

# 2 Good communication

## 2.1

**Goals:** talk about methods of communication  
express opinions

**Core language:**

VOCABULARY      Expressing opinions  
                          *It's* + adjectives  
PRONUNCIATION    Sentence stress

## Keeping in touch

### LISTENING

1 *Pre-listening discussion.* Learners look at the pictures of different forms of communication and ask what the people are doing (surfing the Internet, sending an email, checking messages – possibly on a BlackBerry). Then learners discuss the question. Learners feed back as a class and say which methods of communication they prefer and why.

2 *Listening for main idea.* Learners look at the photos of the four people from the two conversations. They read the questions. Play recording 1.10. Let them discuss their ideas in pairs before checking as a class. Check understanding of the following words and expressions:

Conversation 1: *a waste of time, totally addicted / incredibly addictive, voyeuristic, virtual friendship*

Conversation 2: *straight away, pillow, miss something, the buzz (of work)*

Paula and Megan: *Their conversation is about social networking sites. They think it's a waste of time (but both use it a lot).*

Graham and Deniz: *Their conversation is about using mobile phones with Internet/email for work. Deniz thinks it saves her a lot of time. Graham doesn't agree.*

3 *Listening for detail.* Learners read the sentences 1–10 and answer any they can. Then play recording 1.10 again so they can check their answers. Let them discuss their answers in pairs, before checking as a class.



Paula and Megan: 1 F 2 T 3 T 4 T 5 F  
Graham and Deniz: 6 T 7 F 8 F 9 T 10 F

### Optional extra: Vocabulary

There are a number of useful verb + noun collocations for talking about social networking sites and technology in general.  
Conversation 1: *check profiles, post pictures, be / get back in touch with somebody.*

Conversation 2: *keep up with something, take breaks, screen calls/emails.*

Write these expressions on the board and ask learners to read the recording script and try to work out their meaning with a partner. Check as a class.

4  /  *Speaking: Discussion.* Learners discuss the questions in pairs or groups.


*Round-up.* Find out how learners feel about social networking sites and about being in constant mobile contact with colleagues, friends and family.

1 *Learners' own answers*


2 *Graham and Deniz have different lifestyles. Deniz spends most of her time working, whereas Graham thinks it's important to have time off and enjoy life (e.g. they say you need to take breaks from work; It's not good for you. Couldn't they wait till the morning? I reckon you must get tired. I don't have that problem.).*

3 *Learners' own answers*

### VOCABULARY Expressing opinions

5 a  *Focus on meaning.* Learners read through the sentences and try to remember who said what.

1 Graham 2 Graham 3 Graham 4 Deniz 5 Paula  
6 Deniz

b  *Focus on expressions.* Focus learners on the highlighted parts of the sentences, then tell them to categorise the expressions.

1 a: 1, 2, 5, 6 b: 3, 4 2 a: 3 b: 6 c: 5



You could use photocopiable activity 2A on the Teacher's DVD-ROM at this point.

### PRONUNCIATION Sentence stress

6 a Learners read the sentence. Point out the stress marks, then play recording 1.11 or say the sentence yourself. Learners repeat it.

b Ask learners why the stressed words in the sentence they've just listened to carry stress (because they're the most important words. We stress the words which carry meaning, such as nouns and verbs, rather than the 'grammar' words such as prepositions and articles). Break down the sentence into parts of speech to check learners understand the instructions and can discuss which words are stressed with a partner, i.e. *I* (subject: noun) *'d say* (main verb) *it must* (modal verb) *be impossible* (adjective). Learners say the sentences out loud to each other and decide which words are stressed together.

c Learners read the sentences in the script on p147. Play recording 1.12 or say the sentences yourself. Learners can repeat the sentences either one at a time or when they've heard all the sentences.

### Alternative: Books closed


Dictate sentences 1–6 to the class or use recordings 1.11 and 1.12. When learners have written the sentences, let them check with a partner. Ask a learner to call out the first sentence for you to write on the board. Then ask them which words in sentence 1 are stressed. Learners discuss in pairs, then say (or play) the recording of sentence 1 again. Then proceed as in 6b. For 6c, repeat the sentences for learners to check their ideas. Then let them check their answers in the script on p147.

