

Titanic

was a British luxury passenger liner, the biggest of its kind at the time of its launch in 1912. It cost £1.5 million to make, the equivalent of around £170 million in today's money. It was said to be unsinkable as it had sixteen watertight compartments and could withstand four of those being flooded without affecting the ship's buoyancy. The *Titanic* sank on its maiden voyage from Southampton, UK, to New York, USA, with 2,200 people on board. On 14 April 1912, at approximately 11.40 p.m., about 740 km south of Newfoundland, Canada, an iceberg was sighted. The ship was unable to avoid a collision and at least five of the watertight compartments were flooded. At 2.20 a.m. the *Titanic* sank, killing 1,500 people.

John Tawell

(1784–1845) was married but having an affair with a woman called Sarah Hart, with whom he had had two children. He was so worried about his affair being made public and the expense of maintaining his second family that he poisoned his mistress using cyanide. At the time of the murder he was seen leaving the murder scene and then tried to escape on a train to London. However, he was identified by a police officer, who sent ahead a telegraph to London, where Tawell was apprehended by railway police.

Exercise 3

Examples in text:

Ake Viking found his wife. Harold Hackett has received over 3,000 messages from around the world. John Tawell was caught by the police. Tara Taylor saved her daughter's sight.

01

Get the message



- VOCABULARY** Collocations with *contact*, *message* and *touch*, phrasal verbs, phrases for breaking the ice, communication idioms, emotion adjectives
- GRAMMAR** Present and past tenses, question tags, echo questions
Use of English > page 180
- SPEAKING** Expressing emotions
- WRITING** An informal email

Messaging through time ...

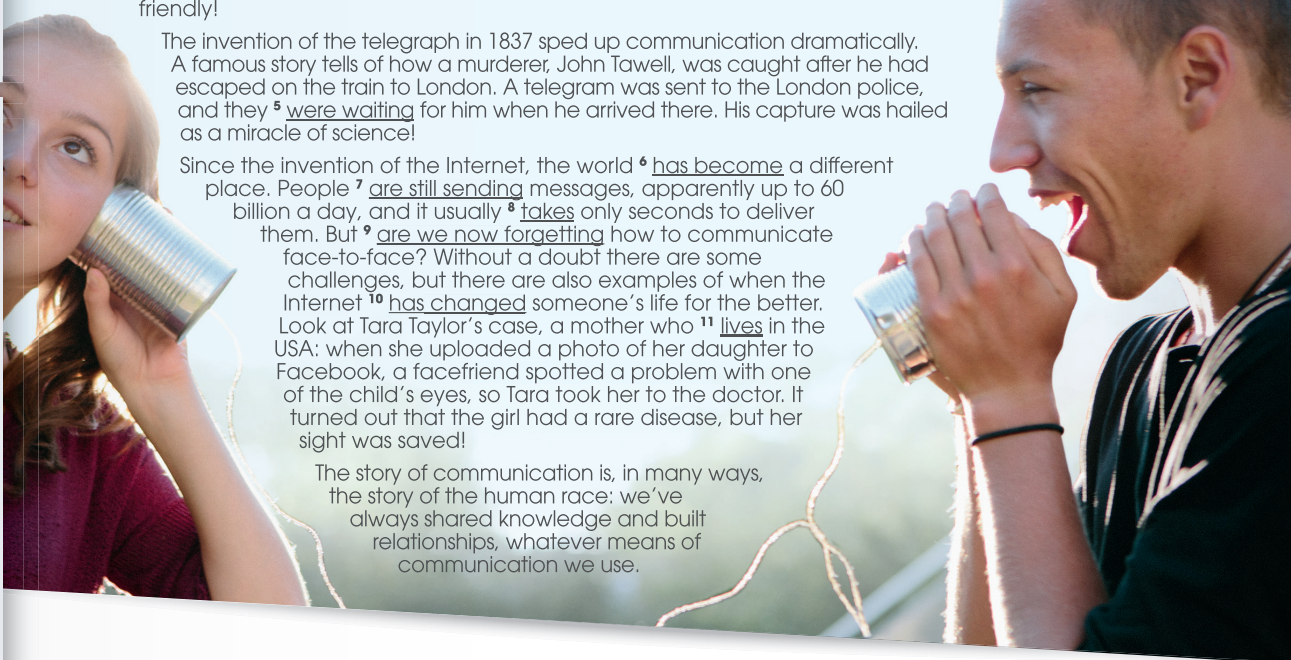
Since the dawn of time people ¹ have been using different ways of communicating at a distance.

In ancient times, they used smoke signals. After writing developed, they ² invented more ingenious methods of delivering messages, for example, sending a message in a bottle. It is believed this first began thousands of years ago. At the turn of the twentieth century, bottles were found which had been sent by people who ³ were travelling on board the *Titanic*. Happier stories have also come to light. In 1956, Ake Viking, a Swede, tossed a letter into the sea, hoping it would reach his future wife. Two years later he received a letter from a Sicilian girl, Paolina, who ⁴ had found his bottle, and soon after they were married! Romantic, if not exactly environmentally friendly!

The invention of the telegraph in 1837 sped up communication dramatically. A famous story tells of how a murderer, John Tawell, was caught after he had escaped on the train to London. A telegram was sent to the London police, and they ⁵ were waiting for him when he arrived there. His capture was hailed as a miracle of science!

Since the invention of the Internet, the world ⁶ has become a different place. People ⁷ are still sending messages, apparently up to 60 billion a day, and it usually ⁸ takes only seconds to deliver them. But ⁹ are we now forgetting how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet ¹⁰ has changed someone's life for the better. Look at Tara Taylor's case, a mother who ¹¹ lives in the USA: when she uploaded a photo of her daughter to Facebook, a facefriend spotted a problem with one of the child's eyes, so Tara took her to the doctor. It turned out that the girl had a rare disease, but her sight was saved!

The story of communication is, in many ways, the story of the human race: we've always shared knowledge and built relationships, whatever means of communication we use.



1A GRAMMAR AND VOCABULARY

1 In pairs, discuss the questions. Then read the article and check which forms of communication ...

- make it easier to stay in touch nowadays?
- used to be a good way to quickly spread the message that an enemy was coming?
- can carry a message over a long distance?
- can be used to convey a short and simple message?
- could be a good way to make contact if you were stuck on a desert island?

2 Make more collocations with the nouns *message*, *contact* and *touch*, using the verbs from the box. Write the answers in your notebook.

deliver establish lose maintain pass on

1 establish / lose / maintain contact

2 deliver / pass on a/the message

3 lose touch

3 Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.

4

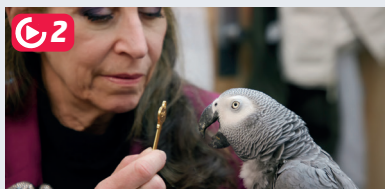
Grammar video

Lesson 1A



ITN Documentary video

Lesson 1B



Present and past tenses

- 4 Study the Grammar box and match the underlined phrases 1–11 in the article with the meanings a–k. Write the answers in your notebook.

Present and past tenses

We use the Present Simple for:

- a routines and habits 7
b facts and things that are generally true 6

We use the Present Continuous for:

- c things happening now or around now 5
d situations which are changing during the present time 10

We use the Past Simple for:

- e actions that started and finished at a specific time in the past 2

We use the Past Continuous for:

- f actions in progress at a specific time in the past 3
g a long activity interrupted by a short one 8

We use the Present Perfect Simple for:

- h actions and states which began in the past and continue until now 9
i finished actions in the past when we don't say exactly when they happened 11

We use the Present Perfect Continuous for:

- j an action in progress or repeated over a period of time up until now 1

We use the Past Perfect for:

- k an action in the past that was completed before another action or time in the past 4

Grammar Reference and Practice > page 162

- 5 Match time expressions below with the tenses in Exercise 4. Write the answers in your notebook. Find more time expressions in the article.

at the moment at the time currently
earlier today ever since every so often for
from time to time in recent years nowadays
once in a while recently right now since
the day before yesterday these days

- 6 Read *Watch out!* and explain the difference in meaning between sentences a and b.


WATCH OUT!

Some state verbs can be used in continuous form to express a different meaning or a temporary action.

- 1 a She **has** lots of online friends.
b We're **having** a really good time in Greece.
2 a Mark **appears** to know a lot about apps.
b Lynda **is appearing** as Cinderella in the new school play next week.

- 7 Match the sentence halves. Write the answers in your notebook. In pairs, discuss the reasons for your answers.

- 1 The phone is ringing b. The phone rings a.
a all the time now that we run a business
b and I can't find where I've put it
2 I've been calling Mike a. I've called Mike b.
a all day today b a couple of times today
3 It's getting a. It gets b.
a easier and easier to stay in touch with people
b less difficult every time I write an essay
4 I was watching a film a. I watched a film b.
a when the lights suddenly went out
b when I got home from school
5 She has sent me a lot of emails recently, b. She sent me long emails every day a.
a while she was travelling abroad
b so I might get one today
6 When I looked at my phone, the message arrived a. When I looked at my phone, the message had arrived, b.
a but I didn't notice it buzzing earlier
b at exactly the same moment
7 What do you think a? What are you thinking b?
a of my phone b about

- 8  1.2 Complete the text with the correct forms of the verbs in brackets. Sometimes more than one form is possible. Write the answers in your notebook. Listen and check.


In 1992, Neil Papworth, a software engineer and developer, ¹ sent (send) the first text message, which said simply, 'Happy Christmas'. At that time, he ² was working (work) for Sema Telecoms, a company which ³ was developing (develop) the technology for Vodafone. In those days, mobile phones ⁴ didn't have (not have) keyboards, so he had to type the message on a computer. Papworth was not, however, the first person to think of sending a short message. A man called Friedhelm Hillebrand ⁵ had already suggested (already/suggest) the idea back in 1984. And it was Hillebrand who limited the message to 160 characters.

