

ALWAYS
LEARNING



“I Speak English; I learn it from a book”
Authenticity and technology in the language classroom

WHAT'S THE DIFFERENCE?

GET USED TO SOMETHING

V

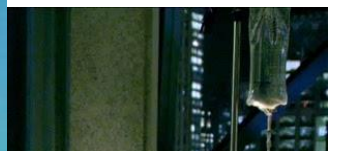
USED TO DO SOMETHING

V

WOULD DO SOMETHING



I'LL NEVER GET USED TO THIS.
NEVER. DIFFERENT GROUND
BENEATH MY FEET, DIFFERENT
SKY.



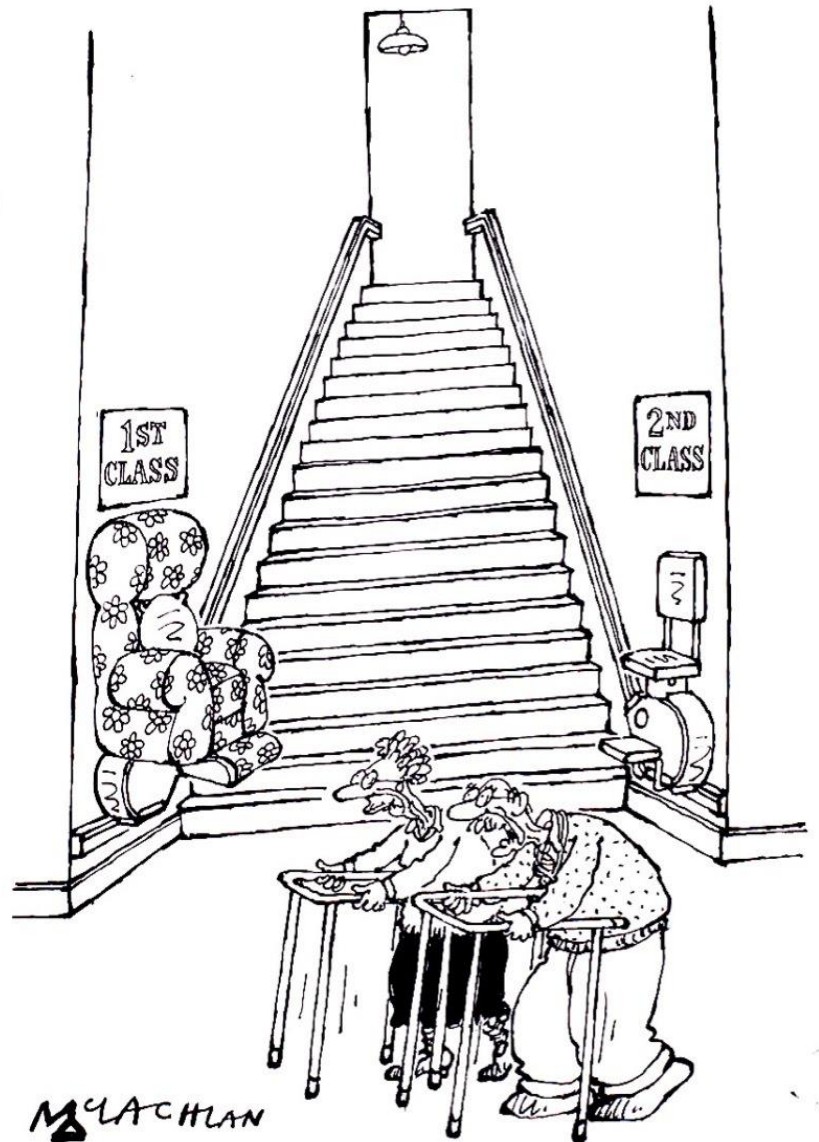
"I'll never get used to the class
discrimination in this residential home."

