING A STORY

5A Add a word to each speaker's part to correct the conversations.

- happened*
- A: This when I was living in Hong Kong.
B: Oh really? happened?
 - A: I was having a shower when all a sudden I saw a huge spider.
B: Oh no. What you do?
 - A: Anyway, before I knew it someone called the police.
B: Really? What next?
 - A: The next I knew, the man was running towards me and shouting.
B: don't believe it!
 - A: , anyway I was going up the ski-lift and I fell off.
B: embarrassing!
 - A: So, in end, I had to pay all the money back.
B: dear.

B Work in pairs. Choose three of the conversations above and expand the stories.

C Work in groups. Take turns to role-play your conversations.

BBC VIDEO PODCAST



Download the video podcast and view people discussing whether they would ever tell a lie, what lies they've been told and who told them.

Authentic BBC interviews

www.pearsonlongman.com/speakout

UNIT 3

UNIT 3

SPEAKING

- ▶ Discuss attitudes now/earlier in life
- ▶ Talk about predictions
- ▶ Explain misunderstandings
- ▶ Discuss the best ways to communicate

LISTENING

- ▶ Listen to people discussing the future of communication
- ▶ Listen to a series of misunderstandings
- ▶ Watch a BBC documentary about the internet's impact

READING

- ▶ Read an article about teenage communication
- ▶ Read a story about a misunderstanding

WRITING

- ▶ Write a series of messages
- ▶ Write a memo

BBC CONTENT

- ▶ Video podcast: Can new technology help communication?
- ▶ DVD: The Virtual Revolution

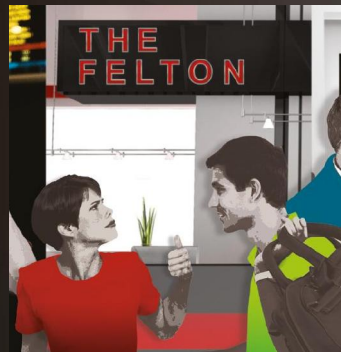
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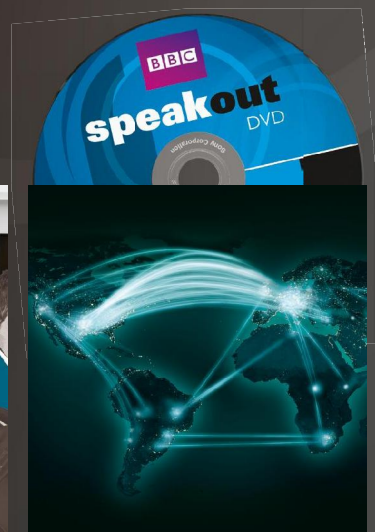
▶ You're going where? p32



▶ Getting connected p35



▶ In other words ... p38



▶ The virtual revolution p40

SPEAKING

1 Work in groups and discuss.

- 1 What problems do teenagers and parents of teenagers have? Why?
- 2 What is the best thing a parent can do for a teenager?

READING

2A Read the article. Does it mention anything you discussed in Exercise 1? What is the main problem it mentions?

B Complete the summary of the article. Use one or two words for each gap.

The writer is worried about the way she communicates with her ¹_____. She is always asking them questions about their ²_____, but most of the time they ³_____. She thinks that mobile phones and text messages mean that arrangements are always ⁴_____. In the end, she decides to ⁵_____ her own way of making plans. Next time she arranges to meet someone, she's going to be ⁶_____.

C Are the statements 1–5 true (T) or false (F)?

- 1 Simon usually arrives late.
- 2 The mother's teenage children always answer her questions.
- 3 The mother worries about her children when she doesn't know where they are.
- 4 The teenagers tend to make their plans early.
- 5 In the end the mother decides to change her behaviour.

D Find words or phrases in the text that match meanings 1–6.

- 1 changing an opinion or decision (paragraph 1)
- 2 manage a situation (paragraph 1)
- 3 too interested in other people's business (paragraph 5)
- 4 a fear that terrible things might happen (paragraph 5)
- 5 plans that you make just before they happen (paragraph 7)
- 6 if you can't change how people behave, then change your behaviour to be like them (paragraph 9)

3 Discuss the questions.

- 1 Do you think it is important for parents to know about their teenagers' plans?
- 2 Do you agree that mobile phones have changed the way that people make plans? How?