Text messaging was not immediately popular, but in recent years it ⁶ has grown/has been growing (grow) very rapidly. In fact, these days we ⁷ send (send) over 15 million text messages every minute! Platforms such as Twitter, ⁸ have also contributed (also/contribute) to texting having become such an essential part of our lives today.

- 9 **SPEAKING** Complete the sentences with your own ideas.

- 1 I was talking to a friend the other day when ...
2 Nowadays, more and more people ...
3 By lunchtime yesterday, I ...

ACTIVE GRAMMAR

-  1 In groups, answer the question below. Then report your findings to the rest of the class.

How has social media changed the way we communicate?



I can use the present and past tenses to talk about different actions.

Exercise 5

(Time expressions from the article are in brackets.)

Present Simple: every so often, from time to time, nowadays, once in a while
Present Continuous: at the moment, currently, right now, these days

Present Perfect Simple/Continuous: ever since, for, in recent years, recently, since, (since the dawn of time)

Past Simple/Continuous: at the time, earlier today, the day before yesterday, a little while back (in ancient times, thousands of years ago, at the turn of the twentieth century, in 1956, two years later, soon after, in 1837, when)

Past Perfect: ever since, for, since (after)

Exercise 6

- 1 a *have (got)* - shows possession; state verb, so Present Simple
b *have* - situation at the moment of speaking (part of fixed expression *have a good time*), so Present Continuous
2 a *appear* - used when saying how someone or something seems; state verb, so Present Simple
b *appear* - take part in a film, play, concert, television programme; action verb, so Present Continuous (for future arrangements)

Neil Papworth

(1969–) was born in Reading, UK. On 3 December 1992, using a personal computer, he sent the first commercial SMS text message.

Friedhelm Hillebrand

(1940–) was born in Warstein, Germany, and is known as the inventor of the text message, or 'SMS' (short message service).

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 162
- Workbook pp. 2–3
- Photocopiable resource 1: *Snap is a tense game!*, pp. 306, 320
- Extra digital activities: Grammar Checkpoint 1A

ASSESSMENT

- Grammar Quiz 1A

NEXT CLASS

Ask students to think about their favourite film about space or aliens and prepare a short synopsis to deliver to the class next lesson. Alternatively, ask students to write

their synopses and display them around the class for other students to read.

REFERENCES

- Video script p. 216

1B READING AND VOCABULARY

Exercise 4

- 1 But how **can you possibly get across** to an alien civilisation ...
- 2 You **might assume** that this is because ...; there **may be** as many as ...; we **should take** the possibility seriously
- 3 I think we **have to hope** that ...; they **were able to resolve** this issue
- 4 ... **might they perhaps have** something to teach us?; She becomes **able to see** the past ...; she **will be able to teach** us all ...; humankind **will become able to see** the world ...; we **need to stop** fearing those who ...; ... greater connection with others **could bring**

Voyager 1 and 2

spacecraft were two robotic (unmanned) NASA interplanetary probes. Voyager 2 was launched first, on 20 August 1977. Its purpose was to observe and transmit information to Earth about the giant planets of the outer solar system and beyond the Sun. Voyager 1 was launched on 5 September of the same year. It passed by Jupiter on 5 March 1979 and then headed for Saturn, which it reached on 12 November 1980. It then left our solar system. Voyager 2 travelled more slowly and on a longer trajectory than its partner. It passed Jupiter on 9 July 1979 and Saturn on 25 August 1981. It then flew past Uranus on 24 January 1986, and Neptune on 25 August 1989. Both probes then left the solar system and have since continued to send information about outer space back to Earth.

1 SPEAKING In pairs, look at the photos on page 7 and discuss the questions.

- 1 Do you recognise any of these films? Do you enjoy watching films about aliens? Say why.
- 2 What do you think would happen if we ever made contact with extraterrestrials?

2 CRITICAL THINKING Read the article and study Active Reading. What opinions about the contact between humans and aliens does the author express? How far do you agree with him?

Opinions expressed by author: The human race is very likely to encounter an alien civilisation at some point and when that happens, we should use the contact as a learning experience.

ACTIVE READING | Identifying the author's opinion

In a text, the author presents his/her point of view on a topic and different arguments to support that view.

- Writers often use opinion verbs and phrases to signal their position, e.g. *I feel ...*, *I think ...*, *In my opinion ...*, etc.
- Sometimes they express their views more subtly by using modal verbs, e.g. *We should ...*, *It must be ...*, etc.
- They may also use phrases of probability, e.g. *Maybe ...*, *Possibly ...*, etc.
- You will often find the author's main message towards the end of the article.

Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

3 Read the article again and choose the correct answers. Write the answers in your notebook.

- 1 How can the author's opinion of the *Voyager Golden Record* best be summarised?
 - a It contained the perfect selection of items.
 - b** It was very challenging to put together.
 - c It has succeeded in communicating with aliens.
 - d It was too focused on one or two cultures.
- 2 According to the author, aliens
 - a probably only exist in films and books.
 - b** are statistically likely to exist.
 - c are certainly out there somewhere.
 - d have picked up our messages already.
- 3 What does the author think about the possibility of communication between humans and aliens?
 - a** Aliens would be intelligent enough to work out a means of communication.
 - b Culture differences would make communication impossible.
 - c It would be ridiculous to try and communicate with aliens.
 - d Aliens would assume that humans couldn't understand them.
- 4 What does the author believe might happen if humans made contact with an alien civilisation?
 - a They might treat people as a lower form of life.
 - b It might be a complete waste of time.
 - c It might lead to the destruction of the world.
 - d** They might help us to develop as a species.

4 Study Active Reading again. Which modal verbs, phrases of probability and expressions of opinion helped you to answer questions in Exercise 3?

5 Match the highlighted phrasal verbs from the article with their definitions below. Write the answers in your notebook.

- 1 To receive (a broadcast). **pick up**
- 2 To cause something to happen. **bring about**
- 3 To tell someone something you think they don't know. **point out**
- 4 To see something with difficulty. **make out**
- 5 To destroy something completely. **wipe out**
- 6 To successfully communicate a message/an idea. **get across**
- 7 To explain something very clearly. **spell out**
- 8 To meet or find something by chance. **come across**
- 9 To solve a problem. **figure out**
- 10 To understand and remember something you are told. **take in**

6 Complete the sentences with the phrasal verbs from the article in the correct form. Write the answers in your notebook.

- 1 I was embarrassed when he **pointed out** that I had made some basic spelling mistakes.
- 2 It was cloudy, but he could still **make out** the distant star.
- 3 I **came across** an interesting article about space exploration the other day.
- 4 Technology has **brought about** many changes in the way we live.
- 5 That's what I've been trying to **get across** to you, but you won't listen!
- 6 It took me ages to **figure out** exactly how to use the telescope.
- 7 You don't understand? Do I have to **spell out** what I mean?
- 8 Are we **picking up** actual signals, or is it just random space noise?
- 9 When the Europeans arrived in Mexico, they brought a disease which **wiped out** 15 million Aztecs.
- 10 After the discussion, Tim realised that he **hadn't taken in** anything she said. He was completely confused!

7 SPEAKING In small groups, ask and answer the questions.

- 1 How do you think extraterrestrials might differ from us?
- 2 What could we learn from them if they visited our planet?
- 3 Should we be scared of communicating with aliens? Say why.

8 REFLECT | Culture In small groups, discuss what you would include in a message to send into space like the *Voyager Golden Record*. What do you think represents the best of human culture?



6 I can identify the author's opinion and talk about life on other planets.

EXTRA ACTIVITIES IN CLASS

- As an extension to Exercise 1, ask students to share their synopses with the class (or in groups of three if you have a large class). Encourage discussion about which film or films students like the sound of and might watch.

- After Exercise 7 (or for homework), ask students to write a review of the film they wrote a synopsis for. How many of the highlighted phrasal verbs from the text can they include in their review?

FURTHER PRACTICE

- Workbook pp. 4–5
- **G2** *ITN Documentary video*
Video Worksheet 1B Watch and Reflect, Workbook p. 132
- Photocopiable resource 2: *It's not what you say, it's how you say it*, pp. 306, 321

MAKING CONTACT

1.3

For centuries, people have gazed at the stars and wondered if there could be other beings out there. If so, how could we get a message to them? In the 1800s, people experimented with drawing enormous symbols on the ground, which they hoped

could be **made out** from space. But ever since space travel became possible in the later part of the twentieth century, people have been looking for more sophisticated ways to make contact.

In 1977, the Voyager spacecrafts were launched into space, each carrying a copy of the *Voyager Golden Record*, a twelve-inch gold-plated disc, with sounds and images intended to introduce the human race to any extraterrestrials that might find it. But how can you possibly **get across** to an alien civilisation what it means to be human and to live on our planet? Among other things, the Voyager record contained an X-ray of a human hand, an image of a street in Pakistan, diagrams of the structure of DNA, greetings from Earth in fifty-five

languages and ninety minutes of classical, popular and traditional music tracks from around the world. More than forty years later, Voyagers 1 and 2 are still sending back vital information about outer space but, as far as we know, the messages about humanity have not been passed on.

You might assume that this is because aliens are simply something we will only ever **come across** in movies, but you'd probably be wrong. In fact, it has been estimated that there may be as many as two billion potentially habitable planets in our galaxy alone, which means that we should take the possibility seriously. China is so convinced that we will soon make contact, that it has invested billions of pounds in building the world's largest radio dish, which can **pick up** signals from even the very deepest realms of space.

However, as the Polish philosopher and science fiction writer, Stanislaw Lem, **pointed out**, it is highly likely that, even if we do make contact, we won't be able to **take in** or process what the aliens are trying to tell us. There are, he said, two insurmountable barriers: language and intelligence. The speakers of any two languages around the world will understand each other when they refer to concepts such as food, life and death and day and night. But with an alien culture, we can't make any such assumptions. Then there is the fact that in order to travel to our planet, the aliens would have to be far more advanced than we are.

Would we be able to **figure out** what they were saying any more than most animals understand what we say to them? I think we have to hope that their superior development would mean that they were able to find a solution to this problem.