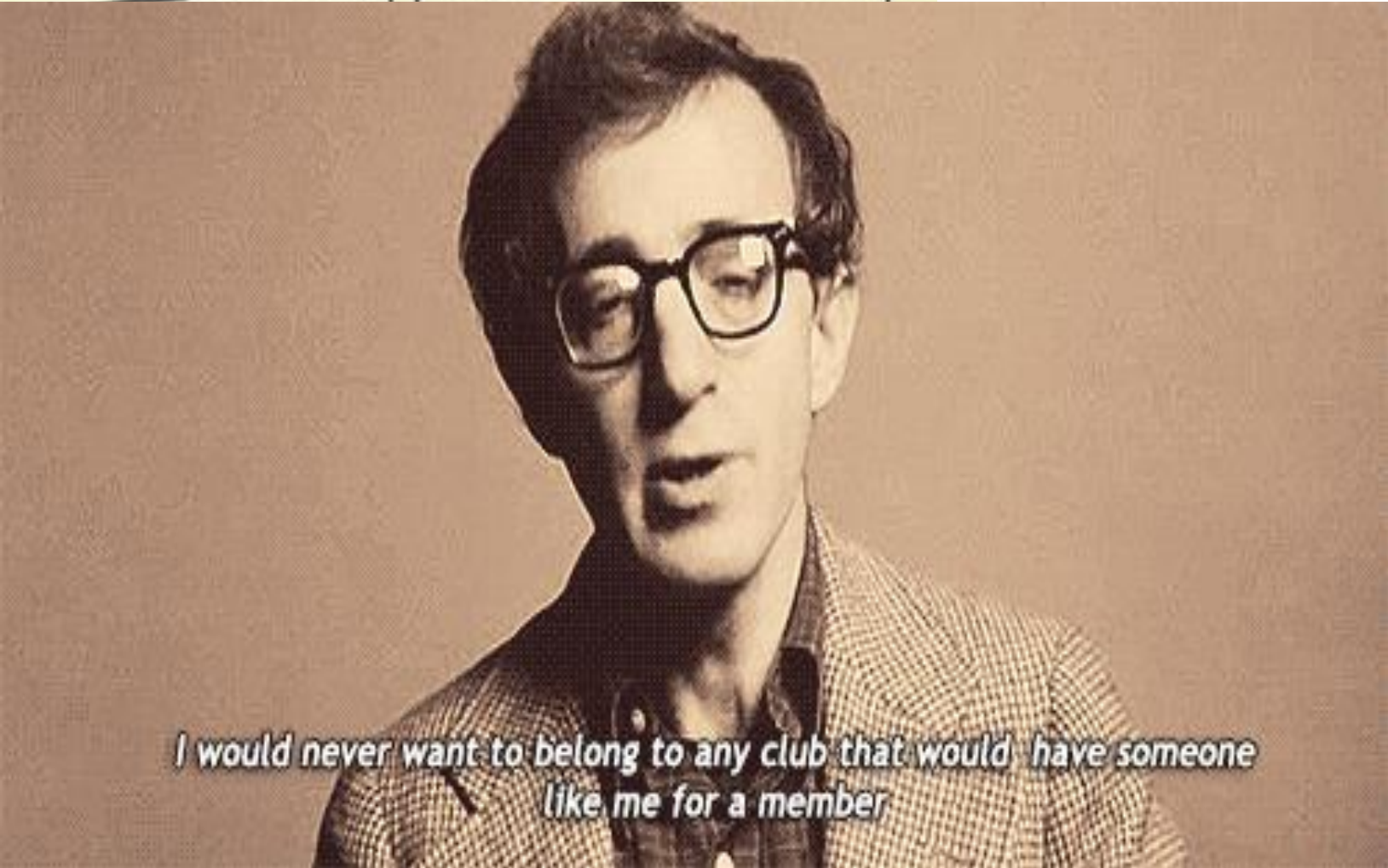
"I'LL NEV
USED TO AN
ANYBODY
DOES, THE
AS WELL B

Divine



Never Get



A man with dark, wavy hair and glasses, wearing a checkered jacket over a dark shirt, is speaking. The background is a plain, light brown wall. The text is overlaid at the bottom of the frame.

I would never want to belong to any club that would have someone like me for a member.

A collage of two images. On the left, a man in a tan leather jacket. On the right, a man in a dark suit holding a red phone to his ear. The text is overlaid on the bottom left of the collage.

I would never lie to you.

