

# Your unique style

**LANGUAGE**

 present forms; *like, as if* and *as though* ■ body language and communication

## 1A Communication and you

1 **A** Complete the quiz. Choose a, b or c for each question.

### What's your communication style?

1 If you try to hide something from someone, ...

- a your voice changes.
- b you don't make eye contact.
- c your body language changes.



2 When you're angry, you tend to ...

- a raise your voice.
- b imagine a response in your head.
- c physically show you're angry, e.g. slam the door.



3 If you want to get someone's attention, you ...

- a say his/her name.
- b look at the person.
- c tap him/her on the shoulder.


**Personal Best**

**B** Discuss your answers in pairs. Did you choose mostly a, b or c answers?

**Go to Vocabulary practice:** body language and communication, page 136

2 Check your answers to the quiz in exercise 1A. What type of communicator are you?

**a answers: audio communicators**

Audio communicators mainly interact with the world using their ears, and enjoy listening to people. They often notice small changes in people's voices, so they can tell immediately if someone sounds sad or worried. They often say things like, 'I hear what you're saying,' 'How does that sound?' or 'Sounds good!'

**b answers: visual communicators**

Visual communicators primarily interact with the world using their eyes. They understand ideas through images, and when they try to remember information, they feel as if a little film is running in their heads. They often nod and say things like, 'I see what you mean,' 'As I see it ...,' or 'It looks (like rain).' They can lose focus if other speakers talk too much.

**c answers: kinaesthetic communicators**

Kinaesthetic communicators interact with the world mostly using their body and intuition. They're attracted to people and situations that feel familiar. They like to learn by using their hands and moving as though they're acting in a play. They often need more words to communicate their message than visual and audio communicators. They say things like, 'I know how you feel.'

3 **A** Choose the correct options and check your answers in exercise 2. Which sentence refers to now?

- 1 Audio communicators *interact / are interacting* with the world using their ears.
- 2 Visual communicators *understand / are understanding* ideas through images.
- 3 When they try to remember information, they feel as if a little film *runs / is running* in their heads.
- 4 Kinaesthetic communicators *need / are needing* more words to communicate their message.

**B** Underline *sound, look* and *feel* in exercise 2. Complete the rules with *noun, adjective* or *clause*. Then read the Grammar box.

- 1 Use *sound/look/feel* + \_\_\_\_\_.
- 2 Use *sound/look/feel like* + \_\_\_\_\_.

3 Use *sound/look/feel as if/though* + \_\_\_\_\_.

**UNIT 1 OVERVIEW:** The focus of this unit is communication styles. Sts learn about three different communication styles. In *Talking Zone*, Eric talks to people about what it means to be ‘cool’ and we meet Albany – a vlogger who has been nominated for an award. Sts read a blog post about a bad decision and learn how to make narratives more interesting before writing their own blog post.

## LANGUAGE

### Grammar

Present forms; *like*,  
*as if*, *as though*;  
narrative tenses

### Vocabulary

Body language and  
communication; compound  
adjectives; expectations

### Pronunciation

*as*; stress in  
narrative tenses

## SKILLS

### Listening

Identifying attitude;  
consonant-consonant  
reduction

### Writing

Making a narrative more  
interesting; time linkers

## LANGUAGE

## 1A

### 1A Communication and you

Sts do a quiz to identify their own style of communication. They study vocabulary to talk about body language and communication and read a text to find out more about the three main styles of communication: audio, visual and kinaesthetic. They study present forms and practise listening and responding to their partners in conversation.

### Grammar

Present forms: *like*, *as if* and *as though*

### Vocabulary

Body language and communication: *make eye contact*, *raise your voice*, *tap someone on the shoulder*

### Pronunciation

*as*

## WARMER

Write *Communication styles* on the board. Ask: *What parts of your body do you use when you communicate with people?* Elicit a few ideas, e.g. I use my hands/eyes/eyebrows/mouth/voice/whole body. Put sts into pairs to think of some examples of how we use each part of the body, e.g. we hold our hands open in front of us when we explain something. Ask: *Which of these do you use every day? How does body language help us when we communicate?*

**1 A** Sts do the quiz individually at first by choosing a, b or c to complete each sentence. Tell sts there are no right or wrong answers, they should choose the answer that is true for them in each of the situations.

**B** Put sts into pairs to compare answers.

**Go to Vocabulary practice:** body language and communication, SB page 136 /TB page 285.

Sts will find more language presentation and practice for vocabulary related to communication here. Do these exercises with the class, or set them for homework, before continuing with exercise 2 of lesson 1A.



Remind sts to go to the app for further self-study practice of communication vocabulary.

**2** Sts read texts for A, B and C answers and match themselves with the one of the three types, e.g. if they answered ‘a’ for all three questions they are ‘audio communicators’. Discuss answers.

**3 A** Sts work in pairs to complete the sentences with the correct phrase, then check their answers by reading the text again. Ask the class which sentence is about present experience (what is happening now).

### Answers

- 1 interact
  - 2 understand
  - 3 is running
  - 4 need
- Sentence 3 refers to now

**B** Sts go back to the text in exercise 2 and underline *sound*, *look* and *feel*. Check sts have found all the examples. Sts complete the rules with a noun, adjective or clause then read the Grammar box. Check answers.