Life on planet teen

1 My friend Simon is always changing his mind about things. He's never quite sure where he's going to be or whether he'll be busy, and he never arrives when he says he will. This is sad, but I can cope with it. He doesn't live in my house.

2 But I don't like the same situation when it's happening under my own roof. Every day I ask my teenagers questions like an eager reporter. 'Where are you going? When are you coming back? How are you getting home?' And what do I get? If I'm lucky, a small bit of information.

3 'I think it's football after school,' says my fourteen-year-old. 'Unless that was last week.'

4 'I'm going out on Saturday,' says my sixteen-year-old. But most of my questions, however, go unanswered.

5 I don't want to be nosy. I really don't. But I would so love to have a rough idea of where members of the family are going to be. The problem is that I have an over-active imagination. The logic goes: you haven't got football, you didn't say you'd be late, therefore you must be under the wheels of a bus. But while I'm watching the clock in an attempt to stop my panic, my teenagers are changing their arrangements again ...



6 Mobile phones and text-messaging means that dates and times are always flexible. 'That's why I don't know what I'm doing on Saturday,' says my eldest. 'I won't know until five minutes before.'

7 I can, of course, keep up with all this instant mind-changing by spending my Saturday nights texting 'R U OK?' But I can't help thinking that they enjoy the last-minute arrangements because it gives parents less time to object ('You're going where?').

8 After a series of questions, I finally give up. It's obvious that while I want to carefully plan the details of our family arrangements, my sons want more freedom.

9 So, if you can't beat them, join them. Simon, I'm going to follow your lead. The next time I arrange to meet someone, I'll be late. Or I might not turn up at all.

GRAMMAR the future (plans)

4A Read the conversations about plans and complete the rules with the phrases in the box.

the present continuous going to + infinitive will + infinitive
might + infinitive

- 1 A: Are you going to Joel's party?
B: I might stay at home. I'm very tired.
- 2 A: Have you spoken to your teacher yet?
B: No, I'm going to speak to her later.
- 3 A: What time are you meeting Adam?
B: At six o'clock.
- 4 A: Do you want to come with us?
B: No, thanks. I'll see you at the stadium.

Rules:

- 1 Use _____ to talk about plans or arrangements which have already been made.
- 2 Use _____ to talk about a plan or intention. You have decided that you want to do this, but you may not have made the arrangements.
- 3 Use _____ when you are not sure what the plan is.
- 4 Use _____ to talk about the future when you have no specific plan, or you make the decision at the time of speaking.

B Look at the article above again. Find examples of the structures described below.

- 1 present continuous for talking about future arrangements
- 2 going to + infinitive for future plans
- 3 will + infinitive for a decision made at the time of speaking
- 4 might + infinitive for a plan which is undecided

▶▶▶ page 132 LANGUAGEBANK

5A ▶▶▶ 3.1 Listen and complete the sentences.

- 1 What _____ at the weekend?
- 2 We _____ my brother and his family.
- 3 Where _____ for them?
- 4 They _____ a party on Friday.
- 5 _____ with us tomorrow?
- 6 I'll ask Marion when she _____.

B Listen again. Notice how they pronounce *going to* in fast speech. Does *going to* have the same pronunciation in sentences and questions? Do we always pronounce *going to* like this? When is it different?

C Listen again and practise saying the sentences fast.

What are you going to do at the weekend?

PRACTICE

6 Underline the correct alternatives to complete the conversation.

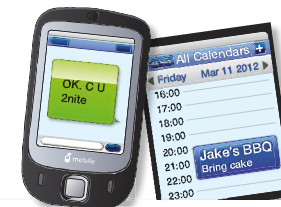
- Pete:** Hey Dax. What ¹*are you two doing / will you two do* on Saturday night?
- Dax:** I don't know. We ²*might / will* go to the Death City Dread concert. What about you?
- Pete:** ³*I'll have / I'm going to have* a bit of a party. My parents ⁴*are going / will* go away for the weekend, so I've asked a few people to come over to my place. Kris ⁵*will bring / is bringing* his DJ equipment round, so ⁶*we're having / we'll have* music. And everyone ⁷*is going to bring / might bring* some food and drink. Euan ⁸*will come / is coming* with a few friends. Do you think you can make it?
- Dax:** It sounds great. ⁹*I'm going to text / I'll text* Leyla to ask her what she thinks. Then ¹⁰*I'm calling / I'll call* you back to let you know. Is that OK?
- Pete:** That's fine. ¹¹*I'll speak / I'm going to speak* to you later. Bye.