RESTAURANT

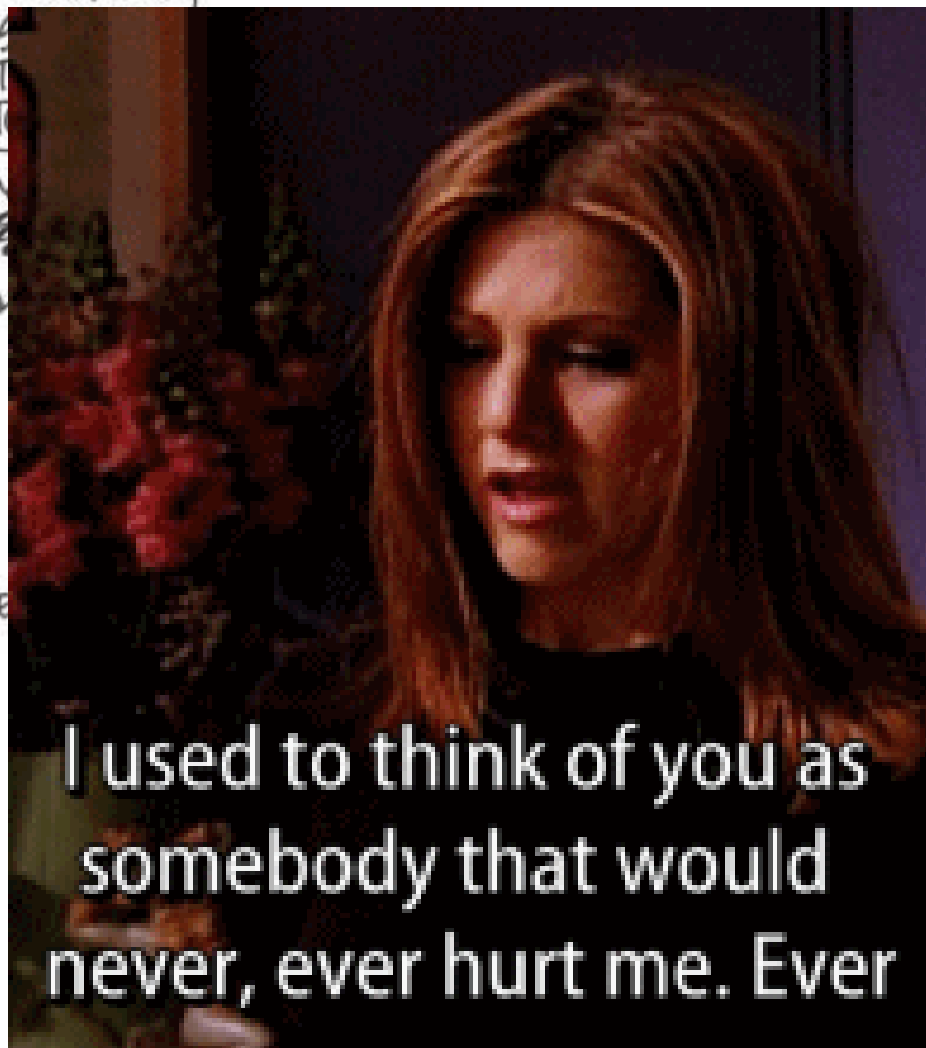


HOME COOKING

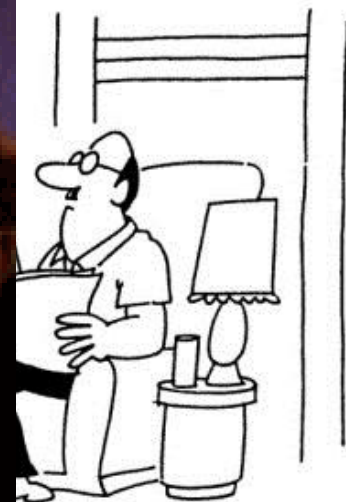
— JUST
NOT
USED TO



"THE BILL, YOU'RE JOKING! I NEVER



I used to think of you as
somebody that would
never, ever hurt me. Ever



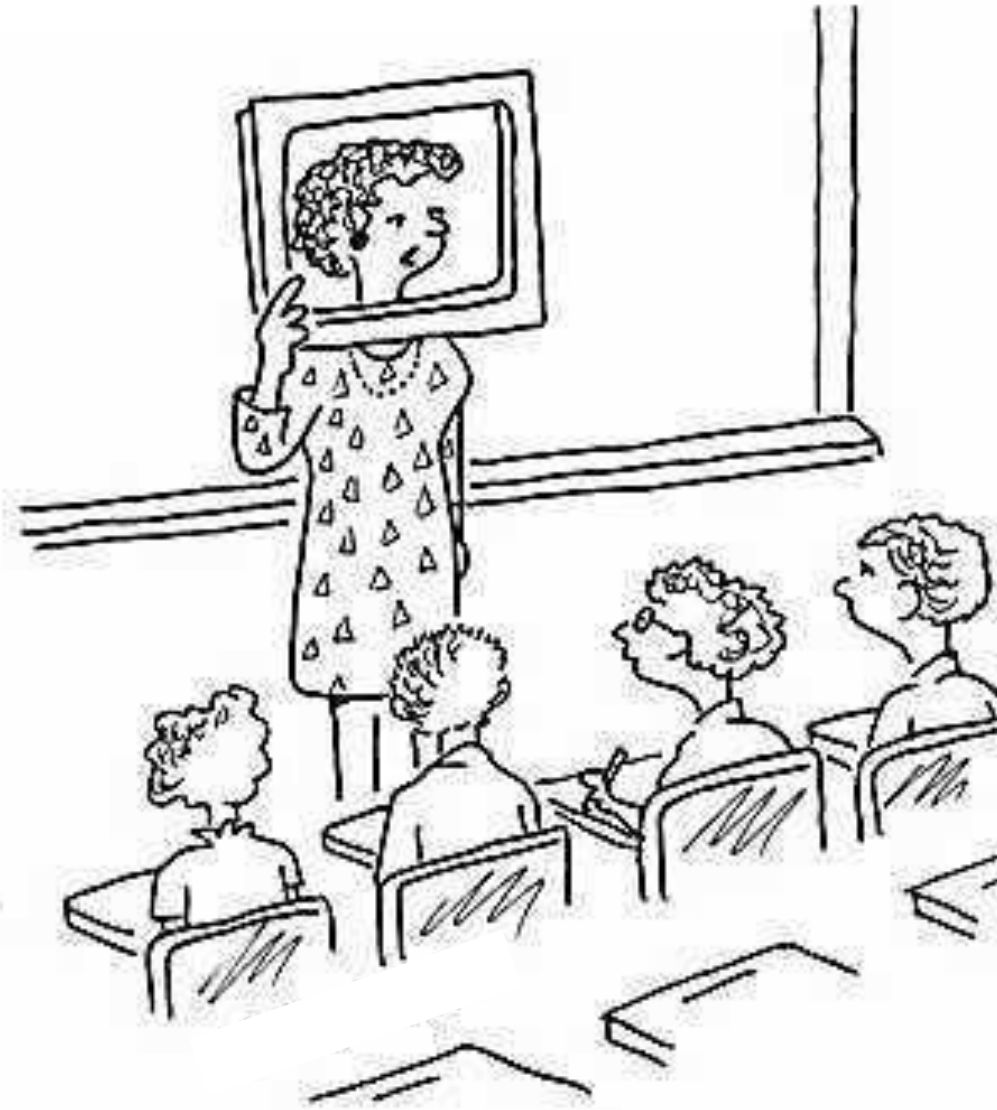
I think you've been working too hard, Earl. You never used to come home too tired to argue."

CN
COLLECTION

PEARSON

Menu

- ❑ Authentic viewing with lower level learners
- ❑ Authentic viewing with higher level learners
- ❑ Authentic viewing for language development
- ❑ Going beyond authentic viewing



Authenticity (n,u)

The quality of
being **real** or true

Longman Dictionary of
Contemporary English 5th
Edition



Authentic...



- ... Contexts The things we talk about in everyday life
- ... Materials The things we read, watch, listen to and interact with in everyday life
- ... Language The language that people really use
- ... Experiences The feelings or results we gain from the above

A SAMPLE LISTENING

PRE-LISTENING

Artificial Intelligence

Since Turing first wrote his seminal 1950 paper "Computing Machinery and Intelligence", people have been thinking about machines that have the ability to think and interact like humans. Now we are getting closer to making that a reality with machines that can interact intelligently with their environment. The question remains though whether we can ever get machines to feel in the same way as humans.