- 1 adjective
- 2 noun
- 3 clause

**Grammar** present forms; *like, as if* and *as though*

Present simple with action or state verbs:

*The sun (always) sets in the west.*  
*I think I know the answer.*  
*It definitely sounds/looks/feels weird.*

Present continuous with action verbs:

*Look outside. The sun's setting (right now).*  
*I'm thinking of going to London*  
*She's always criticizing me!*

**Look!** We can also use *like* before a clause, but only in informal speech:  
*It looks like Mary's not coming to the party.* (= informal conversation)

*As though* is a little more formal than *as if*:  
*It sounds as if/as though John's health is improving.* (= neutral/formal speech and writing)

Sense verbs with adjectives, nouns and clauses:

*It looks strange.* (adjective)  
*It sounds like a nightmare!* (noun)  
*It feels as if I've been here before.* (clause)  
*It sounds as though you need help.* (clause)



**Go to Grammar practice:** present forms; *like, as if* and *as though*, page 112

- 4 A** 1.3 **Pronunciation:** *as* Listen to the sentences. Notice how *as* is pronounced.
- 1 It sounds as if you're working really hard.
  - 2 This coat looks as if it's never been cleaned!
  - 3 It feels as though we've lived here for ages.
  - 4 It looks as though he'll be late.
- B** 1.3 Listen again and repeat. Then practise saying the sentences in pairs.
- 5 A** Complete the sentences with the correct form of *sound, look, or feel*, adding *like, as if, or as though* where necessary. Then choose the correct verb forms.

**Six things a good listener might say**

**Good listeners are authentic in their desire to hear what the other person has to say. Before rushing to give advice, they often say things like:**

- 1 You I \_\_\_\_\_ worried. What's on your mind?  
*Do you need / Are you needing* some help?
- 2 It s \_\_\_\_\_ you've had an exhausting day.  
*You work / You're working* too hard these days!
- 3 Wow! Your class s \_\_\_\_\_ a nightmare. *Do you want / Are you wanting* to talk about it?
- 4 You I \_\_\_\_\_ you could use a friend. *Does something bother / Is something bothering* you?
- 5 Hmm ... You I \_\_\_\_\_ you're not sure what to do. *Do you think / Are you thinking* of dropping out of university?
- 6 Your boss s \_\_\_\_\_ awful! I mean, *he never listens / is never listening* to you.

**B** Choose two sentences in exercise 5A to start conversations. Your partner will give his/her own response.

**Go to Communication practice:** Both students, page 170

- 6 A** Complete the sentences below about prompts 1–4 on the right.
- 1 I just received an email telling me \_\_\_\_\_ .
  - 2 Tomorrow's weather \_\_\_\_\_ .
  - 3 Did you hear the news about \_\_\_\_\_ ?
  - 4 You won't believe it, but Lucy \_\_\_\_\_ .
- B** Discuss the sentences in exercise 6A in pairs. Respond using sense verbs and ask follow-up questions.
- A** *I just received an email telling me I've won some money.*  
**B** *It sounds like a trick to me. Are you planning to reply?*

1 

Email to: Lucky winners
Subject: Cash prize!

2 

<b>Weather forecast:</b> High winds, very low temperatures
---

3 

<b>BREAKING NEWS:</b>
<b>GOVERNOR RESIGNS</b>

4 

Message from Lucy: I passed! 😊
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## Grammar

Read the Grammar box with the class about the present simple with action and state verbs and the present continuous with action verbs only. Explain that we use the present simple for things that are always true and the present continuous for actions that are happening as we speak. We do not use the present continuous to talk about states, e.g. *like, know, want, seem* and *need*. State verbs also include the senses *feel, sound* and *look*. We use the present simple for this group of verbs.

We use *look, feel, and sound* with an adjective, *look, feel* and *sound* with *like* and a noun, and *look, feel* and *sound* with *as if/though* and a clause. Draw sts' attention to the Look! feature and point out the similar meanings of *like* and *as if/as though* and discuss when each is used. Ask questions to check concept.

### Concept check questions:

*Which tense do we use to talk about things that are always true?* (present simple). *Does the present continuous describe a present action or a present state?* (a present action). *Which tense do we generally use with look, feel and sound?* (present simple). *Which word do we use with look, feel and sound and a noun?* (like). *Can we use look, feel and sound with an adjective?* (Yes). *It looks as if John is going to be late. Correct?* (No, it looks like John ...).

**Go to Grammar practice:** present forms; *like, as if* and *as though*, SB page 112/TB page 237.

Sts will find more language reference, presentation and practice for the present forms; *like, as if*, and *as though* here. Do these exercises with the class, or set them for homework, before continuing with exercise 4A of lesson 1A.

**PB** Remind sts to go to the app for further self-study grammar practice of present forms; *like, as if*, and *as though*.

- 4 A** 1.3 Play audio track 1.3. Sts listen and observe the unstressed 'a' sound in *as*.
- B** 1.3 Play audio track 1.3 again. Sts listen and repeat then practise saying the sentences with a partner.
- 5 A** Sts read the text and complete the first sentence with *sound, look* or *feel*. Point out the first letter of the missing word is at the start of the gap and elicit the first missing word (look). Sts then choose the correct options for the remaining sentences. Remind them to refer back to the Grammar box if necessary.

### Answers

- 1 look, Do you need
- 2 sounds like, You're working
- 3 sounds like, Do you want
- 4 look as if / though, Is something bothering
- 5 look as if / though, Are you thinking
- 6 sounds, never listens

## 3 x PRACTICE SB page 5, exercise 5A

- 1** Do the exercise as normal. To check the answers to the second part of the questions, read out a sentence and ask: *present simple or present continuous?* Elicit answers, and ask a student who gave the correct answer to explain why it is correct.
- 2** Sts work in pairs. One student closes their book. The other student reads out the first sentence for question 1, e.g. *You look worried. What's on your mind?* and then gives the prompt *need*. The other student makes a question using *need* in the correct tense. Follow the same procedure for the remaining items.
- 3** Do the exercise and check answers as normal. Sts refer back to the unstressed /ə/ sound in exercise 4. In pairs, sts look at their answers for exercise 5A. They choose two or three sentences and practise saying them using the correct /ə/ sound, e.g. *Do you* is pronounced /dəju:./.

**B** Sts make up conversations in pairs using the sentences from 5A. Model one conversation with a stronger student first. Sts take it in turns to read the two sentences and think of a response, e.g. Student A: *You look worried. What's on your mind? Do you need some help?* Student B: *Yes, I'm worried about my exams next week. Can you help me revise?* Ask pairs of sts to say their conversations for the rest of the class.

### Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts and 'Student B' sts should go to SB page 170. Go to TB page 341 for the teacher's notes. Do the activity then continue with exercise 6 of lesson 1A.

- 6 A** Sts complete the sentences using the prompts on the right side of the page.

### Possible answers

- 1 I've won some money
- 2 is going to be windy/cold
- 3 the minister resigning
- 4 has passed her exam

**B** Sts discuss the situations in 6A in pairs and think of possible responses. One student says the complete first sentence and the other thinks of a suitable response. Allow sts time to practise their dialogues, then ask several pairs to say their conversations for the class.

## PERSONAL BEST

Sts can practise using present forms and *like, as if* and *as though* further. They think of a good communicator they know and list five things he/she does or says. You could give them an example of someone you know to get them started.

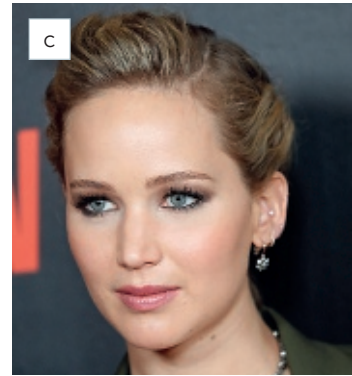
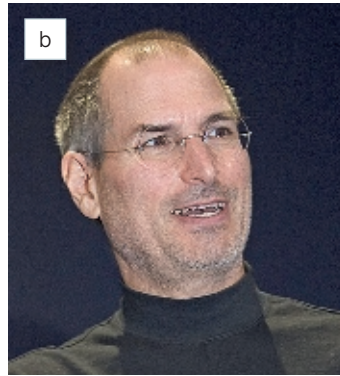
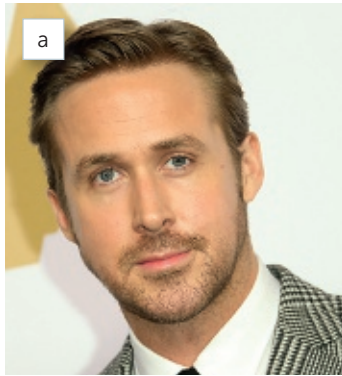
Weaker sts can work in small groups and share ideas about someone they know who is a good communicator before they write down their notes.



## 1B The cool factor

- 1 A** Have you ever thought about what makes someone 'cool'? Discuss the question in pairs.
- B** In pairs, discuss which words in the box you would use to describe the people in the pictures. In your opinion, are any of these people cool?

open-minded world-famous good-looking forward-thinking



**Go to Vocabulary practice:** compound adjectives, page 137



### Skill identifying attitude

You can often identify a speaker's attitude by listening to how certain or fixed his/her opinions are. Some clues include:

- words or expressions showing more or less certainty:  
*Definitely not! I have no doubt that ... , I tend to think ... , In a way, I think ...*
- modal verbs or adverbs expressing probability:  
*It might be ... , This is probably the most important ...*
- tone of voice and style:  
A rising, louder tone may show the speaker feels strongly. A moderate tone and 'filler' words like *er, I mean* or *you know* may show uncertainty.

- 2** 1.5 Read the Skill box. Then watch or listen to the first part of a webshow called *Talking Zone*. What is Albany's attitude toward being cool? Choose the correct answer.
- She tries very hard to be cool all the time.
  - She sometimes tries to be cool.
  - She never thinks about being cool and doesn't try.







## 1B The cool factor

Sts watch a video or listen to a recording in which Eric talks to Albany, a social media star who is a nominee for a *CoolTube* award, about what 'cool' is. Sts study compound adjectives, how to identify attitude when listening, and the way consonants are reduced when they occur together. Finally, they discuss their own use of social media.

### Listening

Sts watch a video or listen to a conversation in which Eric talks to Albany, a social media star who is a nominee for a *CoolTube* award.

### Skill

Identifying attitude

### Listening builder

Consonant-consonant reduction

### Vocabulary

Compound adjectives

## WARMER

Tell the class about someone famous you think is 'cool'. Don't say the name of the person but give lots of details about what they do and why you think they are cool. Get sts to ask questions and try to guess who your mystery cool person is. If there is time, get sts to think of a cool famous person and get the rest of the class to ask questions and guess the person's name.

**1 A** Sts discuss in pairs what makes someone cool. You could brainstorm ideas on the board first to get them started, e.g. wear fashionable clothes, be very good at something, etc. Get feedback from the class on their discussions.

**B** Ask sts to identify the three people in the photos (Ryan Gosling – actor, Steve Jobs – Apple founder, and Jennifer Lawrence – actor). Sts discuss in pairs which words in the box they would use to describe the three people and decide if any of them are cool. Get feedback from the pairs. Encourage sts to think of examples or reasons why they think the people are cool or not using the words in the box, e.g. Ryan Gosling is good-looking and he's a very good actor.

**Go to Vocabulary practice:** compound adjectives, SB page 137/TB page 287.

Sts will find more language presentation and practice for vocabulary related to compound adjectives here. Do these exercises with the class, or set them for homework, before continuing with exercise 2 of lesson 1B.

### Skill

Read the Skill box with sts about identifying attitude. Explain that we use words and expressions that show how certain a speaker is about something. The most certain expression is *Definitely / Definitely not*. The least certain is *In a way I think ...*. Ask sts if they can think of any more expressions and say how definite or not they are, e.g. *I'm convinced that ...*. Explain that we can also express probability using modal verbs such as *may, might, could*, and adverbs expressing probability, e.g. *certainly, probably, possibly*. Finally, explain that a speaker's tone of voice can also show how certain or uncertain they are. A rising tone suggests certainty and a moderate tone and the use of filler words like *er* can show uncertainty.