7A Write sentences for situations 1–6 below. Think about whether you have made arrangements already, then decide which tenses to use.

- 1 something you plan to do at the weekend
Some friends are coming to stay. (I've already arranged this)
I might go out for a pizza on Friday night. (I don't know yet.)
- 2 something you are going to do after the class
- 3 something you might buy in the near future
- 4 something that someone in your family is planning to do
- 5 a plan or ambition you have, related to your work/studies
- 6 something that you plan to do for your next holiday

B Work in pairs. Compare your ideas. Ask and answer questions to find out more information.

My sister's moving to Poland.
Really? That sounds exciting. Which city?



Invitation

EVENT NAME – Softball game

Start time: Friday, 11 March 18:00

End Time: Friday, 11 March 20:00

Location: Hove park

VOCABULARY communication

8A Match the words in the box with sentences 1–8.

gossip compliment moan boast
argue warn chat apologise

- 1 Have you heard about Vicki? She's got a new boyfriend! gossip
- 2 I just wanted to say I'm really sorry I missed the match. _____
- 3 So, how was your day? Did it go well? _____
- 4 I was the best rugby player in my school, you know. _____
- 5 No, that's not true. I didn't say that you could borrow my mp3 player! _____
- 6 Listen, it's very important that you don't get into cars with people who you don't know. _____
- 7 You look lovely. That top looks really nice on you. _____
- 8 And when I got home, the house was in a complete mess. They're so lazy. They never help. _____

B Decide who is talking in sentences 1–8, parents (P) or teenagers (T).

C **3.2** Listen and notice the intonation. Then listen and repeat.

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SPEAKING

9A Think about when you were a teenager. Make a note of things you:

- loved/hated/moaned about
- argued about with your parents/friends
- were warned about by parents/teachers

B Think about your life now. Make a note about people you:

- enjoy chatting to/gossiping with
- tend to argue with
- moan about
- have apologised to

C Work in pairs. Compare your experiences. How have your ideas changed since you were a teenager?

A: I really enjoy gossiping with my girl friends about who we like and who we don't.

B: Do you? Me too! It was the same when we were teenagers!

WRITING messages

10 Work in pairs. Look at messages 1–4 and answer the questions.

- 1 When do you usually write messages to people?
- 2 What do you think the relationship is between the writer and the person they are writing to in these messages?
- 3 Are the messages formal or informal?

1

Sal
Gone to the dentist.
Be back at 4pm.
Jen

Hope you had a good day. Dinner's in the oven.
Tx

2

Martin
Please call Tricia on 07679 437 562 asap
Lucy

Can you pick us up from football tonight?
See you later
Ben & Max

speakout TIP

Leave it out! When we write notes and messages we don't always write complete sentences. We often miss out small grammatical words to make the message shorter.

LEARN TO use note form

11A Look at the messages 1–4 above. The words in the box have been left out. Which message do they belong to?

I We'll Your I've Can you I'll

B Rewrite messages 1–4 below using fewer words.

1

Are you feeling hungry?
Do you want to meet me for lunch at Pavarotti's 1pm?
Rx

Pete called to say that he won't be able to come to dinner. Do you think you could call him back on 01954 627 823? Thanks.
Jayne

2

message
We're going to see Elton John in concert. Would you like me to book you a ticket?
Tonya

I'm really sorry but I can't come to the cinema tonight because I've got too much work to do. I hope you enjoy the film.
Bess

12 Write short messages for the situations below.

- 1 You're going away for the weekend and would like your flatmate to water the plants.
- 2 You want to invite a classmate to the cinema.
- 3 You need to apologise to a work colleague for missing a meeting.