## SPEAKING

- 7 a *Writing sentences.* Draw learners' attention to the four topics. Elicit one or two opinions from the class about the topics or give an opinion of your own to start learners thinking. Walk round while they are writing and help as necessary.

### Optional extra


Ask if there are other similar topics around technology that learners feel strongly about. Write them on the board and tell learners to choose three topics (from the board or book) that they feel most strongly about. Then they write their sentences.

- b  *Discussion: Personalisation.* Learners find out whether they share the same opinions. Monitor use of the new language while they are talking and make a note of problems for feedback at the end.

*Round-up.* Ask a few learners to summarise their group's opinions on a topic. Feed back on learners' use of language during the activity.

## It's good to talk


### VOCABULARY *It's* + adjectives

- 1  Learners complete the sentences from Deniz and Graham's conversation. They can check their own answers in the script on p147.


1 tiring 2 difficult 3 amazing

### Language note: *It's*

We often use this structure to talk about how we feel about something. The true subject of the sentence comes later (*being on call, to relax, how much I miss*), but starting the sentence with *to* or *how much* sounds awkward (*To relax is difficult*), so we turn it round and start with *It's*. It's not unusual to start a sentence with an *-ing* word (e.g. *Being on call all the time is tiring*); both structures are possible. However, there is very little difference between *to* and *-ing* within the *It's ...* structure, although the *-ing* form is generally more informal. Both forms are possible with the examples here: *It's tiring to be on call; It's difficult relaxing.*

- 2 a  *Practice.* Draw attention to the example, then learners continue working individually. This gives you a chance to check if anyone is having problems. Check as a class.


- 2 *It's easy to stop seeing your old friends.*  
3 *It's important to keep in contact with your family.*  
4 *It's stressful when you don't have much free time.*  
5 *It's boring spending a lot of time alone.*

- b  Learners discuss their sentences. In feedback, find out whether they agree with the sentences and each other, and encourage them to give reasons for their opinions.


### Optional extra

In 2b, listen to how learners handle the language of agreeing and disagreeing and put useful expressions on the board after their discussions, e.g. *I (don't) agree with you. I disagree. I think so / I don't think so.* Remind learners to add these to their vocabulary notebooks or to the class vocabulary box, along with other language from the lesson.

## SPEAKING

- 3 a  *Preparation.* Ask what the woman in the picture is doing. Then check learners understand and know how to say *chatting, surfing, tidying up, dressing up, complicated, queues* and *window shopping*. Ask one learner which one thing from the list is the biggest waste of time for them and why. This will recycle *waste of time* (which learners should remember from the first listening). Suggest they choose one thing from each list to tick.

- b Learners add an idea of their own to each list.

- 4  *Speaking: Discussion.* Make sure learners understand they should agree on three things only from their lists. Put a time limit on their discussions (three or four minutes should give them plenty of time). Walk round and note down good and incorrect examples of language use to feed back after the activity.

*Round-up.* Check that all the groups agreed on three things and find out if different groups chose the same or different ideas. Do a feedback session on the language that learners used during their discussions.

## 2.2


**Goals:** talk about using the Internet  
speculate about the present and future

### Core language:

VOCABULARY	Using the Internet Expressing probability
GRAMMAR	<i>will, could, may, might</i>

## Online friendships

### VOCABULARY Using the Internet

- 1  *Focus on expressions.* Learners discuss the questions. Give them a chance to help each other with the highlighted expressions or work out what they mean from the context or with dictionaries. Walk round and help if necessary.

Check understanding of the highlighted expressions and check pronunciation of *socialising* /'səʊʃəlaɪzɪŋ/.



### Alternative: Weaker groups

Go through the questions one at a time with the class, checking understanding of the new words and expressions as you go along. Talk about each sentence with the class, getting opinions from different learners and encouraging a range of learners to contribute to the discussion.