Each unit features an episode of *Talking Zone*, a web show intended for international students to engage in English language and culture. It is presented by hosts Eric and Tasha who present documentaries, based around interviews and vox pops (in B lessons which focus on listening skills) and we meet Ben and Abigail in their apartment discussing various topics (in D lessons which focus on speaking skills). You and your students can watch the videos in class, or download them from the Learning Platform to watch at home. You can watch the episode in its entirety (for enjoyment or familiarization purposes), or you can break it down into more manageable chunks, as recommended in each lesson. It is also available as an 'audio-only' option for teaching environments without access to video. Students hear speakers from the UK and the USA (exposing them to both British and American English accents) as well as from other countries. The video allows students to practise particular listening skills and gives them exposure to features of natural spoken speech. See TB page 14 for more information on *Talking Zone*.

**2** 1.5 All the B lessons in this level which focus on listening skills are accompanied by video (i.e. an episode of *Talking Zone*). In this lesson, Eric interviews Albany, a social media star about what she thinks 'cool' means. Pre-teach the following words from the video: *nominee, vlog, subscribers, geeky*. Allow sts time to read through the three possible answers. Play video/audio track 1.5. for sts to watch/listen and tick the correct answer. See TB page 355 for video/audio script. Check the answer.

### Answer

c



**3 A** 1.5 Watch or listen again. Tick (✓) the things the speakers say about being cool.

- 1 Cool people are just people who act very naturally.
- 2 It's easy to act cool.
- 3 It's important to care about being cool.
- 4 You should tell people when you think they're cool.
- 5 You can't plan to be cool since the definition keeps changing.



**B** What do you remember from the video so far? Use the Skill box to help you. Complete the blanks.

- 1 \_\_\_\_\_, I think cool is just being yourself.
- 2 \_\_\_\_\_, most people care about that kind of thing.
- 3 I have \_\_\_\_\_ that you're the ones who really deserve the award.
- 4 I \_\_\_\_\_ think it's because I'm 'warm'.

**4** Discuss the questions in pairs.

- 1 Which statements in exercise 3A do you agree with?
- 2 Has your own definition of 'cool' changed since secondary school? In what way?

**5** Look at the pictures. Tell your partner which one best matches your personal definition of 'cool'.



**6** 1.6 Watch or listen to the second part of the show. What is Albany's most important advice?

**7** 1.6 Watch or listen again. Are the sentences true (T) or false (F)?

- 1 Albany isn't surprised that she has two million viewers. \_\_\_\_\_
- 2 She acts as if she knows her viewers and talks directly to them. \_\_\_\_\_
- 3 Albany only promotes products she identifies with. \_\_\_\_\_
- 4 Albany thinks you can succeed quickly. \_\_\_\_\_

**Listening builder** **consonant-consonant reduction**

In fast speech, similar sounds can merge between words so that you only hear one sound. This can sometimes make the words harder to understand.

Same sound: *Do you ~~expect~~ to be home early?*

Different sounds: *Not in my wildest ~~d~~reams!*

**8 A** 1.7 Read the Listening builder. Then listen to the sentences from the video. Cross out the sounds you don't hear in the underlined words.

- 1 She's been nominated for a 'Cool Tube' award.
- 2 Did you expect to be so successful?
- 3 I just create videos about my everyday life.
- 4 I hoped that my friends and co-workers would watch them.
- 5 It might be that my videos are natural and unrehearsed.
- 6 Sounds like a dream job and leads me to my next question.

**B** 1.7 Listen again and repeat each sentence.

**9** In pairs, discuss these questions.

- 1 Do you follow any YouTubers? What do they talk about?
- 2 Would you ever start your own channel? What would it be about?

**Personal Best** Describe someone you think is cool and explain why.



- 3 A** 1.5 Go through the questions with the class. Explain to sts that they need to pay attention to what the three vox pop speakers (Cathy, Tom and Sara) say as well as Eric and Albany. Play video/audio track 1.5 again for sts to watch/listen and tick the things the speakers say. Check answers.

**Answers**

1, 4, 5

- B** 1.5 Sts read the sentences and complete the gaps with the missing words. Play video/audio track 1.5 again for sts to listen and check their answers.

**Answers**

1 In a way  
2 I mean  
3 no doubt  
4 tend to

- 4** Sts discuss their own opinions in pairs. Get feedback from pairs on their discussions.
- 5** Draw sts's attention to the three photos. Elicit what they are (images from the video). In pairs, sts discuss which image best matches their own definition of cool.
- 6** 1.6 Explain to sts they are going to watch or listen to the second part of the video/recording and they should listen for what Albany's most important advice is. Play video/audio track 1.6. See TB page 355 for video/audio script. Check the answer.

**Answer**

Always be yourself.

- 7** 1.6 Go through the four questions with the sts. Play video/audio track 1.6 again. Sts watch/listen and answer the questions. Check answers.

**Answers**

1 F 2 T 3 T 4 F

**Listening builder**

Read the Listening builder box with sts about consonant-consonant reduction. Explain that there are two types of reduction. The first type is made up of two words that end and begin with the same sound, e.g. *expect* and *to*. The 't' in *expect* merges with the 't' in *to*. The second type is made up of two words that end and begin with a different sound, e.g. *wildest* and *dreams*. The 't' in *wildest* merges with the 'd' in *dreams*. In both cases this reduction can make the two words harder to hear and understand. Ask questions to check concept.

**Concept check questions:**

*What do similar sounds between words do? (merge). Which two sounds are similar and often merge? ('t' and 'd').*

- 8 A** 1.7 Sts read the sentences first, then listen and cross out the sounds they don't hear in the underlined pair of words. Play audio track 1.7. See the SB page opposite for audio script. Check answers with the class.