Discuss the following questions in pairs:

What would be the economic effects of having cheap A.I. labour?

Where can you find A.I. systems in use at the moment?

What would you like a computer to do for you?

How important do you think A.I. systems will be in the future?

WHILE LISTENING

answer the questions

What is Headsqueeze attempting to do?

What did IBM try to do in 2009?

Who founded Intel?

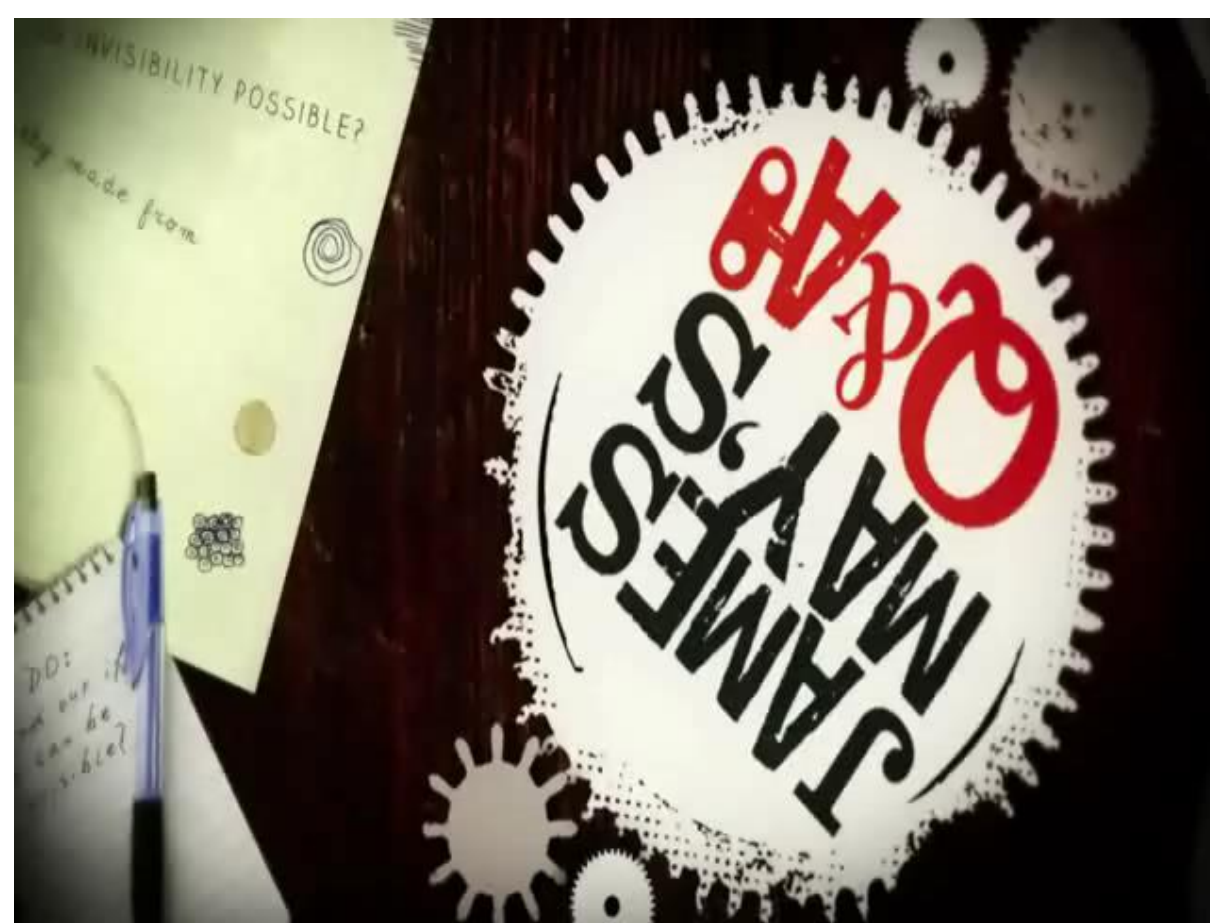
What is his theory?

What is meant by 'the singularity'?

When do some theorists think it will happen?

What four capabilities would true A.I need?

What is meant by "uncanny valley"?