### Optional extra: Books closed

After 1, test the verb–noun collocations in the expressions. Learners close their books. Write the verbs (in infinitive form) on one side of the board and the nouns on the other side in random order. Learners match them in pairs (but don't write anything down yet). Elicit the collocations randomly from different learners around the class until you're sure that everybody is confident in using them. This will help with fluency. Remind learners to use their vocabulary notebooks to record the collocations either immediately or after the lesson: ***spend / online; go to / specific sites; have / a blog or web page; post / a comment; be / on a social networking site; socialise / online***

## READING


- 2 a  *Pre-reading discussion.* Ask what people use social networking sites for (if this hasn't been covered in the previous discussion). Then focus learners on the title of the article and the second question, which will help them to understand the title. Ask them to come up with a few ideas in pairs.
- b *Reading for main idea.* Learners read the article individually, then check with their partner whether it mentions their ideas from 2a.
- 3  *Reading for detail.* Ask who Dr Tyagi is and explain that 1–5 are views expressed by him in the article. Learners read the article again carefully to find the reasons he gives for his opinions. Do the first one together by asking *Where does he say that young people 'have an unrealistic view of the world'?* Then ask what reasons he gives (see below). Learners continue in pairs.

- 1 *Because they've only known a world where they can use the Internet.*
- 2 *Social networking sites have encouraged that idea. It's a world where everything moves fast and changes all the time.*
- 3 *Because everything happens so quickly on social networking sites.*
- 4 *Because they won't learn about body language, facial expressions or hear people's voices (which are clues to understanding a conversation).*
- 5 *Because online, people often don't know about the wealth, race or gender of the person they're communicating with.*

### Alternative for weaker groups



Go through the questions one at a time, asking learners to find the view expressed in each question in the article and underline it. Then give them time to read the surrounding sentences carefully to isolate the reason given. Tell learners to check the reason with a partner first, before checking as a class. Then move on to the next question.

## SPEAKING

- 4  *Discussion.* Walk round while learners are talking and monitor their use of the new language.
- Round-up.* Find out if anyone strongly disagreed with the opinions in the article and why. Ask a few learners for their ideas on 2 and 3. Check what benefits the article mentions of using the Internet and brainstorm other benefits from the class. Feedback on language used in the discussion if you have time, or save it for a later lesson.

## Speculating

### GRAMMAR *will, could, may, might*

- 1 a  /  *Focus on meaning.* Learners read the sentences and categorise them. Learners can do this in pairs, or categorise them individually, then check with a partner.

- a *this will certainly happen: 1 and 2*  
b *maybe this will happen: 3–7*

- b Play recording 1.13 or say the sentences yourself, so learners can check their own answers. Give them an opportunity to repeat the sentences, but focus on the target structures, not the other parts of the sentences.

### Note: Grammar practice

You could do the grammar practice on p135 at this point.

## VOCABULARY *Expressing probability*



- 2 *Focus on expressions.* Learners read the sentences, answer questions 1–4 individually, then check in pairs. Point out to learners that they should focus on the highlighted expressions to answer the questions, though the context will help them work out the meaning.

1 B 2 A, C, D 3 E 4 F, G

### Language note: *likely*

*may well, definitely* and *probably* are adverbial expressions, whereas *likely* is an adjective and is followed by *to*. You could draw attention to these differences in use by putting these words on the board: *likely, unlikely, definitely, probably*.

Then ask some focusing questions, e.g. *Which words come before them? Which words come after them?* This will guide learners to notice that there are two different patterns here, and should help them to use the expressions accurately.

- 3  /  *Preparation.* Ask learners what they think the picture is suggesting. Then look at the example and sentence 2 together, and find out a few learners' views on how likely these are in the future. Write a few learners' views on sentence 2 on the board and find out who disagrees with it and why. Then learners continue to prepare their sentences individually or in pairs.



### Alternative for stronger groups

Suggest learners make notes in preparation rather than write sentences, i.e. they can write *definitely* or *unlikely*, etc. for each one. Give them enough time to work out how to say their sentences (individually or in pairs) before they discuss their ideas in 4.