**Answers**

1 been nominated  
2 expect o  
3 just creat  
4 hoped ed that  
5 might be  
6 next question

- B** 1.7 Play the audio track again. Sts listen and repeat each sentence. Check sts can reduce the two sounds in each sentence.

- 9** Sts discuss the questions in pairs. Get feedback from the pairs on their discussions.

**PERSONAL BEST**

Sts can practise vocabulary they have learned connected with 'cool' and social media. They write sentences about a person they think is cool. The person can be famous or someone the student knows personally.

For weaker sts, write some ideas about being 'cool' for them to work from, e.g.

*their looks* – *She's very attractive.*

*their clothes* – *This person is always smartly dressed.*

*their achievements* – *He won an award for best singer.*

**EXTRA PRACTICE**

Put sts into groups of three. One student role plays a famous film star whose new film has just been released. The other student plays a reporter who is writing an article for a film magazine. The reporter asks questions about the new film. Sts can base the interview on a recent film they both know.

To give further practice of the language of attitude, tell the reporter to question the film star about a rumour on social media that he/she is dating another famous actor in the film. Tell the student role playing the actor to clearly show their attitude to the rumour using the language in the Skill box.

One student can use their mobile phone to record the role play. Sts can change roles and practise the interview. Ask a confident pair to perform their interview for the class.



## 1C Great expectations

1 A Match the two parts to make complete sentences.

- |  |                                    |
|--|------------------------------------|
| 1 If you don't succeed at first,       | a lower your expectations.         |
| 2 You never get a second chance        | b failing at something.            |
| 3 If you want to avoid disappointment, | c try again until you do.          |
| 4 It is impossible to live without     | d to make a good first impression. |

B In pairs, discuss whether or not you agree with the statements, and give a reason.

Go to **Vocabulary practice**: expectations, page 137

2 A Read the comments on a forum about people's disappointing experiences. Who feels more negative about his/her experience?



HOME FORUM NEWS SIGN IN

## NOT WHAT I EXPECTED!

REPLY SHARE

Yesterday my girlfriend and I had lunch at the new Raspberry Garden restaurant, *the* place to be. We'd read the reviews and according to 10 out of 10 critics it offered 'delicious food', 'great service', and had 'stylish décor'. It sounded too good to be true, but we'd been looking forward to going there for months, so we gave it a try. Well, the place was really cool, but the food was nothing special. The waiters were polite and got our orders right, but they rarely smiled or made eye contact. At times, I actually felt as if they were looking down on us. Maybe they didn't think we were cool enough for the place. We went back there a second time, but nothing had changed. Do I recommend the place? No, not really. It failed to impress me, to be honest.

Paul, Bath, United Kingdom
Like Follow

When Alex and I finally went out on a date, we'd been texting for weeks. We'd only *met* on Instagram, and, for a while, it seemed as if we were meant for each other: same interests, tastes and sense of humour. I really liked his online style, but the real Alex turned out to be completely different. When he saw me, his very first question was, 'Hi, can we take a selfie?' and then it got worse and worse. He kept talking about expensive designer clothes and the latest celebrity gossip, and he never stayed with any topic for more than ten seconds. He kept posting online while I was talking to him – it was as if I wasn't there! Can you believe the guy? It was a real disappointment since I'd expected a lot more.

Brenda, Perth, Australia
Like Follow

B Read the text again. Order the events for each story.

Story 1:

- a  Paul and his girlfriend went to the restaurant.  
 b  They ate at the restaurant a second time.  
 c  They read the restaurant reviews.

Story 2:

- a  They met face to face.  
 b  Brenda and Alex spent weeks texting each other.  
 c  Brenda was surprised by Alex's behaviour.

3 Choose the correct options to complete the sentences. Check your answers in the text in exercise 2A.

- 1 We *looked* / *'d been looking* forward to going there for months, so we gave it a try.
- 2 At times, I actually felt as if they *were looking* / *had looked* down on us.
- 3 We went back there a second time, but nothing *had changed* / *had been changing*.
- 4 When Alex and I finally went out on a date, we *texted* / *'d been texting* for weeks.
- 5 He kept posting online while I *was talking* / *had talked* to him.

## 1C Great expectations

Sts read two stories about people with high expectations who are disappointed. They study vocabulary to talk about expectations and learn how to use narrative tenses to tell a story. Finally, they practise telling a story about a person, place or event that surprised them.

### Grammar

Narrative tenses

### Vocabulary

Expectations: *avoid disappointment, fail at something, get a second chance, live without, lower your expectations*

### Pronunciation

Stress in narrative tenses

### Communication

Telling a story

### WARMER

Read out the lesson title *Great expectations* and elicit or explain that it is the title of a famous novel by Charles Dickens. Ask sts to think of a time when people expect an event to be enjoyable, but are sometimes disappointed, e.g. going to the cinema and watching a boring film, going to a restaurant and having a bad meal. Elicit a range of ideas from the class and ask how they choose a restaurant or film, e.g. do they read online reviews, etc.

- 1 A** Check sts understand the meaning of *second chance*, *lower your expectations*, *avoid disappointment* and *first impression*. Sts work individually to make complete sentences. Elicit answers from the whole class.

#### Answers

1 c 2 d 3 a 4 b

- B** Sts discuss the sentences in 1A in pairs. Elicit opinions from the pairs and encourage sts to discuss as a class.

**Go to Vocabulary practice:** expectations, SB page 137/ TB page 287.

Sts will find more language presentation and practice for expectations here. Do these exercises with the class, or set them for homework, before continuing with exercise 2A of lesson 1C.

- 2 A** Sts look at the title of the text and the two pictures. Ask: *What do you think the texts will be about?* Ask sts to read the two texts and answer the question. Elicit the answer and get sts to refer to relevant phrases from the text, e.g. *failed to impress me, It was a real disappointment.*

#### Answer

Brenda (feels more negative)

- B** Sts read the text again and order the events for each story. Check answers.