POST-LISTENING

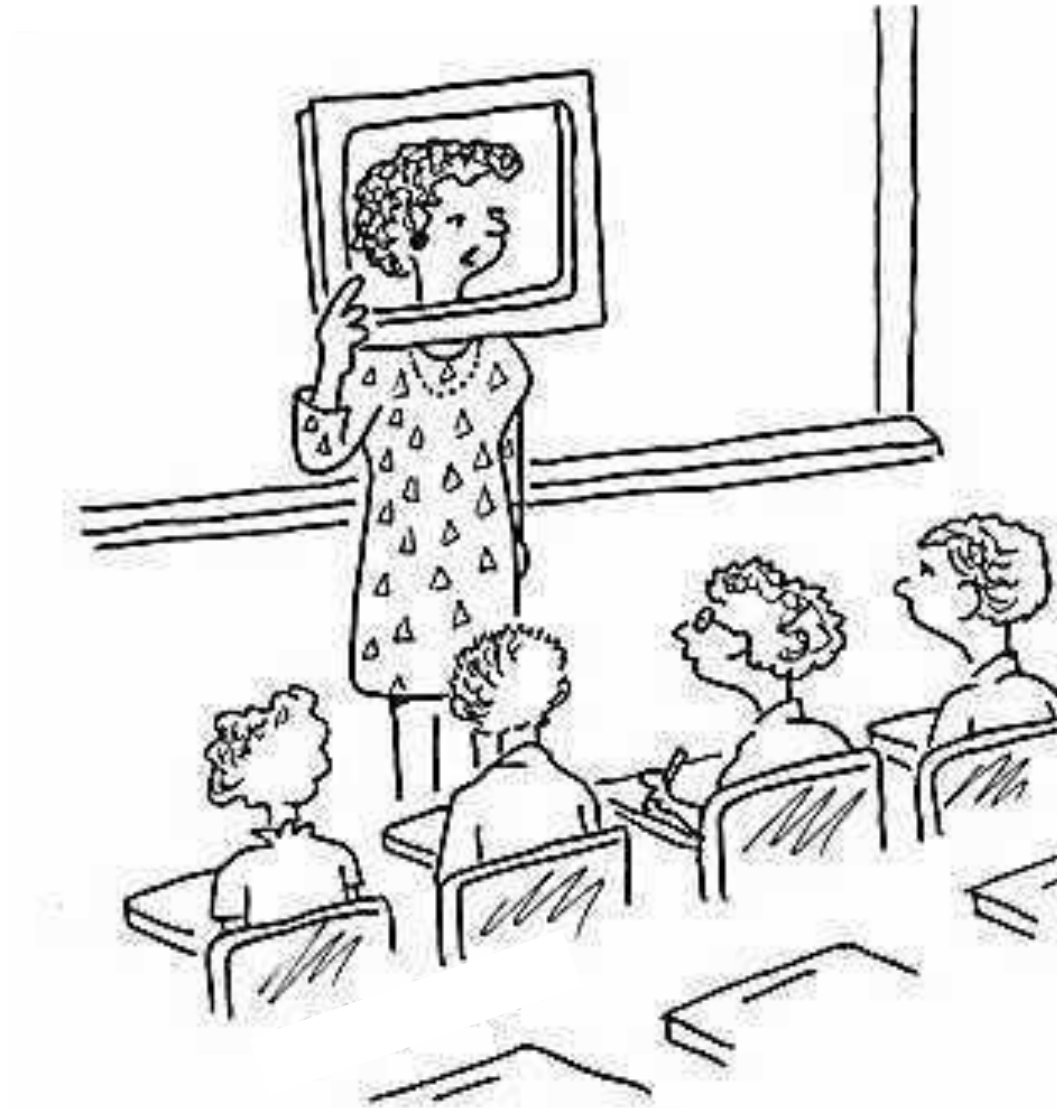
Complete the questions below with the following words from the video, then answer them with a partner:

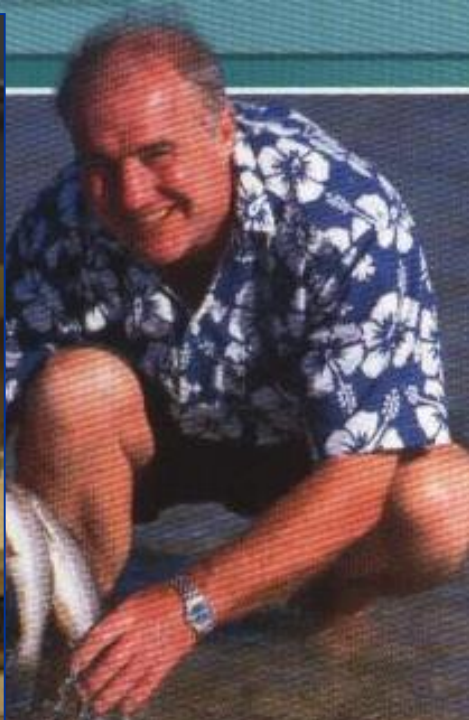
tackle baffling dextrous genuinely
roughly subscribe engage repulsive

1. What do you _____ believe would happen if all the EU money ran out?
2. Are there any substances you find _____? (food or otherwise?)
3. How often do you _____ in some form of physical activity?
4. What do you find one of the most _____ questions to answer in your field?
5. Which magazines or journals do you _____ to?
6. Would you describe yourself as reasonably _____?
7. _____, how much time did you spend working last week?
8. What problem areas (outside your own field) would you like to _____?

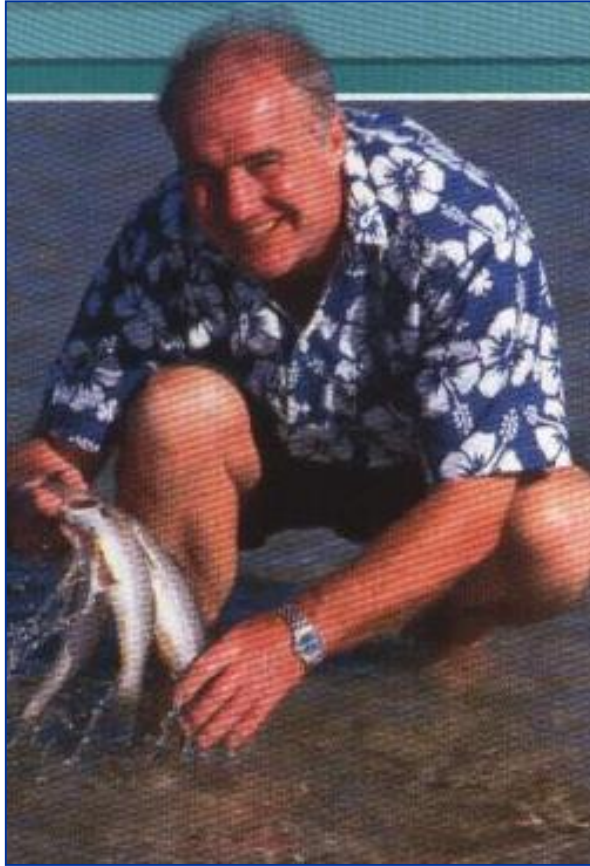
Authentic viewing with lower level learners