And might it be actually hazardous to send out signals to attract the attention of these superior beings? The well-known physicist and cosmologist Stephen Hawking certainly thought so. He often **spelt out** what he feared may happen, saying that aliens might treat us the same way we would treat bacteria – as a nuisance to be cleaned up. We've seen this scenario played out many times in films, such as *Independence Day*, where the aliens' one goal is to **wipe out** humanity. It's probably natural to fear that something so different from ourselves could **bring about** the end of the world.

However, given that any visiting aliens are likely to be considerably more developed than us, might they perhaps have something to teach us? In the film *Arrival*, learning the aliens' language changes the brain of the linguist in the film, leading her to evolve. She becomes able to see the past and the future as clearly as the present, just as the aliens do, and we are led to believe that she will be able to teach us all to do this. As a result, humankind will become able to see the world from a brand-new perspective. Maybe, just as on this planet, we need to stop fearing those who are different and open our minds to the possibilities that greater connection with others could bring.

NEXT CLASS

Ask students to make a list of all the words they know relating to communication. Can they think of any idioms?

REFERENCES

- Video script p. 216

01

Voyager Golden Records

were placed on Voyager 1 and 2 space craft and launched into space in 1977. They were copper records containing sounds and images designed to portray our life and culture on Earth, in the hope that they could be found by extra-terrestrials on Voyager 1 and 2's journey through outer space.

Stanislaw Lem

(1921–2006) was a Polish science fiction author. He wrote traditional science fiction featuring space travel and alien worlds, such as *Eden* (1959), as well as more allegorical fiction such as *The Star Diaries* (1957). Lem's books have been translated into more than thirty-five languages.

Stephen Hawking

(1942–2018) was a British theoretical physicist. During his studies, he contracted amyotrophic lateral sclerosis, an incurable degenerative neuromuscular disease, which eventually left him completely paralysed. Hawking is regarded as one of the most brilliant theoretical physicists in history, whose work on the origins and structure of the universe revolutionised the field. He published a number of books in his lifetime, the first of which, *A Brief History of Time* (1988), became an international bestseller.

GLOSSARY

- extraterrestrial** – a creature that people think may exist on another planet
- habitable** – good enough for people to live in
- outer space** – the space outside the Earth's air, where the planets and stars are
- radio dish** – a piece of equipment that collects radio waves from space and is used to find objects in space (radio telescope)
- realm** – area
- superior being** – highly intelligent thing that exists

How to BREAK THE ICE

and make new friends

Don't worry too much about **making a favourable impression**. Often the best way to **strike up a conversation** is simply to comment on the weather, or say something funny about what's happening around you. If you can **have a laugh** about the situation you're in, it can really **create a bond** or connection between you.

People often like it if you **pay them a compliment**, but don't try too hard or you'll sound insincere. Just **make small talk** about where you live, what you're studying and so on. You may find that in the end you really **hit it off** and become friends for life.

People are more likely to **take to you** if you **come across as** a warm and approachable person. So, make eye contact (though don't stare) and smile.



1C VOCABULARY | Idioms and phrases related to communication

1 Look at the cartoon and the title of the article. In pairs, answer the questions.

- Can you work out the meaning of the title from the context? **make people feel more friendly and willing to talk to each other**
- Do you find it easy or difficult to break the ice with people you don't know? Say why.

2 Read the article. Which piece of advice do you think is the most useful? Say why.

3 Study the phrases highlighted in the article. Then complete the second sentence so that it means the same as the first, using the word given in capitals. Write the answers in your notebook.

- He started talking to her in the hallway. **STRUCK**
He struck up a conversation with her in the hallway.
- She gave the impression of being very self-confident. **ACROSS**
She came across as being very self-confident.
- Alice commented on how nice his shoes were. **PAID**
Alice paid him a compliment about his shoes.
- I immediately liked him. **TOOK**
I took to him immediately.
- We found it really funny. **LAUGH**
We really had a laugh about it.
- I didn't really like her friends when I met them. **OFF**
I didn't really hit it off with her friends when I met them.

4 In pairs, discuss how you met your best friend. Use some of the phrases from Exercise 3.

5 **1.4** Listen to someone talking about breaking the ice. What kind of behaviour does she find annoying when meeting new people?

She finds it annoying when someone talks too much, but she thinks it's even worse when someone keeps firing questions at you and thus makes you do all the talking.

6 **1.5** Listen again. In your notebook, write down what you hear.

7 Match the idioms 1–6 with their definitions a–f. Write the answers in your notebook.

- jump down somebody's throat **e**
- put somebody on the spot **b**
- fire questions at someone **f**
- refuse to let something drop **d**
- insist on having the last word **c**
- not get a word in edgeways **a**

- To be unable to say anything because someone else is talking all the time.
- To embarrass someone by forcing them to answer a difficult question.
- To have to make the final point in a discussion or argument.
- To not stop talking about a particular subject.
- To react angrily to something someone has said.
- To ask someone a lot of questions quickly.

8 Study Active Vocabulary and discuss how you would express the idioms in Exercise 7 in Polish. How could you illustrate the idioms with a drawing?

ACTIVE VOCABULARY | Idioms

- An idiom is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words, e.g. *He jumped down my throat* means *He reacted angrily*.
- Idioms rarely translate exactly into another language.
- Many idioms describe an image. If you can visualise the image – or even draw it – that might help you to remember and learn the idiom.

9 Which of the idioms in Exercise 7 are things you dislike someone doing when you're talking to them? Say why.

10 **REFLECT | Society** Work in pairs. In your notebook, make a list of top five rules for making a good impression or communicating well with other people at a party.

8 I can talk about making new friends.

EXTRA ACTIVITIES IN CLASS

- Start the lesson by eliciting students' vocabulary from the list they made at home. Write any relevant words on the board. Give students one point for a relevant word and two points for an idiom. Congratulate the winner.
- After Exercise 7, put students in groups of three and tell them that each student has to talk for one minute. They should

include as many phrases and idioms from Exercises 3 and 7 as they can. One student times them and the other counts the idioms. If they make a mistake, the other students can correct them. The winner is the student with the most idioms.

FURTHER PRACTICE

- Workbook p.6

- Photocopiable resource 3: *Nice to meet you*, p. 307, 322

- Extra digital activities: Vocabulary Checkpoint 1

ASSESSMENT

- Vocabulary Quiz 1

REFERENCES

- Audio script p. 193

- 1.6 Look at the photo. Listen to three conversations at a party. Which do you think is the best question they use to keep a conversation going?
- Think of three more questions you could ask to get to know someone better.

Question tags and echo questions

- Look at the underlined examples of question tags from the dialogues. In your notebook, complete the sentences 1–4 below with the words in the box.

negative end positive modal

It's such a great city, isn't it?

Wow, so you'd never been there before, had you?

I shouldn't be so fussy, should I?

- A **question tag** is a short question added to the end of a sentence.
 - We form a question tag using an auxiliary or a **modal** verb and a pronoun.
 - A positive statement usually has a **negative** question tag.
 - A negative statement usually has a **positive** question tag.
- 1.7 **PRONUNCIATION** Listen and match what you hear with intonation pattern A or B below. Write the answers in your notebook. Which pattern is used for a real question and which for confirming something the speaker already knows?



- 1.8 Look at these question tags. Choose the correct words to complete the sentences. Write the answers in your notebook. Listen and check.
- This is silly, isn't it / this?
 - Nothing ever changes, do / does it?
 - Come and look at this, will / don't you?
 - Everyone was there, weren't / wasn't they?
 - Don't be late, are / will you?
 - No one likes him, do / does they?
 - Let's stay here, do / shall we?
 - I'm a bit late, don't / aren't I?
 - Pick me up at eight, don't / could you?

- In pairs, look at the echo question *in italics*. Then answer questions 1–3 below.

Cameron Actually, it's my birthday tomorrow.

Emma *Is it?* Do you have anything special planned?

- What is the function of an echo question? **to show interest or show that we're listening**
- Do we use a positive or a negative question to reply to a positive statement? **We use a positive question to reply to a positive statement.**
- Which intonation pattern from Exercise 4 do we use with an echo question: A or B? **A**

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- 1.9 Complete the conversations with no more than three words in each gap. Write the answers in your notebook. Listen and check your answers.

Ben Where would you live if you could live anywhere in the world?

Meg ¹ That's a good question, isn't it? I don't think I've ever really thought about it before. Hmm ... Somewhere a bit warmer, I guess.

Ben Yes, ² There's too much rain in this country, isn't there?

Meg Oh yes, there is. But I wouldn't want to live somewhere too hot. I mean, in some countries it can be 45 degrees in the summer. That would be unbearable, ³ wouldn't it?

Ben Actually, I used to live in Dubai.

Meg ⁴ Did you? I bet ⁵ that was really hot, wasn't it?

Ben Boiling! But we had air conditioning, and a pool.

Meg That sounds great. I wouldn't mind living somewhere like that, actually.

Ira Move up, ⁶ will you? I really need to sit down!

Kate Have you been dancing?

Ira Yes, I love the music they're playing. ⁷ don't you?

Kate It's not really my thing, actually. I find it a bit boring.

Ira ⁸ Do you? But everyone loves this band, ⁹ don't they?

Kate Not me.