### Alternative for weaker groups

Learners write sentences with the words in 1–10. Do a couple together and write them on the board. Then let them continue in pairs. Change pairs for the discussion in 4. If you have time and learners need more practice, let them go back to their first partner and explain what their other partner thought about the ideas.

## SPEAKING

- 4  /  *Discussion.* Point out that learners should say *when* (and *if*) the things will happen. Monitor the groups to see how they are handling the new language. Note down useful and incorrect examples of language for a feedback session.

## 2.3 Target activity

**Goals:** talk about methods of communication ♻️  
express opinions ♻️  
speculate about the present and future ♻️  
speculate about consequences ♻️

### Core language:

TASK VOCABULARY Speculating about consequences  
2.1 VOCABULARY Expressing opinions  
2.2 GRAMMAR *will, could, may, might*  
2.2 VOCABULARY Expressing probability

## Discuss an issue

### TASK READING

- 1 *Pre-reading discussion.* Check learners know what an *intranet system* is, then learners discuss the questions in pairs. In feedback, find out who sends and receives the most emails in the class, and who checks their emails the most and least often at home and at work.

#### Optional extra

Put some of the figures from the extract on the board, e.g. 5,000,000,000,000, 15,000,000,000, ¼, 30. Tell learners to read to find out what they refer to. Get some reactions to the figures from learners; this will help them with the discussion in 2.

- 2 *Reading for main idea.* Focus learners on the book cover and check understanding of *survival*. Ask what kind of book they think it is and what the extract might be about. Then learners read the extract and answer the questions in pairs.


### TASK LISTENING

- 3 a *Listening for main idea.* Focus learners on the picture of the two men and find out what they remember about Graham from his conversation with Deniz. Check understanding of *firm* (= company) and ask what kind of work the two men do (business advice). Learners read the two questions. Then play recording 1.14 and ask learners to discuss their ideas in pairs. Check if learners need to hear the recording again to answer the second question. Don't go through the answers yet, but check understanding of *ban* and the difference between *intranet* (an internet site that is internal-access only) and *Internet*.

- 1 *Their firm has decided to ban the intranet (internal email) for one day a week.*  
2 *It will waste a lot of time; everything will take longer; it might help them to get things done quicker (instead of emailing for days); people will talk to each other; it will cause problems.*

- b Learners check their answers in the script. This will give them an opportunity to read it through quickly and notice the language in 4a.


### TASK VOCABULARY Speculating about consequences

- 4 a  *Focus on expressions.* Learners read the sentences and decide which are for and against the ban. Don't go through the answers; let learners listen to check in 4b.

- 1 against 2 against 3 for 4 against 5 for 6 for  
7 for (or neutral)

- b Find out if learners had any problems with any of the expressions, and let them repeat the expressions after recording 1.15 or after you. They may well find *It'll* difficult to say, so give them plenty of opportunity to practise it on its own and in the expressions.

### TASK

- 5 a *Preparation: Content.* Learners read the situation. Divide the class into two groups (A and B) and check both groups understand what to do. Encourage learners to get into the group they agree with (but this may not be possible). Walk round and help with ideas if necessary.
- b *Preparation: Language.* Once learners know what they want to say, tell them to think about how to express their ideas. Draw attention to the examples and remind them that they can use language from anywhere in the unit to support their argument. Encourage them to make notes of expressions they could use.
- 6  *Speaking.* Decide on the size of the groups (anything between two and five should be fine) and make sure there are representatives from both A and B groups. Walk round while they are talking and make a note of language use for a feedback session.
- 7 *Speaking.* Find out if anyone has changed their mind about the ban.

*Round-up:* Ask what the best reasons were for and against the ban.



You could use photocopiable activity 2B on the Teacher's DVD-ROM at this point.

## 2 Explore

### Keywords: so, such

**Goals:** use *so* and *such* appropriately in a range of expressions

#### Core language

*so* + adjective or adverb  
*such* + noun phrase  
Expressions with *so* and *such*

- 1 *Listening for main idea.* Focus learners on the picture and the context. Ask them how old they think Sylvia is and to predict what has changed her life. Learners read the three questions, then play recording 1.16. Learners discuss their answers in pairs. Then check as a class. Find out if learners know people like Sylvia or if technology is a problem for any elderly people they know.