#### Answers

Story 1: c a b

Story 2: b a c

- 3** Sts complete the sentences with the correct phrases, then find the answers in 2A. Check answers.

#### Answers

1 'd been looking

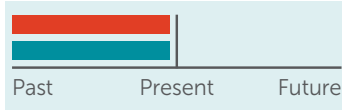
2 were looking

3 had changed

4 'd been texting

5 was talking

4 In pairs, match sentences 1–5 in exercise 3 with timelines a–c below. What are the tenses in a–c called? Then read the Grammar box.



a A was in progress at the same time as B.



b A happened before B.



c A was in progress before B.

**Grammar** narrative tenses

**Past simple:**

I **parked** the car and **walked** into the restaurant.  
I **wrote** to her every day for several months.  
We **didn't enjoy** our holiday much.

**Past continuous:**

The phone rang while I **was having** a shower.  
She spent ages talking to her friend while we **were waiting** for our food.

**Past perfect:**

The place we went to **looked familiar**. It felt as if I **'d been** there before.  
When I arrived, they **had** already **started**.

**Past perfect continuous:**

I was tired because I **'d been working** hard.  
It **had been snowing** for days.

**Look!** The past continuous and past perfect continuous usually aren't used with state verbs:  
I **had** my car for five years when I sold it. NOT ~~I'd been having~~



**Go to Grammar practice:** narrative tenses, page 113

5 **1.11 Pronunciation:** stress in narrative tenses Listen to the sentences. Circle the stressed word or words in each underlined phrase.

- 1 I was feeling a bit nervous before the interview.
- 2 I had never done anything like skiing before.
- 3 I 'd been saving money for a trip for months.
- 4 I felt when I was walking home from work.
- 5 It felt as if we'd known each other for a long time.

6 Read the second part of Brenda's story and complete the sentences with the correct tense of the verbs in brackets. Have you ever changed your mind about someone you met online?

At the end of our disastrous date, I <sup>1</sup> \_\_\_\_\_ (not think) Alex and I would ever see each other again. I mean, clearly we didn't really know each other at all, although we <sup>2</sup> \_\_\_\_\_ (spend) months texting each other. But he called me and said he <sup>3</sup> \_\_\_\_\_ (think) a lot about me since that day and wanted to see me again, so I decided to give him a second chance. As it turns out, we <sup>4</sup> \_\_\_\_\_ (have) much better chemistry when we met again. We <sup>5</sup> \_\_\_\_\_ (talk) about lots of different things, and, surprisingly, he was a lot more interesting than he <sup>6</sup> \_\_\_\_\_ (seem) on our first date. Lesson learned: everyone deserves a second chance.



**Go to Communication practice:** Student A page 158, Student B page 164

7 Tell your partner about a person, place or event that surprised you. Use the prompts to help you, and different narrative tenses.

- What was the situation?
- Had you ever had a similar experience before?
- Had you been looking forward to it?
- Did the person/place/event turn out to be better/worse than you thought?
- What happened?
- What did you learn from the experience?

**Personal Best**

Using narrative tenses, write a paragraph about something funny or embarrassing that happened to you.

- 4** Draw sts attention to the timelines. Check sts understand that the red line or dot represents event A and the blue line or cross represents event B. Elicit the timeline to match sentence 1 and then draw the timeline on the board - highlighting which parts of the timeline relate to the actions in the sentence. Sts work in pairs and match the sentences to the timelines. Check answers then read the Grammar box.

**Answers**

1 c 2 a 3 b 4 c 5 a

a past continuous

b past perfect

c past perfect/past perfect continuous

**Grammar**

Read the Grammar box with sts about narrative tenses. Explain that when we tell a story, we can use the past simple, past perfect, past continuous and past perfect continuous. The past continuous and past perfect continuous refer to events that were in progress over a period of time. They are not usually used with state verbs. The past continuous is often used to refer to background events that are in progress at the same time as the main event occurs. We describe the main event using the past simple. The past simple refers to completed past actions. We use the past perfect to refer to events that happened before another event in the past. Ask questions to check concept.

**Concept check questions:**

*Which tense do we use to talk about the main past event? (past simple). Does the past perfect refer to an event that happened before or after another past event? (before).*

*Which tenses do we use to describe two events that happened at the same time in the past? (past continuous/past simple). Do we use the past perfect continuous to talk about events that continue up to the present? (no - events in progress before another event in the past).*

**Go to Grammar practice:** narrative tenses SB page 113/ TB page 239.

Sts will find more language reference, presentation and practice for narrative tenses here. Do these exercises with the class, or set them for homework, before continuing with exercise 5 of lesson 1C.



Remind sts to go to the app for further self-study grammar practice of narrative tenses.

- 5** 1.11 Allow sts time to read through the questions, then play audio track 1.11. See the SB page opposite for audio script. Sts listen and circle which word/words are stressed. Play the audio again for sts to check their answers and repeat.
- 6** Sts read the second part of the story and complete the text. Check answers.

**Answers**

1 did not think 2 had spent 3 had/'d been thinking

4 had 5 talked 6 had seemed

**3 x PRACTICE** SB page 9, exercise 6

- To check answers, read out each sentence in turn with the verb using one of the narrative tenses, some correct and some incorrect. Ask: *Correct or incorrect?* Elicit the answers.
- In pairs, one student covers the text while the other student reads the text, pauses at the gap and reads the prompt in the brackets. The other student says what they think the missing phrase is.
- Sts refer back to the sentence stress patterns in exercise 5. In pairs, they take turns to read out the sentences in exercise 6. They choose to use the correct or incorrect sentence stress for each sentence and the other students says *Correct or Incorrect*.

**Go to Communication practice**

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 158. All 'Student B' sts should go to SB page 164. Go to TB page 329 for the teacher notes. Do the activity, then continue with exercise 7 of lesson 1C.