GRAMMAR | the future (predictions) | VOCABULARY | future time markers | HOW TO | make predictions



LISTENING

1 Look at the photos and answer the questions.

- 1 What has replaced the objects in the pictures?
- 2 In your opinion, are the replacements better than the original things?

2A Work in pairs and discuss.

- a) In the future how will we communicate with people in other countries?
- b) In the future will we still use pen and paper to write?
- c) In the future will we watch TV the same way we do now?

B **3.3** Listen to some people discussing the questions above. Do they mention any of your ideas?

C Find and correct three factual mistakes in the notes. Listen again to check.

System for translating foreign languages
Talk to foreigner on the phone + his/her words = translated into your ear
Online translation services already exist BUT often make mistakes, e.g. English to Chinese

TV programme says handwriting will disappear in 100 years
Will use thumbprints/digital signatures, e.g. scans, instead
Man says people will still carry pens
Woman says 'kids' (10–12 yrs old) may stop writing

They think there'll still be a large TV in the living room
BUT TV programmes will be 'on demand' – watch what you want
Man thinks it'll change 'in the long term' – a long time in the future
Woman agrees

3 Look at the words and phrases in the box. What do you think they mean? Use audio script 3.3 on page 166 to help you.

an intermediary (that) will stop barriers thumbprints
retina scans the most straightforward way (to do something)
on demand a large screen method of delivery

VOCABULARY future time markers

4A Read sentences 1–9 and underline the time markers.

- 1 In the near future, there will be a system for translating foreign languages.
- 2 They don't think that handwriting will exist in the next ten years.
- 3 This new system for watching TV could happen in a month or two.
- 4 Certainly in the long term this will be the future.
- 5 I think these changes will happen in the short term.
- 6 In ten years' time children won't be able to write with pen and paper.
- 7 There will still be TV sets a long time from now.
- 8 I don't think there will be any big changes next year.
- 9 Phones that can translate languages will be with us shortly.

B Look at the time markers again. Put them under the correct heading below.

- 1 An exact time in the future
- 2 Not an exact time in the future – soon
in the near future
- 3 Not an exact time in the future – not very soon
in the next ten years

C Work in pairs. Ask and answer questions 1–3, using both parts of the question.

- 1 Will you still live in the same place: a) in the near future? b) in ten years' time?
- 2 Will you still attend classes: a) six months from now? b) next year?
- 3 What projects will you work on: a) in the short term? b) in the long term?

GRAMMAR the future (predictions)

5A Read the preview of a programme. What is the programme about?

Visions of the future

In this new BBC three-part series, physicist and futurist Dr Michio Kaku explores the science of today, tomorrow, and beyond. He argues that we are at a turning point in history. In this century, we will move from being passive observers of nature to its active designers. This will give us amazing new possibilities but also great responsibilities.



B Read some of the predictions from the BBC programme. Are they certain (C) or possible (P)?

- Artificial intelligence will revolutionise homes, workplaces and lifestyles. **C**
- Robots with human-level intelligence may finally become a reality. **P**
- The human body could be repaired as easily as a car. **P**
- We are going to make the ... transition from the 'Age of Discovery' to the 'Age of Mastery'. **C**
- We are likely to live longer because of developments in genetics and biotechnology. **P**

C Look at the underlined words above. Complete the rules with *will*, *could*, *to* or *be*.

Rule:

- We use will + infinitive to make predictions about the future.
- We use going to + infinitive to make predictions when there is present evidence.
- We use may or could + infinitive to say something is possible but not certain.
- We use likely + infinitive with to to say something will probably happen.

▶▶▶ page 132 LANGUAGEBANK



PRACTICE

6A Circle the correct alternative, a), b) or c), to complete the programme review.

Dr Michio Kaku says that in the near future we ¹_____ new worlds that look like our own world. To prove it, he flies around in Second Life and tells us that virtual reality is ²_____ more like real reality.

Kaku then jumps into a remote controlled car, and tells us the car is so intelligent that the words 'traffic jam' and 'traffic accident' ³_____ from the language.