- 1 *She recently got a computer and internet connection.*  
2 *It's very easy to use, and she can be in constant contact with her daughter, who lives in Hong Kong.*  
3 *She wants to get an internet phone so she can call her daughter and grandchildren for free.*

- 2 a *Focus on meaning.* Do this with the whole class.

a 3 and 4 b 1 and 2

- b *Focus on form.* Again, you could do this as a class or ask learners to do it in pairs, then play recording 1.16 again for them to check as a class. Encourage learners to say sentences 3 and 4 out loud to a partner to work out where the strong stress is.

1 a *so* is followed by an adjective or adverb  
 b *such* is followed by a/an + (adjective) + noun.  
 2 *so* and *such* are stressed.

- 3 *Practice.* Do the first one together and remind learners that the first four sentences are in recordings they've already listened to. Learners continue in pairs. Check as a class.

1 I'm so busy!  
 2 It saves such a lot of time.  
 3 So many of us are wasting so much time looking at it.  
 4 I find a lot of channels really irritating because there are so many ads.  
 5 I didn't realise it was such a long way.  
 6 It took such a long time to get there that we missed the party.

- 4 *Practice: Writing.* Demonstrate what learners have to do by focusing on the example or making up a sentence of your own using the sentence frame. Learners continue individually, then compare with a partner. Walk round while they're writing and help as necessary.

### Expressions with *so* and *such*

- 5 a Do the first one together, then learners can continue substituting the underlined words in pairs.

1 *or so* 2 *such as* 3 *and so on* 4 *so far*

- b *Practice: Speaking.* Learners cover the expressions and help each other to remember them.

#### Alternative: Test each other

Learner A closes their book. Learner B reads the sentences 1–4 (in any order) and Learner A tries to remember the expressions. Learner B can prompt as necessary. Then change roles.

- 6 a *Preparation: Content.* Draw learners' attention to the prompts and ask them to think of something that changed their life, with Sylvia's script from 1 as a model. Encourage them to make a few notes about why and how it changed their life. Walk round and help with ideas if necessary.
- b *Preparation: Language.* Point out that learners can make their stories more interesting and dramatic by using *so* and *such*, as in the examples 1–5. Give them a few moments to think about how to use them in their stories. Walk round and help as necessary.
- 7 / *Speaking.* Learners tell their stories in pairs or groups. If someone really couldn't come up with an idea, put them with a pair who have stories. Listening to other people's stories may remind them of something that's happened to them. Monitor for use of *so* and *such* and do a feedback session at the end.
- Round-up.* Ask one or two learners for a memorable story that they heard in their group.

#### Optional extra

After learners have told a partner their story, they change pairs and learners tell a new partner the story they have just heard. Ask a few learners to retell the story for the class. The original story-teller should check the facts. Make sure learners are happy for their stories to be made public in this way first.

## Explore speaking

**Goals:** ask for clarification  
 clarify what you're saying

#### Core language:

Questions and expressions asking for clarification  
 Expressions to clarify what you're saying

- 1 a *Listening for main idea.* Focus learners on the picture and ask them what they remember about Eric from the Target activity, i.e. he works for a management consultancy; Graham is a colleague; he was against the intranet ban, etc. Learners read the question, then play recording 1.17. Learners check in pairs before checking as a class.

Conversation 1: a colleague (2)  
 Conversation 2: a stranger (3)  
 Conversation 3: a friend (1)

- b *Listening for detail.* Let learners discuss the questions first, then play recording 1.17 again so they can check their ideas. Don't go through the answers yet.

1 They're talking about employees being distracted from work by personal emails.  
 2 They're talking about a problem with the trains and Eric's ticket.  
 3 They're talking about internet relationships and Eric's experience of falling in love online.

- c Learners check their own answers in the three conversation scripts. This will help them to notice the new language. Check they understand everything before moving on.

- 2 a *Focus on meaning.* Check understanding of *clarify* (= make clear) and *clarification* (= explanation). Learners categorise the highlighted expressions in the conversations.