- 7** Sts exchange stories in pairs about a past situation when they were surprised by a person, place or event. They should follow the prompts, answering the question for each stage of the story. Encourage sts to use the tenses they have studied in this lesson.

**PERSONAL BEST**

Sts can practise using narrative tenses further. They write a paragraph about something funny or embarrassing that happened to them. Tell a story from your own experience as an example. Then give sts enough time to write their own paragraphs. When they are ready, get sts to work in pairs or small groups to share their stories.

Weaker sts can practise re-telling Brenda's story without looking at the text.

**EXTRA PRACTICE**

Write the following gapped sentences on the board:

- I \_\_\_\_\_ (walk) to work in the rain when I \_\_\_\_\_ (see) a car with a 'For Sale' sign.
- I \_\_\_\_\_ (think) about getting a car for months, so I \_\_\_\_\_ (go) back after work and \_\_\_\_\_ (buy) it!
- At first everything was fine, but I \_\_\_\_\_ (drive) it for just two weeks when the engine \_\_\_\_\_ (blow) up.
- I wish I \_\_\_\_\_ (think) more carefully before I bought it.

Sts work in pairs and complete the sentences with the correct form of the verbs in brackets. Check answers.

**Answers**

1 was walking; saw 2 had been thinking; went; bought

4 had been driving; blew 5 had thought

## 1D My bad purchase!

- 1 In pairs, talk about a bad purchase you made, for example, an item of clothing, a piece of furniture or a gadget. Think about something:
  - 1 you bought, but couldn't really afford.
  - 2 you thought was cool, but didn't really need.
  - 3 you paid a lot of money for and quickly got tired of.
- 2 Read the blog post about Donald and his dog, Buster. In what ways was Buster a good purchase and a bad purchase? What do you think happened next?

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## What was I thinking?

Posted 3.45pm

1 I still remember my 30th birthday. It seems like only yesterday. I'd been invited to my sister's house for lunch, and I was walking by a pet shop, when I saw the cutest little dog watching me from the window. **In the beginning**, I wasn't sure as I was very busy at work. Then I looked at him and started to wonder if a pet might fit my lifestyle. After all, I often go for a walk in the park after work. As soon as he saw me, he gave me a look that seemed to say, 'Please take me home!' We should never have made eye contact.

2 After lunch, I walked back to the pet shop, and, **before long**, that little dog, which felt like a tiny black and white teddy bear, was in my arms. 'He's affectionate and full of energy', the shop assistant assured me. I'd been thinking of giving myself a birthday present for weeks, so one hour later, I was on my way home with a smile on my face, a six-month-old puppy and a hole in my bank account. I had no idea what the next few months would be like.

3 For a while, it felt as if Buster – I named him after a cartoon character that I love – made my life complete. It was nice to come home to a friendly face after a long, stressful day and have some company. I didn't mind the torn sofa or the missing remote controls. <sup>1</sup>My apartment looked like a disaster area, but I kept telling myself, <sup>2</sup>'Don't worry! That's what puppies do.' I hoped Buster would start to behave and <sup>3</sup>I would soon find out if my hope was realistic.



4 Unfortunately, Buster seemed to get worse with every passing day. He ran around the apartment, jumping on and off the furniture like a mad frog and barking for no reason. I'd never seen anything like it! **As time went on**, Buster developed other strange habits, such as moving food from his bowl to the floor before eating it, or pulling off my socks and hiding them – every single day. I failed at every attempt to train him. **Eventually**, I told myself, 'Enough is enough!' I knew what I had to do.

5 In despair, I Skyped my brother, Barry. He lives on a small farm with his wife, kids and two dogs, so I asked him how he'd feel about having a third one. He finally agreed, and **in a matter of hours**, Buster was gone. I still miss him, but it looks as if he's adapted well to his new home. As for me, I promise I'll never buy another pet again. Well, maybe a goldfish.

Donald F. Brattleboro, Vermont

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## 1D My bad purchase!

Sts read a narrative about someone who makes the wrong decision about buying something. They study how to make a narrative more interesting and how to use time linkers before writing their own narrative in the form of a blog post.

**Writing**

A narrative

**Skill**

Making a narrative interesting

**Text builder**

Time linkers: *at first, in no time, after a while*

### WARMER

Tell the class about something you bought that was a mistake, e.g. a pet, clothes, a car, etc. Encourage sts to ask questions about what happened and why you thought it was a mistake.

- 1** In pairs, sts discuss things that they have regretted buying because they were too expensive or they didn't need them etc. Pairs feed back to the class on the stories they shared with their partners.
- 2** Focus on the photo on page 10. Ask: *What has happened to the room? What is the man thinking?* Elicit a range of answers. Encourage sts to describe the dog and guess what problems the owner may have had. Sts read the text and answer the questions. Discuss with the class what they think will happen to Buster when he goes to a new home.

**Answers**

Good purchase: nice to come home to, have company  
Bad purchase: tore the sofa, behaved strangely

- 3** Read the story again. In which paragraph (1–5) does Donald:
- |  |  |
|--|--|
| <b>a</b> talk about the 'honeymoon' phase? _____ | <b>d</b> realize that he'd made a mistake? _____ |
| <b>b</b> give the background to the story? _____ | <b>e</b> talk about buying the dog? _____        |
| <b>c</b> solve the problem? _____                |  |
- 4** Read the blog post again. Find examples of past simple, past continuous, past perfect and past perfect continuous verbs.

 **Skill** making a narrative interesting

When writing a narrative, make your story more interesting by including:

- predictions or comments about the future: *I had no idea what the next few months would be like.*
- interesting comparisons: *... that little dog, which felt like a tiny black and white teddy bear ...*
- examples of direct speech: *'He's affectionate and full of energy'; the shop assistant assured me.*
- a variety of narrative tenses, e.g. past simple, past continuous, past perfect, past perfect continuous.

- 5 A** Read the Skill box. Match strategies 1–3 below with their purpose a–c. Which strategy is each underlined sentence in paragraph 3?