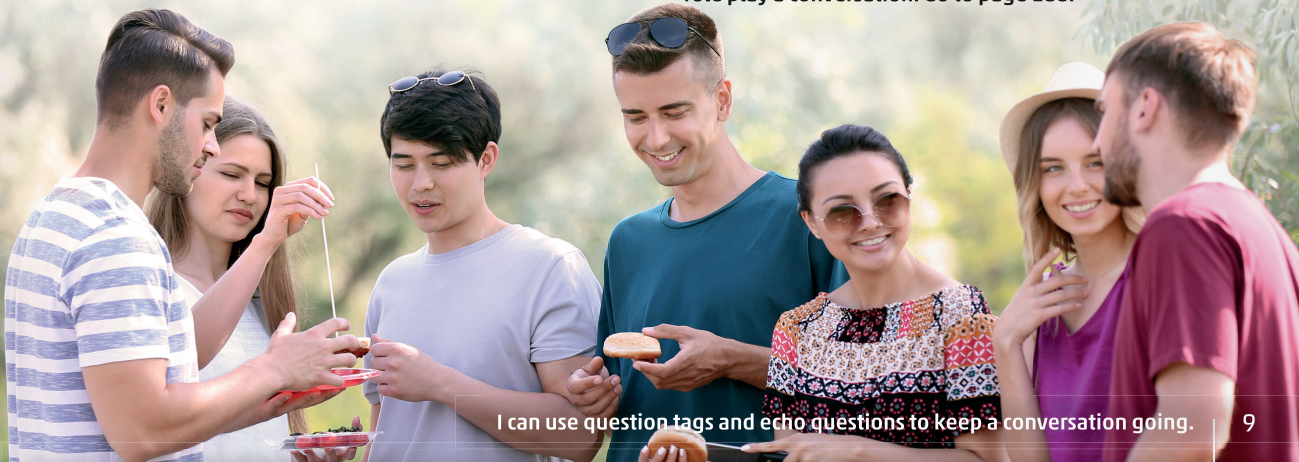
Ira You have no taste in music then.

Kate Erm, seriously?

Ira Oh, sorry, I'm being a bit annoying, ¹⁰ aren't I? Let's stop talking about music then, ¹¹ shall we?

Kate Yes, I think that might be best!

- SPEAKING** Work in pairs. In your notebook, write and role play a conversation. Go to page 186.



EXTRA ACTIVITY IN CLASS

As an extension to Exercise 5, ask students to write a different sentence for each of the incorrect tag options in Exercise 5.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 162

- Workbook p. 7
- Photocopiable resource 4: *Let's play tag!*, pp. 307, 323
- Extra digital activities: Grammar Checkpoint 1D

ASSESSMENT

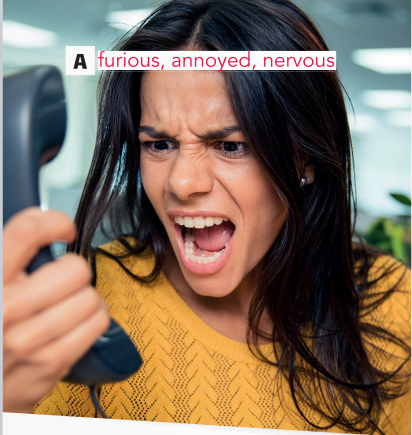
- Grammar Quiz 1D

NEXT CLASS

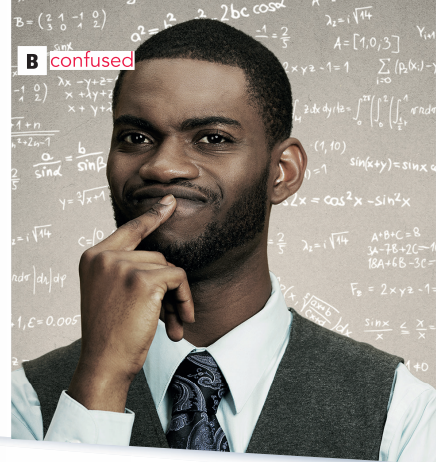
Ask students to think about two situations in which they have felt a strong emotion, one negative and one positive, which they are happy to share with the class.

REFERENCES

- Audio script p. 193



A furious, annoyed, nervous



B confused



C frightened

1E LISTENING AND VOCABULARY

- 1 THINK BACK** How good are you at identifying emotions? In pairs, look at the photos and discuss what emotions you think the people are feeling. Use the words from the box.

annoyed confused frightened furious nervous sad surprised thrilled

- 2 Match the adjectives below with their synonyms in Exercise 1. Write the answers in your notebook. Which of the words have a stronger meaning than their synonyms? 1, 2, 3, 4 and 8 have a stronger meaning.**

- | | |
|-------------------------------|------------------------------|
| 1 terrified frightened | 5 tense nervous |
| 2 astonished surprised | 6 ecstatic thrilled |
| 3 exasperated annoyed | 7 bewildered confused |
| 4 livid furious | 8 devastated sad |

- 3 Complete the sentences with the adjectives from Exercise 2. Sometimes more than one answer is possible. Write the answers in your notebook.**

- I'm completely ecstatic about my exam results – I never thought I'd do so well!
- He has no idea how he got home last night. He feels completely bewildered.
- She was absolutely livid when she found out he had cheated in the exam again.
- She felt very tense as she waited for her job interview.
- He's terrified that someone will find out his secret.
- Nothing is changing and he is becoming more and more exasperated about the situation.

- 4 In pairs, talk about occasions when you felt some of the emotions in Exercises 1 and 2. Give reasons for your answers.**

- 5 What is emotional intelligence? Which of the ideas 1–9 do you think are related to this term? Discuss in pairs.**

- Being aware of your own emotions. ✓
- Being able to reason and problem-solve.
- Being able to manage your emotions. ✓
- Being able to feel and show empathy. ✓
- Being able to remember information.
- Being able to motivate yourself. ✓
- Being able to deal with conflict. ✓
- Being able to manipulate people's emotions.
- Being a good listener.

- 6** **1.10** Listen to an interview. Which ideas from Exercise 5 do the speakers describe as being related to emotional intelligence?

- 7** **1.10** Listen to the interview again. Based on what you hear, complete the gap in each sentence (1–6) with one or a few words. Write the answers in your notebook.

- People with high emotional intelligence are more effective at communicating with other people / identifying, understanding and managing emotions.
- Unlike traditional intelligence, emotional intelligence can be increased/improved / can increase/improve / is not fixed.
- Some people are not aware/conscious of their emotions / able to recognise their emotions / consciously express their emotions when they're feeling angry.
- You should make a conscious decision about how you deal with your feelings when you are upset.
- A good way to release/get rid of/handle/manage negative emotions is to go for a walk or to have a bath.
- Body language and gestures can help you show other people (that) you are listening (to them).

- 8 SPEAKING** In pairs, discuss the questions.

- Which aspects of emotional intelligence do you think you are strongest at?
- How could you further improve your emotional intelligence? What could be the benefits?

- 9 SPEAKING** In groups, discuss the best way to approach the situations below. Think about how you could use self-awareness, manage your own emotions and listen to and empathise with the other person in the situation.

- A close friend has started hanging out with a different group of friends. You get the impression that they are avoiding you. You feel hurt, and quite confused about what's happening.
- Your brother or sister seems quite depressed. They rarely come out of their room and when you try to talk to them they just grunt. You're getting a bit worried.

- 10** I can identify specific information in a radio interview and talk about emotional intelligence.

Exercise 5

Emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. The following ideas could be related to emotional intelligence 1, 3, 4, 6, 7, 9.

EXTRA ACTIVITIES IN CLASS

- Lead in to Exercise 1 by asking students to describe the emotions they made notes on at home in groups of three but without saying the word itself. Can the other group members guess what the emotion is?

- After Exercise 9, in the same groups, students think of one more situation to discuss. They then join another group, share their situations and discuss them.

FURTHER PRACTICE

- Workbook p. 8

- Photocopiable resource 5: *What's your EQ?*, pp. 307, 324

REFERENCES

- Audio script p. 193



D nervous, confused



E thrilled



F sad

01

1F SPEAKING

1 **1.11** Listen to six short conversations. What is the main emotion each speaker expresses? Why did each speaker feel that way?

2 Complete the Speaking box with the phrases from the box. Write the answers in your notebook.

Get out of here! I'm feeling a bit blue.
I'm heartbroken. I'm worried sick about ...
I've had it up to here with ...
That's a weight off my mind.

SPEAKING | Expressing emotions

Expressing anxiety

It's been keeping me up at night.

¹ I'm worried sick about ...

Expressing relief

I can breathe a sigh of relief now.

² That's a weight off my mind.

Thank goodness.

Expressing annoyance and frustration

... is driving me up the wall!

... really gets on my nerves.

³ I've had it up to here with ...

Expressing surprise or disbelief

You've got to be kidding me!

⁴ Get out of here!

Who would have thought it?

Expressing sadness

I'm feeling a bit down in the dumps.

⁵ I'm feeling a bit blue.

⁶ I'm heartbroken.

Expressing enjoyment or happiness

I'm walking on air!

I can't stop smiling!

3 **1.12** Listen to six statements. When you hear a beep, choose and say a suitable response from the box.

I don't blame you. I know, right?
I'm really pleased for you. I'm so sorry to hear that.
What a pain! What's the worst that could happen?

4 Replace the underlined words with phrases from the Speaking box and suitable responses in Exercise 3. Write the answers in your notebook.

- A** I'm extremely concerned about my cat - she isn't very well.
B That's awful. It's horrible when a pet is sick.
- A** I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.
B There's no need to worry. You'll be great!
- A** My parents are taking me to Florida this summer.
B I don't believe you! You lucky thing!
A Yes, I'm so happy.
- A** I'm completely fed up with people gossiping behind my back.
B I don't blame you. It's awful.
- A** I finally finished my Geography project.
B That must be a relief for you.

5 In pairs, role play the situations. Student A, read the instructions below. Student B, go to page 189.

STUDENT A

In pairs, role play the two situations. Use language for expressing emotions and responding from this lesson.

- You can't decide what subjects to choose for your final year at school. You're really worried about this. Tell your friend how you feel.
- You did badly in your exams. Tell your friend how you feel.

For each situation which your partner describes, respond according to these instructions.

- Express your happiness at the situation.
- Express your surprise and pleasure.

Exercise 1

- anxiety (because of impending exams)
- relief (because she found her phone)
- enjoyment/happiness (because he got his choice of university)
- surprise/disbelief (because Andrew and Marta didn't use to like each other)
- anger/annoyance/frustration (because she keeps receiving chain messages)
- sadness/empathy (because his grandfather is in hospital)

Exercise 3

- What's the worst that could happen?
- I'm really pleased for you.
- What a pain!
- I'm so sorry to hear that.
- I know, right?
- I don't blame you.