Providing models for speaking activities





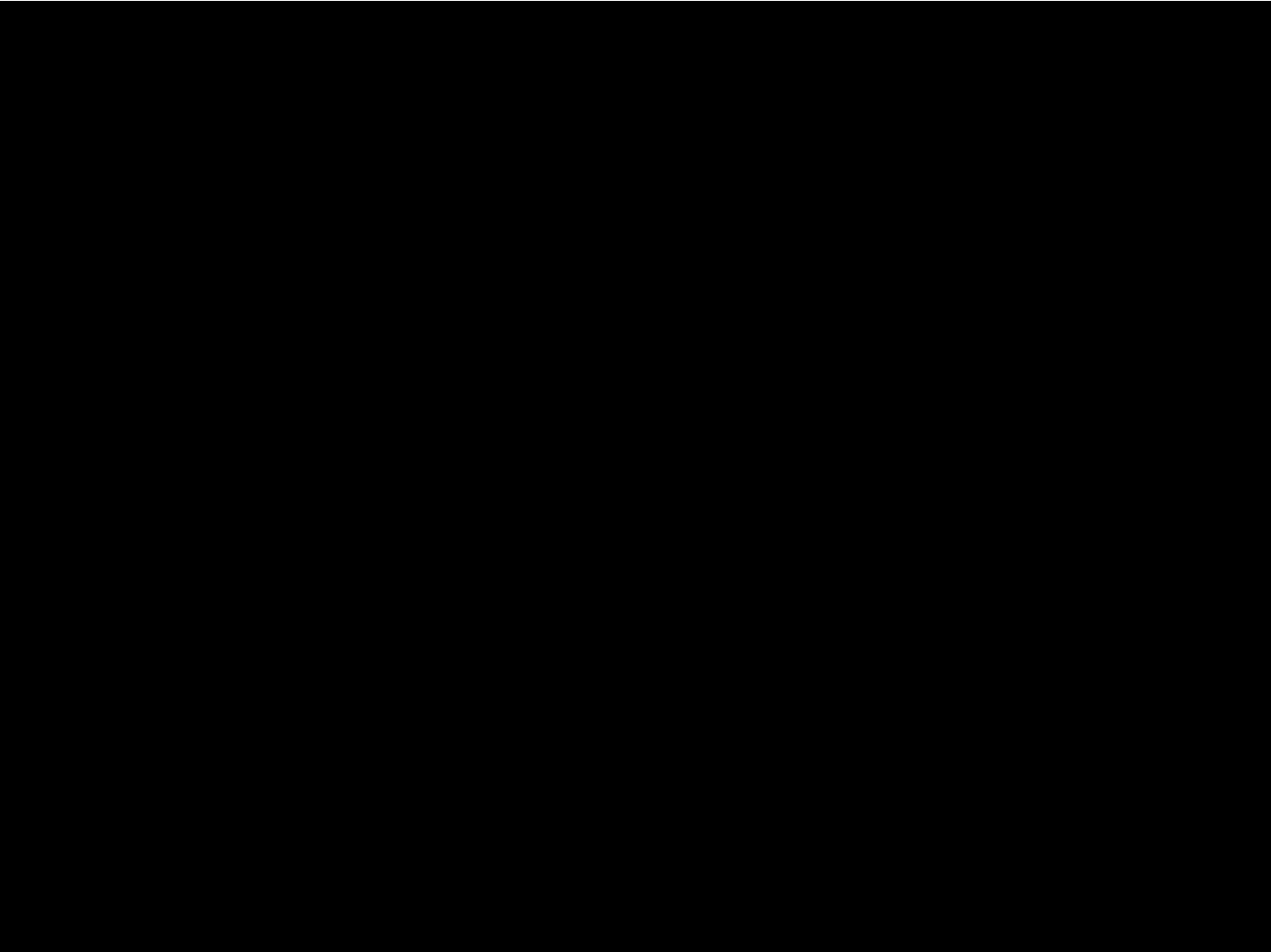




Rick Stein

- a) Put some flour into a washing up bowl
- b) Cook for about three or four minutes
- c) Stir the fish around in some oil
- d) Put in some fish
- e) Squeeze some lime over the fish
- f) Drop the fish in the pan
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- h) Turn the fish over