1 Do you mean ...?; Are you saying ...?; What I don't get is ...  
 2 what I'm trying to say is ...; I'm saying ...; how can I put it ...

- b *Vocabulary expansion.* Learners add more expressions to the categories in a.

1 What exactly do you mean?; So you're saying ...?  
 2 What I meant to say was ...; No, I was trying to say ...

- c Learners check their own answers by listening. Use recording 1.18 to model the expressions or say them yourself and ask learners to repeat.

- 3 *Practise speaking.* Learners practise the conversations using different expressions. Walk round and check they are using appropriate expressions and ask a few learners to demonstrate each conversation at the end.

- 4 *Preparation.* Learners choose one of the questions to talk about. Walk round and help with ideas and vocabulary if necessary.
- 5 a *Speaking.* Learners talk about one of the questions and practise using the expressions. When they're ready, tell them to change roles and talk about a different question. Walk round and monitor use of the new expressions. Do a brief feedback session focusing on any common problems.
- b Learners work with a new partner and do the same thing again.
- c Learners change partners again and have more conversations.

*Round-up.* Ask a few learners about their partner's opinions.



You could use photocopiable activity 2C on the Teacher's DVD-ROM at this point.

## 2 Look again

### Review

#### VOCABULARY *It's* with adjectives

- 1 a Get an example from someone in the class. Learners continue. Walk round to see if anyone is having problems. Encourage them to go back to the relevant section of the unit if they are.
- b / *Discussion.* Learners say their sentences to each other. Encourage learners to respond and find out more information by asking questions. At the end, find out if there were any disagreements.

#### GRAMMAR *will, could, may, might*

- 2 a Remind learners that they can use *likely, definitely, probably* and *may well* to express their ideas. Elicit some examples about one of the sentences using different adverbs with *likely* and write them on the board.
- b / Learners compare their ideas. In feedback, ask different learners to say what they think about each of the sentences. Encourage this to develop into a class discussion.

#### CAN YOU REMEMBER? Unit 1 – Talking about the present

- 3 a Learners read Paul and Rebecca's conversation. Ask if they can remember anything about them (*They argued about TV in Unit 1*). Ask what forms learners can use to talk about the present (*present simple, present progressive, present perfect*). Learners complete the conversation by putting the verbs in brackets in the correct form.

2 you're talking 3 I haven't read 4 I'm watching  
5 Have you seen 6 I don't know 7 I'm not making  
8 I'm just looking

- b Play recording 1.19 and check whether learners had any problems.

## Extension

### SPELLING AND SOUNDS /tʃ/

- 4 a Focus learners on the words, then say them or play recording 1.20 while learners underline the /tʃ/ sound in each word. The words are grouped to help learners notice the patterns in 1–3 in b.

<i>chair, chance</i>	<i>question, suggestion</i>
<i>achieve, exchange</i>	<i>tuna, Tuesday</i>
<i>each, touch</i>	<i>cultural, future</i>
<i>kitchen, watch, catch</i>	

#### Alternative for weaker groups

Show the words on an OHT or interactive whiteboard and ask learners to call out the letters which make the /tʃ/ sound. Underline the different patterns in different colours. Go through b as a class, circling or highlighting relevant letters for 1–3 in each word on display.

- b The underlining and grouping in a will help guide learners to notice the patterns.

1 in all positions 2 short vowel 3 tch, tion, tu

- c Learners think of more words with the spelling patterns.

#### Possible answers

1 chin, purchase, teach 2 fetch, itch  
3 stretch, digestion, tube

- d Say the words or play recording 1.21. Learners write the words they hear. They check their own answers when everyone is finished. Encourage them to record words they found difficult in their vocabulary notebooks.

#### NOTICE Adjective–noun collocations

- 5 a Learners read the sentences. Remind learners that they have seen or heard all the sentences before and see if they can remember the context. Then they complete the collocations in pairs or individually before checking in pairs.

1 real world	4 real friendship
2 quick decisions	5 a huge waste of time
3 facial expressions	6 urgent emails

- b Learners do the matching and write questions individually. With weaker classes, you may want to point out that with some words there is more than one possible collocation. They then work in pairs to ask and answer each other's questions. You may want to check their collocations and questions for accuracy before they do this.