Exercise 4

- A** I'm worried sick
B I'm so sorry to hear that.
- A** It's been keeping me up at night.
B What's the worst that could happen?
- B** You've got to be kidding me!
A I'm walking on air! / I can't stop smiling!
- A** I've had it up to here with
B A weight off your mind

I can use fixed phrases to express emotions. | 11

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 4. In pairs, one student should choose a phrase from the Speaking box to say to their partner. Their partner should think of a response in order to start a short exchange. Pick out any good conversations and ask pairs to repeat them for the class.

FURTHER PRACTICE

- Workbook p. 9

NEXT CLASS

Ask students to do an Internet search to find out about the stage musical *Bugsy Malone*.

REFERENCES

- Audio script p. 194

1G WRITING | An informal email

Exercise 2

- 1 Rehearsing for a musical.
- 2 It seems that she may have been friends with Janie, but they have lost contact because Maisie moved away and now Janie is cross with her.
- 3 She asks whether she should phone or email one of her course tutors, what the best way to communicate is, and what kind of holidays Maisie enjoys best.

Bugsy Malone

is a comedy musical which was first shown at her Majesty's Theatre in London in 1983. It is set in New York in 1929 and delves into the world of gangster warfare. The story concerns two rival gangs: Dandy Dan and his men, who terrorise the neighbourhood, and Fat Sam Stacetto, who runs a speakeasy, a type of prohibition bar. Fat Sam enlists the help of Bugsy Malone, a smooth city slicker, to win out over Dandy Dan and the musical ends happily.

- 1 Discuss in groups. Which of the following forms of communication do you use most often? Do you communicate with different people in different ways? Give reasons for your answer.

emailing messaging through social media phoning
texting video calling writing a letter

- 2 Read the email and answer the questions.

- 1 What has Scarlett been busy with recently?
- 2 Why is Maisie likely to be interested in news about Janie?
- 3 What three questions does Scarlett ask Maisie?

- 3 What is the relationship between Scarlett and Maisie? What words or phrases make this relationship clear?

They are friends. We can tell because of the informal style used, e.g. *Hi, ... sorry to hear that you've been ill, Give my love to your family, Take care.*

From: Scarlett
To: Maisie
Subject: What's up?

Hi Maisie,

Long time no see. How are things? I was sorry to hear that you've been ill. Hope you're feeling better now.

Things have been pretty busy here. I've been rehearsing for a musical, *Bugsy Malone*, which we're putting on in a few weeks' time. You like musicals too, don't you? I'm playing the part of Blousey Brown, which is a pretty big role, so it's loads of work! I'm really enjoying it, though I'm sure I'll be terrified when I actually have to step out in front of an audience. We're expecting over 200 people!

BTW, I saw Janie the other day at a party. She said she was working hard for her exams, and that's why she wasn't keeping in touch with you. Hmm ... I'm not sure I believed her, someone told me that she was livid with you for having moved away. How ridiculous is that? It's not like you could help it, is it? I wouldn't let it keep you up at night, reckon you're better off without her if that's how she feels.

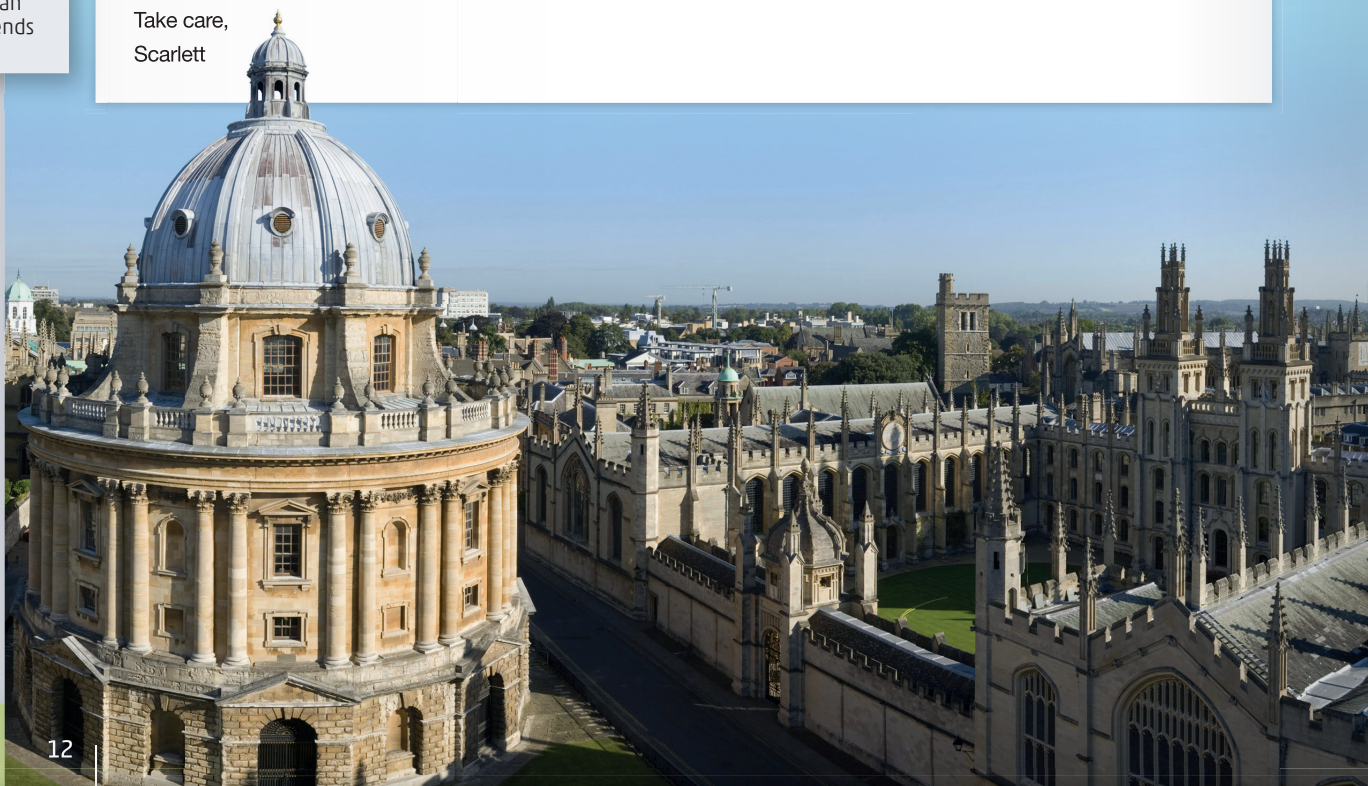
Great news about you getting into Oxford University, BTW. Wow! I'm dead impressed. I'm still hoping to get a place at Sheffield University. Actually, I need to speak to one of the tutors about the course. Do you think I should email her, or ring her? What's the best way to communicate?

What else? Well, we're all off to the coast for a few days for half-term – sun, sand, sea, and sleep. I'm exhausted! What kind of holidays do you enjoy best?

Anyway, I guess I'd better go and get on with some revision for my exams. :(

Give my love to your family.

Take care,
Scarlett



12

EXTRA ACTIVITIES IN CLASS

- As a follow-up to Exercise 1, ask students to discuss when it's appropriate to write an email instead of a text message or social media chat. When is it appropriate to send an informal vs. a formal email?
- Before Exercise 2, ask students to tell the class what they found out about *Bugsy Malone*. Ask for a show of hands for who would go to watch the musical. Why?
- After Exercise 9, put students in pairs for some peer correction. Get them to read each other's emails and think about what their partner has done well and what could be improved. Students can then rewrite their emails at home, based on their partner's feedback.

- 4 Complete the Writing box with examples from Scarlett's email. Write the answers in your notebook.

WRITING | An informal email

Organisation

- Start with a friendly greeting, e.g. *Hi/Hi there.*
- Mention your last contact with the other person, e.g. *Long time ¹ no see./How are ² things?/Haven't seen you in ages.*
- Mention any news from your friend, e.g. *I was sorry to hear that ...*
- Cover each topic in a separate paragraph.
- Finish with a friendly, informal goodbye, e.g. *Well, that's all for now./Hoping to hear from you soon./Can't wait to see you!/Give my ³ love to .../Take ⁴ care .../Love,/Best,/Cheers,*

Informal style

- Use contractions, e.g. *Hope you're feeling better.*
- Use more informal quantifiers and intensifiers, e.g. *... which is a ⁵ pretty big role./I'm ⁶ dead impressed./It's ⁷ loads of work.*
- Leave out the subject and auxiliary verb if the meaning is obvious, e.g. *Great news about you getting into Oxford University!/Reckon you're better off without her.*
- You may use question tags and rhetorical questions, e.g. *You like musicals too, ⁸ don't you?/⁹ What else?*

- 5 Match the interjections 1–9 with their meanings a–i. Write the answers in your notebook. In pairs, take turns to make statements and responses.

A I won the lottery!

B Yay!

1 Aha! c

4 Hmm. e

7 Wow! g

2 Oops! b

5 Phew! h

8 Yikes! f

3 Argh! d

6 Yuck! i

9 Yay! a

a That's amazing!

f That's scary or

b I (or someone else)

worrying.

c Now I understand!

g That's brilliant news!

d I'm cross or frustrated.

h Congratulations!

e I'm not sure.

i What a relief!

i That's disgusting.

- 6 Study *Watch out!* Then choose the sentences which are correctly punctuated. In one point both sentences are correct. Give reasons for your answers.

1 a Ibiza is a fabulous holiday destination because it's warm, sunny and a lot of fun.

b Ibiza is a fabulous holiday destination because it's warm sunny and a lot of fun.

2 a Actually, I'm pretty sure she had the lead role in the show.

b Actually I'm pretty sure, she had the lead role in the show.

3 a My cousin Jacques – the French one – is coming to stay.

b My cousin Jacques (the French one) is coming to stay.

WATCH OUT!