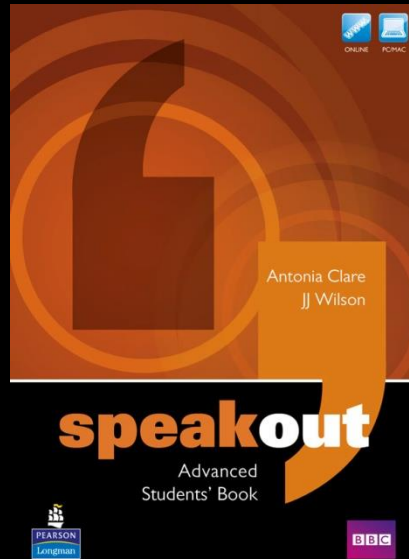
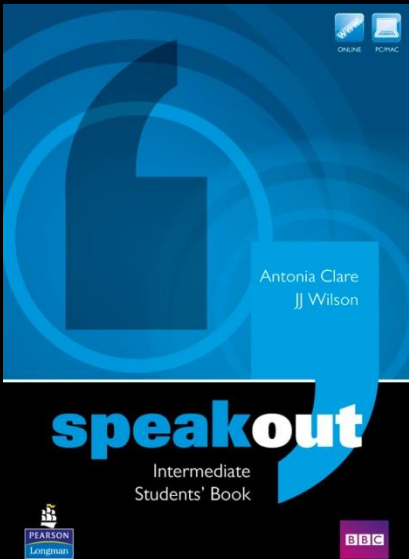
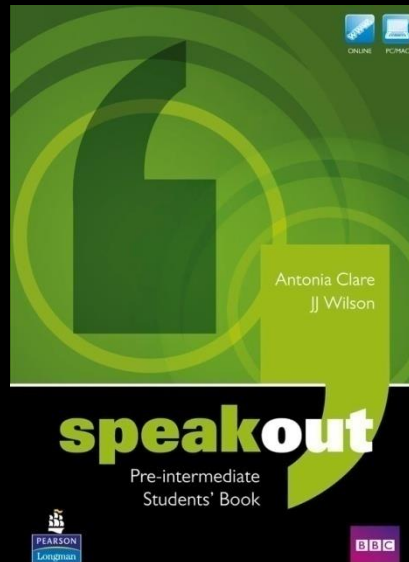
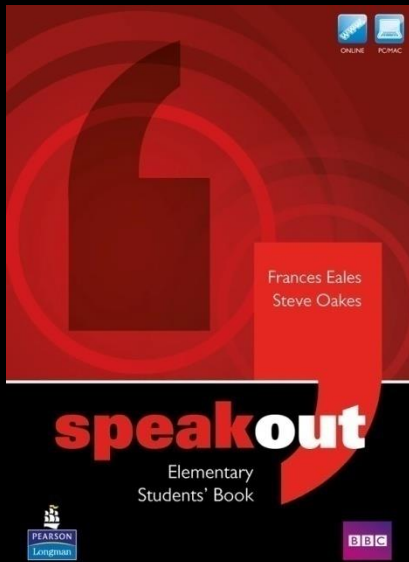
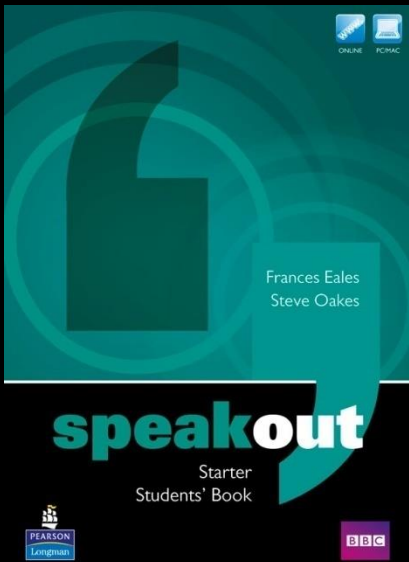


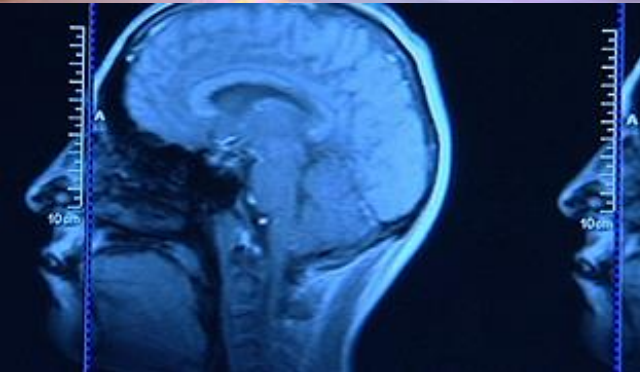
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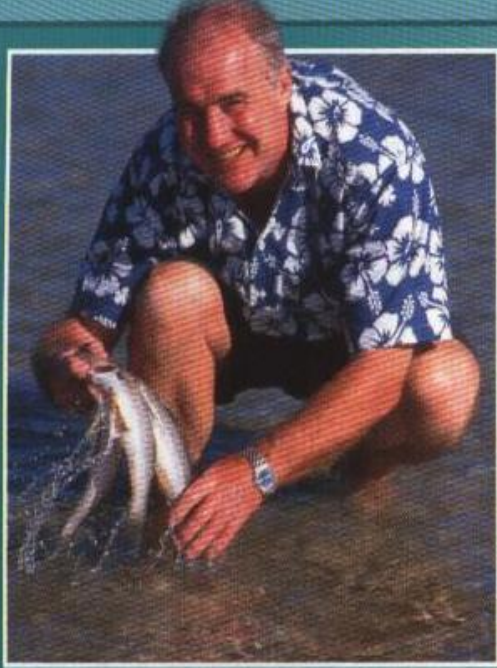
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- f) Drop the fish in the pan
- c) Stir the fish around in some oil
- b) Cook for about three or four minutes
- h) Turn the fish over
- e) Squeeze some lime over the fish



- **Viewing backwards**
- **Mime**
- **How often**
- **Colours**
- **Differences**