#### Suggested answers

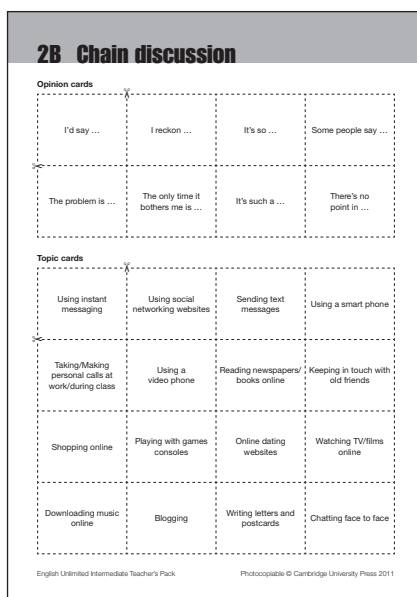
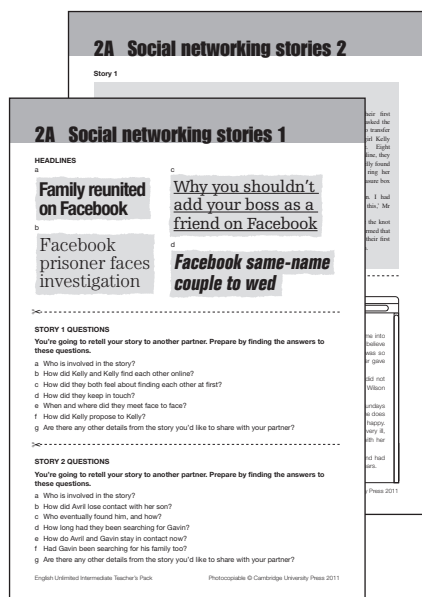
online conversation/chat/relationship  
demanding job  
private conversation/messages/chat  
quick meal/chat  
delicious meal  
personal messages/relationship

#### Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind learners about the extra practice opportunities under the box, and ask where they can find things.

# Unit 2 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.



## 2A Chain discussion

**Activity type:** Speaking – Discussion card game – Groups

**Aim:** To practise phrases for expressing opinion; to talk about communication; to develop fluency

**Language:** Expressing opinion – Use at any point from 2.1.

**Preparation:** Make one copy of the worksheet for each group. Cut up each worksheet to make one set of eight Expressing opinion cards and 16 Topic cards.

**Time:** 20 minutes

## 2B Consequences?

**Activity type:** Speaking – Debate – Groups/Pairs

**Aim:** To speculate about possible consequences; to discuss an issue; to practise language for giving opinions

**Language:** Speculating about consequences and giving opinions – Use at any point from the Target activity, p18.

**Preparation:** Make one copy of the worksheet for each group of learners. Cut up each worksheet to make a set of ten BANNED! cards.

**Time:** 20 minutes

## 2C Social networking stories

**Activity type:** Reading, speaking and vocabulary – Individuals/Pairs

**Aim:** To extend reading practice around the theme of social networking; to practise retelling a story; to discuss an issue

**Language:** Past tenses to retell a story – Use at any point from 2.1.

**Preparation:** Make one copy of Worksheets 1 and 2 for each pair. Cut up each worksheet to make three activity sections and two stories.

**Time:** 40 minutes

# Unit 2 Self-study Pack

### In the Workbook

Unit 2 of the *English Unlimited Intermediate Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the Interview video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Expressing opinions; *It's*; adjectives; Using the Internet; Expressing probability; Speculating about consequences
- **Grammar:** *will, could, may, might*
- **Time out:** Quiz: Animal communication
- **Explore writing:** Website profile
- **Interview:** Communication and technology – Alan and Aurora

### On the DVD-ROM

Unit 2 of the *English Unlimited Intermediate Self-study DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and grammar:** Extra practice activities
- **Pronunciation:** Sentence stress
- **Explore speaking:** Using emphasis
- **Explore listening:** A change at work
- **Video:** Communication and technology