It isn't just cars that will be intelligent. In a few years' time microchips will be so cheap they ⁴_____ into every product we buy – our walls, our furniture, even our clothes. And they ⁵_____ to be so small we ⁶_____ they exist. The internet, he tells us, will also be everywhere. Kaku says our sunglasses ⁷_____ our future home entertainment centre.

Kaku then does a virtual dance using 3-D technology (his dance partner is hundreds of miles away) and explains that one day in the near future, 3-D technology ⁸_____ the telephone and ⁹_____ air travel.

Then he looks at the popularity of robots. He concludes that, in the long term, some of our closest friends ¹⁰_____ people.

- (a) will design (b) will be design (c) will to design
- (a) become (b) going become (c) going to become
- (a) going to disappear (b) are going to disappearing (c) are going to disappear
- (a) are could be built (b) could be built (c) could built
- (a) likely (b) likely are (c) are likely
- (a) won't to know (b) not will know (c) won't know
- (a) may become (b) may of become (c) may to become
- (a) could replace (b) is could replace (c) could be replace
- (a) reduce might (b) might to reduce (c) might reduce
- (a) not might be (b) might not be (c) might be not

B Discuss. Which predictions, if they come true, will be good/bad for the world? Why?

SPEAKING

7A Look at the picture of the future above. Is it realistic? Why?

B Think about the topics in the box. How do you think they will change in the future? Make some notes.

communication technology work habits cities
the environment food

C Work in pairs and discuss your ideas.

Communication: I think we will probably have video conference calls on our mobile phones. There probably won't be ...

VOCABULARY PLUS idioms

Idiom /idiəm/ [C] a group of words that have a different meaning from the usual meaning of the separate words. For example, 'under the weather' is an idiom meaning 'ill'.

8A Read the definition of an idiom and underline the idioms in sentences 1–5.

- In the future, mobile phones won't only be used for small talk or for taking photos.
- For people who work against the clock, new ways to communicate will be important.
- We'll use pen and paper for writing things that are on our mind and for personal notes.
- Home-made programmes won't be everyone's cup of tea, but that's the future of TV.
- Music is an issue that's close to my heart because my husband is a musician.

B Look at the underlined idioms and decide if these statements about idioms are true (T) or false (F)?

- Idioms are usually formal.
- You cannot usually change the order of words in an idiom.
- You can sometimes change the verb tense and the subject of an idiom.
- You can usually guess the meaning from one word in the idiom.

C Work in pairs and compare your answers. Then turn to page 160 to check your answers.

speakout TIP

When you learn new idioms write them in a special place in your vocabulary notebook. To remember idioms better, record them in context and add your own examples. Do this for the idioms in Exercise 8A. Then try them out. Make sure it's the right situation and you remember to use the exact words.

9 Work in pairs. Look at the idioms organised by topic. What do the underlined idioms mean?

PROBLEMS

1 We forgot to pay our taxes. Now we're in hot water.

2 I said the wrong thing again. I always put my foot in it.

TIME

3 We're working against the clock. We have two hours to finish the project.

4 I'm sure we can win this match but we're running out of time.

10 Look at the idioms organised by key words. Match idioms 1–6 with meanings a)–f).

BODY PARTS

1 Keep an eye on him. **b**

2 Can you give me a hand? **c**

FOOD AND DRINK

3 It's not my cup of tea. **d**

4 It was a piece of cake. **e**

ANIMALS

5 You're a dark horse! **f**

6 I want to get out of the rat race. **a**

a) I don't like it

b) watch

c) help me

d) the competitive world of work

e) you have a lot of secrets

f) easy

11A Find and correct the mistakes. There is a mistake in each sentence.

- When was the last time you gave someone the hand?
- Which student do you think is a horse dark?
- When's the last time you put your feet in it?
- Which issues are close by your heart?
- Do you often have to work against the clocks?
- When were you last in warm water?

B Write an answer to each question. Then compare your answers with other students.

▶▶▶ page 150 VOCABULARYBANK

SPEAKING

1A Work in pairs. Look at the cartoon and read the story. What do you think happened next?

One year a US TV show called *Late Night with David Letterman* was nominated for an award. To celebrate, the eighty people involved in the show went to a restaurant in Malibu, where they sat at twelve different tables and ate outside. That night someone told the show's producer that Johnny Carson, a famous American talk show host, was in the restaurant.