We use commas

- after the greeting, and also after we sign off, e.g. *Hi Al,*
- after introductory adverbs, e.g. *Well, However, Suddenly, Meanwhile,*
- to separate a series of three or more words or phrases

We use

- brackets and dashes to add extra information or make a comment on what you have just written
- exclamation marks to express emotions
- multiple question marks or exclamation marks to put more emphasis (informal writing)

- 7 Read the email from a seventeen-year-old boy to his friend of the same age. In your notebook, rewrite it to make it more informal. Use the phrases in the Writing box.

To: Harry

Subject: Personal update

Dear Sir,

I hope that you are quite well. It has been quite a long time since we last made contact.

You will be surprised to hear that I was able to pass all of my exams. I feel greatly relieved. I was quite convinced that I had made a great number of mistakes.

I will shortly be going on holiday with my parents to Madeira. I am afraid that it may be a little tedious as I believe that only rather elderly people tend to holiday there. I would much prefer to go to Ibiza and go dancing with you. I am convinced that we would enjoy ourselves greatly.

My parents would rather eat out in nice restaurants, particularly seafood restaurants, but I greatly dislike seafood. Do you? The thought of it makes me feel a little nauseous.

Please do tell me in your next email what your holiday plans are.

Kind regards,

Stefan

- 8 REFLECT | **Society** Some people believe that the younger generation is losing the ability to communicate face-to-face or in any depth because of the rise of messaging online. Do you think there is any truth in this point of view?

- 9 WRITING TASK Write an email from Maisie to Scarlett, in response to her email in Exercise 2.

- Share some recent personal news.
- Answer the questions Scarlett asks in her email.
- Ask Maisie questions about her musical theatre show.

Oxford University

is the oldest university in the English speaking world and the world's second oldest university after the University of Bologna. Although there is no clear date of foundation, evidence suggests that teaching existed at Oxford as early as 1096. The university consists of several independent colleges, the earliest of which is University College, established in 1249. Oxford has a high reputation for academic achievement and has been associated with some of the greatest names in British history, such as Oscar Wilde (poet), Edmond Halley (scientist), J.R.R. Tolkien (writer) and Margaret Thatcher (prime minister).

Sheffield University

is in South Yorkshire, UK. It is a public research university with 25,000 students, including around 3,900 international students from 120 countries and about 6,000 staff. First established as the University College of Sheffield in 1897, it became the University of Sheffield ten years later. Today there are six faculties: Arts and Humanities, Engineering, Medicine, Dentistry and Health, Science and Social Sciences, and the International Faculty. Famous alumni include the athlete Jessica Ennis-Hill, the chemist and astronaut Helen Sharman, and the aviator Amy Johnson. The university ranks among the top in the UK for student experience.

I can write an informal email.

13

FURTHER PRACTICE

- Workbook p. 10

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 14–15.

REMEMBER MORE

1 Two verbs collocate in each case. Write the answers in your notebook.

- You've got to learn how to **release** / **carry** / **manage** your **emotions**.
- It's unlikely we will ever **deliver** / **make** / **establish** contact with aliens.
- The article aims to **convey** / **process** / **spread** an important **message**.
- I don't want to **come** / **get** / **turn** into **conflict** with anybody.

2 Complete the sentences with the correct form of the verbs of movement. Write the answers in your notebook.

- I offered her a coffee to **break** the ice.
- Why are you **jumping** down my throat? Calm down.
- I don't think Ann and Tim **hit** it off when they met. I guess they don't have much in common.
- I am **walking** on air! I passed my driving test!

3 Complete the phrasal verbs with prepositions. Write the answers in your notebook.

- figure **out** (how to do sth)
- point **out** (mistakes)
- spell **out** (how to do sth)
- pick **up** (signals)
- strike **up** (a conversation)
- speed **up** (your plans)

4 In your notebook, write synonyms (ending in -ed) for each of these adjectives.

- totally confused – **bewildered**
- intelligent or made in a complicated way – **sophisticated**
- extremely upset – **devastated**
- annoyed – **exasperated**

ACTIVE VOCABULARY | Phrases

When you learn phrases from the word lists, you may divide them into groups according to the way they are built. For example, find all phrases with prepositions (*with, off, up, etc.*), like in Exercise 3 above or words that collocate with the same noun, like in Exercise 1.

1A GRAMMAR AND VOCABULARY

5.1

be stuck /bi 'stʌk/ utknąć
build relationships /bɪld rɪ'leɪʃənʃɪps/ budować relacje
buzz (v) /bʌz/ brzęczeć, bzyczeć
capture (n) /'kæptʃə/ pojmanie
carry a message /kæri ə 'mesɪdʒ/ nieść, przekazywać wiadomość/komunikat
come to light /kʌm tə 'laɪt/ wyjść na jaw
contribute (v) /kən'trɪbjʊt/ przyczyniać się, wносить wkład
communicate face-to-face /kə'mju:nɪkeɪt feɪs tə 'feɪs/ komunikować się twarzą w twarz
convey a message /kən'veɪ ə 'mesɪdʒ/ przekazać wiadomość/komunikat
deliver a message /dɪ'lɪvə ə 'mesɪdʒ/ dostarczyć wiadomość
essential (adj) /ɪ'senʃəl/ niezbędny, konieczny
establish contact with sb /ɪ'stæblɪʃ 'kɒntækt wɪθ ,sʌmbədi/ nawiązać z kimś kontakt
get a response /get ə rɪ'spɒns/ otrzymać odpowiedź
go out (lights) /gəʊ 'aʊt (laɪts)/ zgasnąć (o świetle)
hail (v) /heɪl/ okrzyknąć
ingenious (adj) /ɪn'dʒɪniəs/ pomysłowy
keep/stay in touch with sb /ki:p/,steɪ ɪn 'tʌtʃ wɪθ ,sʌmbədi/ pozostać z kimś w kontakcie
lose contact/touch with sb /lu:z 'kɒntækt/'tʌtʃ wɪθ ,sʌmbədi/ stracić z kimś kontakt
maintain contact with sb /meɪn'teɪn 'kɒntækt wɪθ ,sʌmbədi/ utrzymywać z kimś kontakt
make contact with sb /meɪk 'kɒntækt wɪθ ,sʌmbədi/ nawiązać z kimś kontakt
means of communication /mi:nz əv kə,mju:nɪ'keɪʃən/ środki/środkі komunikacji
pass on a message /pɑ:s 'ɒn ə 'mesɪdʒ/ przekazać wiadomość
rapidly (adv) /ræpɪdli/ szybko
rare (adj) /reə/ rzadki
share knowledge /ʃeə 'nɒlɪdʒ/ dzielić się wiedzą
since the dawn of time /sɪnz ðə 'dɔ:n əv ,taɪm/ od zarania dziejów
smoke signals (n) /sməʊk 'sɪɡnəlz/ sygnały dymne
speed up (phr v) /spi:d 'ʌp/ przyspieszyć
spot a problem /spɒt ə 'prɒbləm/ dostrzec problem
spread the message /sprɛd ðə 'mesɪdʒ/ przekazać wiadomość
stay in touch /steɪ ɪn 'tʌtʃ/ pozostać w kontakcie
text (v) /tekst/ wysyłać wiadomość tekstową
text messaging /'tekst ,mesɪdʒɪŋ/ wysyłanie wiadomości tekstowych, esemesowanie
toss (v) /tɒs/ rzucić
turn out (phr v) /tɜ:n 'aʊt/ okazać się
without a doubt /wɪðəʊt ə 'daʊt/ bez wątpienia

1B READING AND VOCABULARY

5.2

alien civilisation /ɪ'leɪən ,sɪvəlaɪ'zeɪʃən/ obca cywilizacja
assume (v) /ə'sju:m/ zakładać, przyjmować
assumption (n) /ə'sʌmpʃən/ założenie, przypuszczenie
being (n) /'bi:ɪŋ/ istota, stworzenie
billion (num) /'bɪljən/ miliard
brand-new (adj) /brænd 'nju:/ nowutki, zupełnie nowy
bring about (phr v) /brɪŋ ə'baʊt/ spowodować coś, doprowadzić do czegoś
by chance /baɪ 'tʃɑ:ns/ przypadkiem
come across (phr v) /kʌm ə'krɒs/ napotkać, natknąć się na
diagram (n) /'daɪəgræm/ diagram, schemat
distant (adj) /'dɪstənt/ daleki
enormous (adj) /ɪ'nɔ:məs/ olbrzymi
estimate (v) /estɪmeɪt/ szacować
evolve (v) /ɪ'vɒlv/ ewoluować, zmieniać się
extraterrestrial (adj, n) /ekstrə'terɪstriəl/ pozaziemski; istota pozaziemska, kosmita
fear sb/sth (v) /fiə ,sʌmbədi/,sʌmθɪŋ/ bać się kogoś/czegoś
figure out (phr v) /fɪgə 'aʊt/ zrozumieć
gaze (v) /geɪz/ wpatrywać się
get across (phr v) /get ə'krɒs/ wyjaśniać, przekazywać informację
given that /'gɪvən ðæt/ biorąc pod uwagę, że
gold-plated (adj) /gəʊld 'pleɪtəd/ pozłacany, pokryty złotem
habitable (adj) /hæbətəbəl/ nadający się do zamieszkania
hazardous (adj) /'hæzədəs/ niebezpieczny, ryzykowny
highly likely /haɪli 'laɪkli/ wielce prawdopodobny / prawdopodobnie
humanity (n) /hju:'mænəti/ ludzkość
humankind (n) /hju:mən'kaɪnd/ gatunek ludzki
insurmountable (adj) /ɪn'sʌmaʊntəbəl/ nie do pokonania
launch into space /lɒ:ntʃ ɪntə 'speɪs/ wystać w kosmos
linguist (n) /'lɪŋgwɪst/ lingwista, językoznawca
make out (phr v) /meɪk 'aʊt/ tu: dostrzegać
nuisance (n) /'nju:səns/ utrapienie, niedogodność
outer space (n) /aʊtə 'speɪs/ przestrzeń kosmiczna
pass on (phr v) /pɑ:s 'ɒn/ przekazać
physicist (n) /'fɪzɪsɪst/ fizyk
pick up (phr v) /pɪk 'ʌp/ odbierać (tu: sygnał)
point out (phr v) /pɔɪnt 'aʊt/ zaznaczać, zwracać uwagę na
process (v) /'prəʊses/ przetwarzać
put together (phr v) /put tə'geðə/ połączyć
radio dish /'reɪdiəʊ ,dɪʃ/ radioteleskop
random (adj) /'rændəm/ przypadkowy
realm (n) /reɪlm/ kraina, tu: przestrzeń
ridiculous (adj) /rɪ'dɪkjələs/ niedorzeczny, śmieszny
sophisticated (adj) /sə'fɪstɪkətɪd/ wyszukany, wyrafinowany
spacecraft (n) /speɪskra:ft/ statek kosmiczny