- |                               |   |
|-------------------------------|---|
| <b>1</b> provide a comparison | <b>a</b> to give someone a 'voice'                      |
| <b>2</b> make a prediction    | <b>b</b> to help the reader visualize your descriptions |
| <b>3</b> use direct speech    | <b>c</b> to create suspense for the next paragraph      |

- B** Find one more example of a comparison and one of direct speech in paragraph 4.

 **Text builder** time linkers

We use time linkers like *at first*, *in no time* and *after a while* to say how much time has passed between different past actions:

**1** at the start

*At first*, Donald wasn't sure he should buy a dog.

**2** after a short time

He held Buster in his arms and, *in no time*, changed his mind.

**3** some time later

*After a while*, Donald regretted his decision.

- 6** Read the Text builder. Which meaning (1, 2 or 3) do the **bold** linkers in the blog post have?
- 7** Read Donald's brother's message to a friend a few weeks later. Choose the correct time linkers.

Last month, my brother Donald asked me if I could adopt his dog. I said yes, and <sup>1</sup>*before long / in the beginning*, he brought the dog over. <sup>2</sup>*At first / After a while*, we were happy to welcome him, but <sup>3</sup>*in the beginning / in no time*, Buster showed his true colours. He spent most of the day bullying the other dogs and destroying our living room, which Donald hadn't warned us about! <sup>4</sup>*As time went on / At the start*, though, the dogs became best friends. Are we going to keep him? Yes! We've grown fond of him, I guess.

- 8 A** **PREPARE** Choose an experience below that didn't turn out as you had expected. Make notes about the main events.
- something you bought    a blind date    a new restaurant    a party    a holiday
- B** **PRACTISE** Write a blog post, using your notes to help you. Include different narrative tenses and time linkers. Use comparisons, predictions and direct speech to make your story more interesting.
- C** **PERSONAL BEST** Exchange your blog post with your partner. Do your stories have anything in common?

**Personal Best**

Write a one-paragraph summary of your partner's story in exercise 8. Give it a different ending.

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- 3** Sts read the story again and match the parts of the story with the paragraphs in the text. Sts check the answers in pairs then as a whole class. Elicit or explain the meaning of *the honeymoon phase* (the first stage of a relationship when everything goes well).

**Answers**

a 3 b 1 c 5 d 4 e 2

- 4** Sts read through the text again to find examples of the past tense. They could do this in pairs. Check answers.

**Skill**

Read the Skill box with sts about making a narrative more interesting. To demonstrate the point say: *I knew there was going to be trouble when I got to school. I'd had a strange dream the night before. 'You're late,' shouted the head teacher.* Ask sts if they want to know more about what happens in your story and what makes the story more interesting.

- 5 A** Sts match the strategies with the explanation. They can refer back to the Skill box if necessary. Check answers.

**Answers**

1 b 2 c 3 a

- B** Sts read paragraph 4 again to find a comparison phrase and an example of direct speech. Sts check their answers in pairs. Check answers.

**Answers**

Comparison: like a mad frog  
Direct speech: "Enough is enough!"

**Text builder**

Read the text builder box with sts about time linkers. Explain that we use the expressions to make the timing of the events in a story clear for the reader. We use *At the start* to signal the beginning of the story, *in no time* to describe a short gap between events, and *after a while* to indicate a longer period between events. Ask questions to check concept.

**Concept check questions:**

*We use time linkers to show that there is a long time between each event in a story – true or false?* (false – we use them to show how much time there is between events). *In no time means that that two events happened at the same time – true or false?* (false – it means in a short time). *At first and to begin with have the same meaning – true or false?* (true).

- 6** Sts read the text again and match the phrases in bold in the blog post with the meaning in the Text builder.

**Answers**

1 In the beginning  
2 before long, in a matter of hours  
3 As time went on, Eventually

**3 x PRACTICE** SB page 11, exercise 6

- 1 Read out the first word of the following phrases: *at the start, after a short time, at first, in no time, after a while, as time went on, to begin with* and sts finish the phrase, e.g. you say *to* and sts say *begin with*. Nominate sts to give an example sentence using each phrase.
- 2 Write *at the start, after a short time* and *some time later* on the board and get sts to add all the correct phrases for each group and then think of one more phrase.
- 3 In pairs, one student says a sentence about how they got to school, e.g. *I got the bus to school*. The other student adds a sentence with a time linking phase, e.g. *I got the bus to school. At first the bus was very quiet.* The pair continue as long as possible.
- 7 Elicit or explain the meaning of *adopt, show one's true colours, and bullying*. Sts choose the correct time linkers to complete the message. Check answers.

**Answers**

1 before long 2 At first 3 in no time 4 As time went on

- 8** Sts follow the steps to write their own narrative.

**A PREPARE** Sts choose an experience from one of the boxes and prepare their ideas and make notes.

**B PRACTISE** Sts use the blog post in exercise 2 as a model and write their own blog post. Remind them to use a variety of narrative tenses and linkers to make their narrative interesting.

**C PERSONAL BEST** Sts work in pairs. They swap their blog posts with a partner and note anything that is the same or similar about their stories.

**PERSONAL BEST**

Sts can practise using time linkers further. They write a paragraph about their partner's story from exercise 8. Tell sts to think of a new ending to the story. When sts have finished ask them to read out their paragraphs and encourage feedback from the rest of the class about which story was the most memorable.

With weaker sts, write the prompts on the board, e.g. *Time story started / First event / Time until next event / Next event / Time until following event / Ending.*

**EXTRA PRACTICE**

Sts work in pairs to make up a short story using as many time linkers as possible. They take it in turns to add a sentence to the story using a linker. Write the first part of the story on the board:

A: *I woke up this morning.*

B: *At first, I ...*

A: *After a ...*

When they have finished ask pairs to say their stories for the rest of the class.