The producer went over to Carson's table and said, 'It would be so nice if you could say hello to David and meet some of the people. It would mean a lot to them.' So at the end of his dinner, Carson came over and said hello. He sat at the table, talked for a while and then left.

At the end of the evening the producer went to pay the bill.



B Read the end of the story on page 160.

C Work in pairs. Retell the story using the words in the box.

TV show nominated for an award celebrate restaurant
talk show host say hello pay the bill generous called
didn't know at the table ten thousand dollars

VOCABULARY misunderstandings

2A Complete sentences 1–8 with phrases a)–h).

- Make sure you go to the King's Street in the centre of town because ...
- We mistakenly left home at 5.30 because ...
- I was expecting to see Pete, my old school friend, but ...
- I didn't do the homework because ...
- We thought her birthday was 16th July but ...
- I ended up at the wrong house because ...
- When I called Mary Lou, she thought I was a stranger because ...
- I answered the phone but ...
 - it was a **wrong number**.
 - I'd got the **wrong address**.
 - we **got the date wrong**.
 - we thought** it started at six.
 - it was a **different** Peter Smith.
 - there are two streets **with the same name**.
 - she **didn't recognise** my voice.
 - I **didn't realise** it was for today.

B Which expressions in bold do you know? Which have you used?

FUNCTION dealing with misunderstandings

3A 3.4 Listen to four telephone conversations involving misunderstandings. What type of misunderstandings are they?

B Listen again and answer the questions.

Conversation 1

- Who did the woman want to speak to?
- Who did she speak to?

Conversation 2

- How did David make his hotel reservation?
- What hotel does he want to stay in?

Conversation 3

- What time does the show finish?
- What time did the show start?

Conversation 4

- What does the woman want to rent?
- What is the date?

C Complete expressions 1–7 with the words in the box.

tell that me (x2) saying mean name again

- I didn't catch any of _____.
- You've lost _____.
- Could you repeat the last _____?
- Can you say that _____?
- What exactly do you _____?
- I don't get what you're _____.
- Do you mean to _____ ... ?

D 3.5 Listen and check. Then listen again and copy the intonation.

page 132 **LANGUAGEBANK**



4A There is one word missing in each response. Complete the responses with the missing word.

- A: Oh no! I can't find the key.
B: Do you ^{mean} to say we're going to be locked out all night?
A: And after Jimmy left Minnie, he married Millie, who used to be married to Billy.
B: You've me. Who are all these people?
A: There was a little accident with the spaghetti bolognese and your sofa.
B: What exactly you mean?
A: The boss wants to see you. It's about the money that's missing from the accounts.
B: I don't what you're saying.
A: Um, er, I think my new phone number is, um, 654 0987 6743.
B: I catch any of that. What's the number?
A: My home address is 39 Kings Street, Manchester, Lancashire, M8 2TO.
B: Can you that again? I didn't hear.
A: We're leaving Los Angeles at 11.00p.m., OK? Then we arrive in Sydney at 5.50a.m.
B: Could you the last part? I didn't hear you.

B Work in pairs. What does speaker A say next? Continue the conversations with your own words.

LEARN TO reformulate

5A Read the extracts from the audio 3.4. Underline five examples of how the speaker reformulates what he/she heard.

- A: We've got no reservations in the name of Cullinan, and we're fully booked tonight.
B: So you're saying I can't stay here. This is the Sheldon Hotel, yes?
C: Didn't you say it starts at 7.00?
D: No, it starts at 5.00 and finishes at 7.00!
C: So what you mean is I've missed the whole show.
- E: Yes, but today's a holiday and all the cars have been booked already.
F: Do you mean to tell me that there's nothing at all? No cars available!
E: There's nothing till tomorrow, I'm afraid.
F: But I definitely booked a car for today, the third of July.
E: It's the fourth of July today. In other words, your booking was for yesterday.