EXTRA ACTIVITIES IN CLASS

- Individually, students think of one or two sentences to describe an idiom or phrase from the word list for Lessons 1C or 1F. They then say their sentence to a partner, who has to guess the idiom/phrase.
- Individually, students think of one word to describe an adjective from Lesson 1E and tell it to a partner, who has to guess it. They should try to use emotion when they are speaking, to help convey the meaning of the word, e.g. *Yippee!* (ecstatic).
- Students play *Taboo*. Put them in pairs and ask them to choose 8–10 words from the word list they would like to remember and write each word on a separate piece of paper. On the same piece of paper, they should write three more words which should not be used when giving a definition of that word.

species (n) /ˈspiːʃiːz/ gatunek
spell out (phr v) /ˈspel ˈaʊt/ wyjaśniać
subtly (adv) /ˈsʌtli/ subtelnie
superior (adj) /suːˈpiəriə/ nadrzędny, lepszy
take in (phr v) /ˈteɪk ˈɪn/ zrozumieć, pojąć
vital (adj) /ˈvaɪtəl/ istotny
wipe out (phr v) /ˈwaɪp ˈaʊt/ pokonać, zmieść z powierzchni ziemi

1C VOCABULARY 5.3

approachable (adj) /əˈprəʊtʃəbəl/ przystępny, przyjacielski
break the ice /ˈbreɪk ðɪ ˈaɪs/ przelamać lody
come across as (phr v) /ˌkʌm əˈkrɒs əz/ wydawać się, sprawiać wrażenie
comment on sth /ˈkɒment ɒn sʌmθɪŋ/ komentować coś
create a bond/connection /kriːeɪ ə ˈbɒnd/kəˈneɪʃən/ zbudować więź / nawiązać kontakt
fire questions at sb /faɪə ˈkwɛstʃənz ət sʌmbɒdi/ zasympać kogoś pytaniami
friends for life /ˈfrendz fɔː laɪf/ przyjaciele na całe życie
get a word in edgeways /get ə ˈwɜːd ɪn ˌedʒweɪz/ dojsć do słowa / do głosu (w rozmowie)
give the impression /gɪv ðɪ ɪmˈpreɪʃən/ sprawiać wrażenie
have a laugh /həv ə ˈlɑːf/ mieć ubaw, śmiać się z czegoś
have the last word /həv ðə ˈlɑːst ˈwɜːd/ mieć ostatnie słowo
hit it off (with somebody) /hɪt ɪt ˈɒf (wɪθ sʌmbɒdi)/ polubić się (z kimś), przypaść sobie do gustu
insincere (adj) /ɪnˈsɪnərə/ nieszczerzy
jump down sb's throat /dʒʌmp ˈdaʊn sʌmbɒdɪz ˈθrəʊt/ naskoczyć na kogoś, skoczyć komuś do gardła
let something drop /let sʌmθɪŋ ˈdrɒp/ przestać mówić o czymś
make a favourable impression /meɪk ə ˈfeɪvərəbəl ɪmˈpreɪʃən/ wywrzeć pozytywne wrażenie
make eye contact /meɪk ˈaɪ ˌkɒntækt/ nawiązać kontakt wzrokowy
make small talk /meɪk ˈsmɔːl ˌtɔːk/ ucinąć pogawędkę, prowadzić niezobowiązującą rozmowę towarzyską
pay a compliment /peɪ ə ˈkɒmplɪmənt/ powiedzieć komuś komplement
put sb on the spot /put sʌmbɒdi ɒn ðə ˈspɒt/ postawić kogoś w niezręcznej sytuacji
strike up a conversation /straɪk ˈʌp ə ˌkɒnvəˈseɪʃən/ nawiązać rozmowę
take to sb /teɪk tə sʌmbɒdi/ polubić kogoś

1D GRAMMAR 5.4

air conditioning /ˈeə kənˌdɪʃənɪŋ/ klimatyzacja
annoying (adj) /əˈnɔɪɪŋ/ irytujący, denerwujący
bet (v) /bet/ zakładać się, obstawiać
boiling hot /ˈbɔɪɪŋ ˈhɒt/ wrzący
fussy (adj) /ˈfʌsi/ wybredny, kapryśny
have no taste in sth /həv nəʊ ˈteɪst ɪn sʌmθɪŋ/ nie mieć gustu, tu: nie znać się na czymś
unbearable (adj) /ʌnˈbeərəbəl/ nie do wytrzymania, nieznośny

1E LISTENING AND VOCABULARY

5.5

annoyed (adj) /əˈnɔɪd/ poirytowany
apparently (adv) /əˈpærəntli/ najwyraźniej, widocznie; podobno
astonished (adj) /əˈstɒnɪʃt/ zaskoczony, zdumiony
be conscious of sth /bi ˈkɒnʃəs əv sʌmθɪŋ/ być czegoś świadomym
bewildered (adj) /biˈwɪldəd/ zdumiony, oszołomiony
clench your jaws /ˌklenʃ jə ˈdʒɔːs/ zaciskać szczęki
confused (adj) /kənˈfjuːzɪd/ zdezorientowany, zmieszany
devastated (adj) /ˈdevəsteɪtɪd/ zdruzgotany, załamany
ecstatic (adj) /ɪkˈstætɪk/ zachwycony, szczęśliwy
emotional intelligence /ɪˌmɒʃjənəl ɪnˈtelədʒəns/ inteligencja emocjonalna
empathy (n) /ˈempəθi/ empatia
EQ (emotional quotient) (n) /iː ˈkjuː (ɪˌmɒʃjənəl ˈkwɒʃjənt)/ iloraz inteligencji emocjonalnej
exasperated (adj) /ɪɡˈzɑːspəreɪtɪd/ rozdrażniony, zirytowany
fixed (adj) /fɪkst/ stały, niezmienny
get into conflict /get ɪntə ˈkɒnflɪkt/ wdać się w konflikt
grunt (v) /grʌnt/ burknąć, chrząknąć
IQ (intelligence quotient) (n) /iː ˈkiː (ɪnˈtelədʒəns ˈkwɒʃjənt)/ iloraz inteligencji
livid (adj) /ˈlɪvɪd/ wściekły
nod (v) /nɒd/ kiwnąć głową
piece of research /piːs əv rɪˈsɜːtʃ/ badanie naukowe
problem-solve (v) /ˈprɒbləm ˌsɒlv/ radzić sobie w trudnych sytuacjach; z łatwością rozwiązywać problemy
put oneself in sb's shoes /put wʌnˌself ɪn sʌmbɒdɪz ˈʃuːz/ postawić się w czyjejś sytuacji
reason (v) /ˈriːzən/ rozumować, wnioskować
release negative emotions /rɪˈliːs ˌnegətɪv ɪˈmɒʃjəns/ uwolnić negatywne emocje
self-aware (adj) /ˌself əˈweə/ samoświadomy
self-awareness (n) /ˌself əˈweənəs/ samoświadomość
significant (adj) /sɪɡˈnɪfɪkənt/ znaczący, istotny
snap (v) /snæp/ odezwać się ostro, warknąć
take responsibility for sth /teɪk rɪˌspɒnsəˈbɪləti fɔː sʌmθɪŋ/ wziąć za coś odpowiedzialność
tense (adj) /tens/ spięty, zdenerwowany
terrified (adj) /ˈterfaɪd/ przerażony
thrilled (adj) /θrɪld/ zachwycony, podekscytowany
to a large degree/extent /tu ə ˌlɑːdʒ ˌdiːɡriː/ˈɪkˌstent/ w dużym stopniu

1F SPEAKING 5.6

annoyance (n) /əˈnɔɪəns/ rozdrażnienie, irytacja
anxiety (n) /æŋˈzaɪəti/ niepokój, lęk
be fed up with sth /bi fed ʌp wɪθ sʌmθɪŋ/ być czymś znudzonym, mieć czegoś dość
be heartbroken /bi ˈhɑːtˌbrəʊkən/ mieć złamane serce; być załamany
be worried sick about sth /bi ˈwʌrɪd ˈsɪk əˈbaʊt sʌmθɪŋ/ bardzo martwić się o coś
blame sb for sth /bleɪm sʌmbɒdi fɔː sʌmθɪŋ/ obarczać kogoś winą za coś
breathe a sigh of relief /ˈbriːð ə ˌsaɪ əv rɪˈliːf/ odetchnąć z ulgą
be concerned about sth /bi kənˈsɜːnd əˈbaʊt sʌmθɪŋ/ być czymś zaniepokojonym
disbelief (n) /dɪsˈbiːlɪf/ niedowierzanie
drive sb up the wall /draɪv sʌmbɒdi ʌp ðə ˈwɔːl/ doprowadzać kogoś do szału
feel blue /fiːl ˈbluː/ być smutnym, zdotowanym
feel down in the dumps /fiːl ˈdaʊn ɪn ðə ˈdʌmps/ być przygnębionym, mieć doła
get on sb's nerves /get ɒn sʌmbɒdɪz ˈnɜːvz/ działać komuś na nerwy
get out of here /get ˈaʊt əv ˌhiə/ zmywać się, spadać stąd
have it up to here with sth /həv ɪt ʌp tə ˌhiə wɪθ sʌmθɪŋ/ mieć czegoś potąd/dość
keep sb up at night /kiːp sʌmbɒdi ʌp ət ˌnaɪt/ nie dać komuś spać
relief (n) /rɪˈliːf/ ulga
walk on air /wɔːk ɒn ˈeə/ być bardzo szczęśliwym
weight off (one's) mind /weɪt ˈɒf (wʌnz) ˌmaɪnd/ kamień z serca