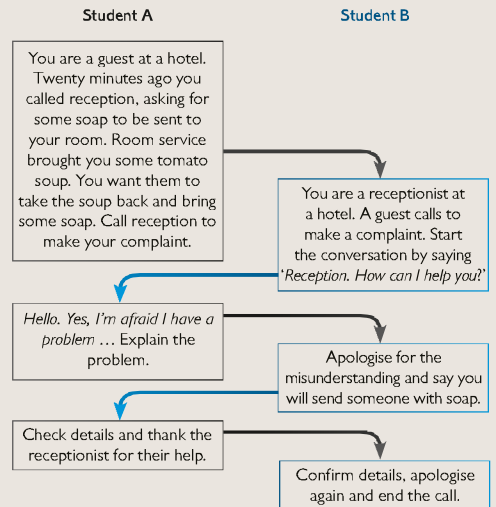
B 3.6 Listen to the phrases. Notice how the words are linked together in fast speech.

So you're saying ...

C Listen again and repeat the phrases.

SPEAKING

6A Work in pairs and role-play the situation.



B Change roles and turn to page 162.

C Work in pairs and take turns. Student A: ring reception and make a complaint. Student B: apologise and offer a solution. Use the flow charts to help and role-play the situations.

DVD PREVIEW

1 Discuss. How has the internet changed the world?

2A Did you mention any of the following?

- 1 It creates wealth.
- 2 It allows us to challenge authority.
- 3 It allows authorities to spy and censor.
- 4 It has created a generation of web addicts.
- 5 It opens up new realms of knowledge.
- 6 It has allowed the pioneers and key players in technology to become powerful.
- 7 It has made e-shopping possible.

B Work in pairs. Check you understand the meaning of the words/expressions in bold.

3 Read the introduction to the programme. What is it about? Who does the presenter speak to?

BBC The Virtual Revolution

This BBC documentary looks at the revolutionary impact of the internet. Dr Aleks Krotoski tells the story of the internet from its early days through to its most recent successes and innovations. She looks at the good and bad sides of the internet, revealing statistics that show how much we use it and how it has changed the world. The programme also includes comments from some of the best-known internet pioneers.

DVD VIEW

4 Watch the DVD. Put the statistics in the order they are mentioned.

- a) 18 million people read blogs.
- b) People in the UK spend a billion pounds a week on the net.
- c) A quarter of the planet now uses the web.
- d) In the UK 35 million people log on to the internet every day.
- e) 5 million people in the UK use a dating website every month.

5A Match the people below to extracts a)–g).

- 1 Aleks Krotoski, the presenter (x 2)
- 2 Al Gore
- 3 Mark Zuckerberg
- 4 Stephen Fry
- 5 Bill Gates
- 6 Steve Wozniak

- a) In the ten years that I've been studying the web and writing about it as a journalist I've seen it take our world and shake it apart.
- b) Well, the web is how mankind communicates nowadays.
- c) It's like the internet has become a brain. It's the smartest brain in the world.
- d) It is an empowering tool that has more potential than any other that human civilisation has ever developed.
- e) The world is just going to keep on getting more and more open and there's going to be more information available about everything.
- f) This is astounding technology and we should just take a moment to celebrate the power and the reach that it gives us.
- g) The web is a revolution.

B Watch the DVD again to check.

C Discuss in groups.

- 1 Do you think there are any negative sides of the internet or is it all positive?
- 2 What do you like best about the internet: (a) it helps us to communicate, (b) it opens up new realms of knowledge, (c) it creates wealth or (d) other?
- 3 'Well, the web is how mankind communicates nowadays.' (Bill Gates). Do you agree?

speaktalk communication preferences

6A ▶ 3.7 Listen to a woman talking about how she prefers to communicate (via phone calls, emails, letters, text messages or face-to-face). What does she say about the first four topics below?

- giving good news
- giving bad news
- arranging social activities
- sending a 'thank you' message
- catching up with friends
- making a formal complaint
- asking for information, e.g. to get tickets
- giving opinions on issues

B Listen again and tick the key phrases you hear.

keyphrases

- It depends (on ...)
- It's much better to ...
- I prefer to ...
- On the other hand,
- In those circumstances I'd rather ...
- The best way to do this is to send ...
- It's more convenient.
- People really appreciate ...
- I like it when ...

C How do you prefer to communicate? What does it depend on? Make some notes to prepare for the discussion.