1G WRITING 5.7

be better off /bi ˌbetər ˈɒf/ być w lepszej sytuacji
be dead impressed /bi ˌded ɪmˈprest/ być pod wielkim wrażeniem
be off /bi ˈɒf/ wyjeżdżać
convinced (adj) /kənˈvɪnst/ przekonany
cross (adj) /krɒs/ zły, zirytowany
feel relieved /fiːl rɪˈliːvd/ odetchnąć z ulgą, odczuwać ulgę
half-term (n) /hɑːf ˈtɜːm/ przerwa semestralna
lead role /liːd ˌrəʊl/ rola główna
loads of work /ləʊdz əv ˈwɜːk/ bardzo dużo pracy
long time no see /lɒŋ ˈtaɪm nəʊ siː/ kopę lat / dawno się nie widzieliśmy
nauseous (adj) /ˈnɔːziəs/ przyprawiający o mdłości
put on a musical /put ɒn ə ˌmjuzɪkəl/ wystawiać musical
reckon (v) /ˈrekən/ sądzić, przypuszczać
rehearse (v) /rɪˈhɜːs/ robić próbę (tu: przedstawienia)
step out (phr v) /step ˈaʊt/ wyjść, pokazać się
tedious (adj) /ˈtiːdiəs/ nudny, monotony
tutor (n) /ˈtjuːtə/ opiekun naukowy

Join pairs together into groups of four and get them to put their cards in two piles face down on the desk. They take it in turns to pick one card from the other pair's pile and give a definition of the word on the card without using the 'taboo' words. If their partner guesses the word, they win a point. If not, or

if the student giving the definition uses one of the taboo words, the card is 'burnt' and no points are scored. The pair with the most points at the end are the winners.

FURTHER PRACTICE

- Workbook p. 11

NEXT CLASS

Ask students to revise Unit 1.

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words from the box. There are four extra words. Write the answers in your notebook.

carry contact get across hit it off impression
laugh pass on real bond strike up took to

- We **hit it off** right from the start. We talked all evening!
- We created a **real bond**. I felt like I'd known her for a year, not an hour.
- I don't usually like someone immediately but I really **took to** him.
- My grandparents are really funny. We always have a good **laugh**.
- It's sometimes difficult to **strike up** a conversation at parties with people you don't know.
- The canteen will be closed tomorrow. Can you please **pass on** the message to the others?

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold. Write the answers in your notebook.

1 I found it hard to understand what the physics teacher was talking about. **FIGURE**

I found **it hard to figure out** what the physics teacher was talking about.

2 You must explain your idea very clearly so he understands. **SPELL**

You must **spell out your idea / spell your idea out** so he understands.

3 Mary has drawn my attention to a problem. **POINTED**
Mary **has pointed out** a problem to me.

4 I couldn't process so much information. **TAKE**
I **couldn't take in** all the information.

5 The arrival of aliens could cause panic. **ABOUT**
The arrival of aliens could **bring about panic**.

3 Choose the correct words to complete the text. Write the answers in your notebook.

I'm a very good student, so I was really ¹**ecstatic** / **(devastated)** when I found out I'd failed an exam. I was really ²**livid** / **(down in the dumps)** while my friends who had passed felt like they were walking on air! I genuinely felt ³**thrilled** / **heartbroken** for them but at the same time I was ⁴**hazardous** / **(bewildered)** as to why I hadn't passed. I was ⁵**exasperated** / **(worried sick)** too as I had to tell my parents. Then the head teacher called me. She apologised and explained there had been a terrible mistake. I had come top, not bottom! What a weight off my ⁶**nerves** / **(mind)**!

4 Choose the correct words to complete the sentences. Write the answers in your notebook.

- I've **(been talking)** / **talked** on the phone all afternoon.
- Urgh, that is **sounding** / **(sounds)** awful!
- I am **thinking** / **(think)** that young people **(generally spend)** / **are generally spending** too much time on social media.
- Nowadays, **(it's getting)** / **it gets** easier and easier to stay in touch with people.
- I **(saw)** / **was seeing** a famous YouTuber yesterday while I **shopped** / **(was shopping)**.

16

5 In your notebook, complete the mini-dialogues with a question tag or an echo question.

- 1 A** I'm sure you felt stressed out, **didn't you?**
B I sure did.
- 2 A** He paid me a lot of compliments.
B **Did he?** That's nice!
- 3 A** Don't tell anyone my secret, **will you?**
B Of course not!
- 4 A** I'm always making the same mistake, **aren't I?**
B But you always correct yourself, which is great!
- 5 A** We hadn't had such a good laugh for ages, **had we?**
B Right! I really enjoyed myself.
- 6 A** Let's go to the coast, **shall we?**
B That's a great idea!
- 7 A** I think I've really hurt Sasha's feelings.
B **Have you?** Why don't you talk to her about it?

USE OF ENGLISH

6 Choose the correct words a-d to complete the text. Write the answers in your notebook.

STRATEGY | Multiple choice

Read the complete text to have general understanding. Look for clues around each gap as the word before or after the gap may be part of a set phrase, e.g. *pay a compliment*.

Staying in touch

People ¹ ? recording information in the form of writing since ancient times. Latin, the language of religion, and French, the language of the rich and powerful, were the preferred languages in the Middle Ages in Europe. Subjects were usually connected to religion, trade and government, although historians have also ² ? across love letters people wrote to stay in touch in those times.

After the invention of the printing press in the mid-fifteenth century, books and documents in people's native languages became readily available. This, together with improvements in education and the spread of postal services in the nineteenth century, permitted families and friends to ³ ? messages to each other by letter. ⁴ ? contact was much easier than it had ever been.

In ⁵ ? years, though, everything has changed. Mobile phones, emails and text messages are replacing letters. Why bother writing a letter when you can make small ⁶ ? on the phone for very little cost? Most people would agree, however, that there is something very special about receiving a personal, handwritten letter.

- | | | | |
|--------------------|-------------------|----------------------|-----------------------|
| 1 a were | b had been | c have been | d are |
| 2 a been | b gone | c discovered | d come |
| 3 a convey | b carry | c write | d receive |
| 4 a Staying | b Passing | c Maintaining | d Spreading |
| 5 a last | b recently | c these | d recent |
| 6 a chat | b speak | c talk | d conversation |

Use of English > page 180

FURTHER PRACTICE

- Use of English, Student's Book p. 180
- Unit self-check, Workbook p. 12
- Matura self-check, Workbook p. 13
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 1 Test



READING

7 Read the text. Match sentences A–G with gaps 1–6 in the text. There is one extra sentence. Write the answers in your notebook.

- A Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.
- B Learning a foreign language has once again been given the importance it deserves.
- C It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English.
- D This was attributed to a mixture of cultural reasons and past government policies.
- E Perhaps students in the UK are wasting their time by learning French and German, and should focus on Mandarin, the most spoken language in the world?
- F Brazil, Russia, India and China are considered to be the main emerging economies, so it would make sense to study the main languages spoken in these countries.
- G The vast majority of students at secondary school learn a foreign language, which is often English.

SPEAKING

8 In pairs, take it in turns to ask and answer the questions.

- 1 How do you stay in touch with your friends?
- 2 What would you do if you found a message in a bottle?
- 3 Do you consider your online friends as real friends? Why?/Why not?
- 4 What's the best way to end an argument with a friend?
- 5 What makes you feel good? Why?
- 6 How do you cheer yourself up when you are upset?

9 In pairs, role play the situation below. Then change roles and do the task again.

Student A

A classmate is ignoring you. You thought he/she was your friend so you are upset. Talk about it with your close friend. Talk about the points below.

the way you're feeling

possible reasons for his/her behaviour

your relationship with the classmate

the best solution to the problem

You start the conversation.

Student B

You are a close friend of Student B who has a problem and needs your advice.

- Try to cheer Student A up.
- Ask for more information or for an explanation of something Student A says.
- Try to find out if/whether Student A has done anything that could have upset the classmate.
- Offer your help to resolve the conflict.

Student A starts the conversation.

The next lingua franca

A recent study in the UK revealed that only about twenty-five percent of adults in the UK can hold a conversation in a foreign language. ¹ D However, foreign language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important.

On the other hand, the situation in Europe is different. ² G English is now a compulsory subject in many primary schools too. Fluency in a foreign language in general and English in particular is considered highly important for a student's future.

There are many reasons for this. Firstly, having a good command of a foreign language is a useful skill to include on a curriculum vitae and can help young people be successful in their chosen career. What's more, proficiency in a different language than your native one also makes travelling less stressful and fun! ³ A This is a great way of promoting global understanding too.

However, is English really as crucial as the large number of students of English would suggest?

⁴ E The question of which language will dominate the future is a difficult one to answer. It really depends upon which future we are considering. Take the future of business, for example. ⁵ F Reports also suggest Arabic and Spanish will be important languages to do business in the future. This is all rather bewildering!

As far as travelling is concerned, Chinese is the most spoken language in the world today, but as it is rather complex and more unevenly geographically distributed, it isn't the ideal lingua franca. ⁶ C So, English as a vehicle of international communication would seem to be here to stay.

WRITING

10 Read this email you received from your English-speaking friend, Marianne.

Going to study in the USA!

Hi,

How are you? I haven't seen you in ages. How are your studies going? Have you been doing anything exciting recently?

Hey, I've got an offer of a place at university in the US! It'll be a great opportunity for me to get a degree in engineering from a top college, but it'll mean going abroad for a long time, and probably losing touch with all my friends here. I'm worried sick about this. ☹

I'm really not sure what to do – have you got any advice for me?

Take care,

Marianne

Write your reply.