D Work in groups and discuss your opinions. Which ways of communicating are the most popular in your class?

writeback a memo

7A Your company has decided to have email-free Fridays. Read the notes below. What are the reasons for doing this?

Rules: no internal emails – last Friday of every month
 Short memos allowed
 Emails OK for external clients
 Reasons: Encourage face-to-face communication
 Encourage phone conversations
 Reduce time spent on emails
 Change routine
 Additional info: trial email-free Fridays for 6 months. Then review: questionnaire to all staff. Final decision made next year.

B Your boss has asked you to write a memo explaining the idea to the staff. Read the opening lines and complete the memo using the key phrases to help.

Subject: memo

Dear staff,
 Starting next month, we have a new initiative.

3.5 << LOOKBACK

COMMUNICATION

1 Work in pairs. Take turns to think of three different situations for each verb in the box.

moan argue chat gossip
warn apologise boast
compliment

A: OK. *Moan.* You moan when it's raining and you have to go on your bike.

B: And you moan when you have too much work to do.

A: Yes, and when the prices of things go up, so everything costs more.

THE FUTURE (PLANS)

2A Complete the paragraphs with phrases from the box.

'm going to have having
'm organising might
'm finishing are going I'll be
are coming will going to

I ¹ _____ work at the end of the month. I've been a teacher here for nearly twenty years, so ² _____ sad when I leave the school for the last time. But in the future, I ³ _____ more time to do some of the things I enjoy. My wife and I ⁴ _____ travelling. We ⁵ _____ visit Australia, which I've always wanted to do.

I'm ⁶ _____ be forty next month, so I'm ⁷ _____ a big party. Lots of people ⁸ _____ that I don't see very often, so I'm really looking forward to it. I ⁹ _____ a band, and lots of delicious food and drink, so everyone ¹⁰ _____ have a good time.

B Write a short paragraph describing a plan you have for the future. Then compare your ideas with a partner.

FUTURE TIME MARKERS

3A Match 1–6 with a)–f) to make sentences.

- I might live in *a foreign country* in the long
- I hope to *be retired* in twenty years'
- I will finish *this course* in a month
- I hope to *write my autobiography* a long time
- I want to buy *a new car* in the near
- I'm going to *go travelling* next
 - time.
 - year.
 - future.
 - term.
 - from now.
 - or two.

B Choose four of the sentences above. Change the words in italics so they are true for you.

THE FUTURE (PREDICTIONS)

4A Find and correct the mistakes. Seven of the predictions contain grammatical mistakes.

- Man not will fly for fifty years. (1901)
- There isn't going be any German reunification this century. (1984)
- Democracy will to be dead by 1950. (1936)
- By 1980 all power (electric, atomic, solar) is likely be almost free. (1956)
- The Japanese car industry isn't likely to be successful in the US market. (1968)
- Man will be never reach the Moon. (1957)
- Television won't very matter in your lifetime or mine. (1936)
- The internet may to become useful for business but never for the general public. (1989)

B Change the verbs so they mean the opposite and become intelligent predictions. You may need to change some other words.

Man will fly within fifty years.

There is going to be German reunification this century.

DEALING WITH MISUNDERSTANDINGS

5A Put the words in the correct order to make responses in dialogues 1–3.

- A:** I've heard that a lot of our employees like you.

B: get / I / saying / you're / what / don't

A: And I'm looking for someone to take over the business when I retire.

B: you / do / what / mean / exactly?
- A:** The flight should land at 4.00, but it's going to land at 4.15 or 4.20 because of the delay.

B: didn't / that / I / of / any / catch

A: Instead of landing at 4.00 we're going to land at 4.15 or 4.20 because of the late take off.

B: you / that / can / again / say?
- A:** David Johnson and Johnny Thomson are going to meet Tommy Davies tonight.

B: me / lost / you've

A: Johnson, Thomson and Davies are the company directors. They're meeting to discuss the company's future.

B: say / do / mean / to / you / they're meeting without me?

B Work in pairs and practise the conversations. Then change roles and repeat.

BBC VIDEO PODCAST



Download the video podcast and view people describing how modern technology has helped or damaged our everyday communication.

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