BBC Rick Stein's Seafood Odyssey

Rick Stein is an English chef who loves seafood. He travels around the world to find new dishes. He also meets and talks to the people who cook them. In this BBC programme, he visits Goa on the West coast of India. He buys some local fish at the market and cooks a simple dish on the beach.

seven things you see in the box below.

a boat the sea a pan a cat
 tables a washing-up bowl

and complete the sentences below with

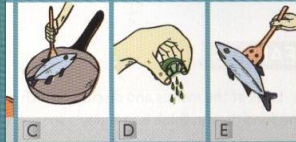
es food eight

known and loved for the best part
 To buy ² _____ here is "a real joy."
 _____, ⁴ _____ is quite
 y ⁵ _____.

that makes you very happy
 rising | * **incredibly** - very very

ictures A-E.

reeze drop turn over



structions for cooking below. Number

shing up bowl. ¹

four minutes.

me oil.

the fish.

nd check your answers.



speakout a special dish

3A Work in pairs. Two other students are coming for dinner. Choose your ingredients from the list below:

- one kind of meat or fish
- two/three kinds of vegetables
- rice, pasta, noodles or potatoes
- three eggs
- oil, salt, pepper, soy sauce, spices or herbs

B Work in pairs and discuss. What can you make with your ingredients? Give your special dish a name.

4A **▶ 5.11** Listen to the students describe their dish. What ingredients are in their dish?

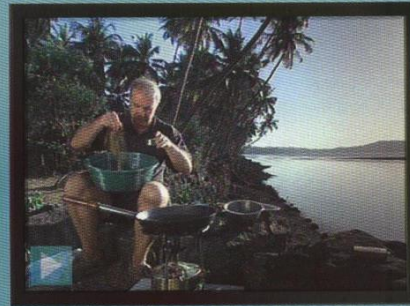
B Listen again and tick the key phrases you hear.

keyphrases

- The name of [this/our] dish is ...
- It's [very easy/quite difficult] to make.
- You need some prawns, some eggs ...
- It's [delicious/not too hot].
- You'll love it!

C Prepare to tell your class about your dish. Use the key phrases to help.

D Tell your class about your dish. Listen to the other groups. Which dish would you like to try?



writeback a recipe

5A Read the student's recipe. Would you like to try it?

Italian special

SERVES FOUR

Ingredients: tiger prawns, a can of Italian tomatoes, a large onion, a red pepper, two celery sticks and some fresh pasta. A handful of herbs, some black pepper and some olive oil.

First, cut the vegetables into small pieces. Then heat the oil in a wok or a frying pan. Next drop in the vegetables and fry them for about two minutes. Add the prawns, tomatoes, pepper and herbs. Cook for about two minutes. Heat some water in a pan and then add the pasta. Cook for three minutes. Finally, take the pasta out of the water and mix with the sauce. Serve it immediately with some salad. It takes about twenty minutes to make and you'll love it!

B Look at the linkers underlined. Which ones can change places?

C Write the recipe.
 4D. Remember to

Frances Eales
 Steve Oakes

speakout

Elementary
 Students' Book



▶ DVD VIEW

2A Watch the DVD. Tick seven things you see in the box below.

breakout a special dish

writeback a recipe

D Look at Rick Stein's instructions for cooking below. Number them in the correct order.

- a) Put some flour into a washing up bowl. **1**
- b) Cook for about three or four minutes.
- c) Stir the fish around in some oil.
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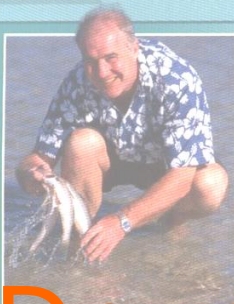
DVD PREVIEW

1A Work in pairs and discuss.

- Do you like cooking?
- What's your favourite dish?
- Do you like eating outside? Why/Why not?

B Look at the photo and read the text. Then answer the questions.

- Who is Rick Stein?
- What type of food does he like?
- Which place does he visit in the programme?



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meat spices fish vegetables a washing-up bowl

B Watch the DVD again and complete the sentences below with words in the box.

cheap vegetables spices food eight

This is Goa – a place I've known and loved for the best part of 1 _____ years. To buy 2 _____ here is *a real joy. The variety of seafood, 3 _____, 4 _____ is quite *staggering and *incredibly 5 _____.

*a real joy – something that makes you very happy
*staggering – very surprising | *incredibly – very very

C Match the verbs with pictures A–E.

stir C throw in squeeze drop turn over



D Look at Rick Stein's instructions for cooking below. Number them in the correct order.

- Put some oil into a washing-up bowl.
- Soak for about three or four minutes.
- Stir the fish around in some oil.
- Put in some fish.
- Squeeze some lime over the fish.
- Drop the fish in the pan.
- Add salt and spices.
- Turn the fish over.

E Watch the DVD again and check your answers.

speakout a special dish

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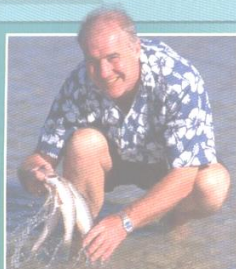
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- Add salt and spices.
- Turn the fish over.

E Watch the DVD again and check your answers.

speak

3A Work

- dinner. Choose one kind of food to cook. Write a recipe for it.
- one kind of food
 - two/three ingredients
 - rice, pasta or noodles
 - three eggs
 - oil, salt, pepper

B Work in pairs. Write a recipe for a dish you like to eat.

4A ▶ 5.1 What ingredients do you need for a dish you like to eat?

B Listen and write down the ingredients.

keyphrases

The name of the dish is [very interesting].
You need [very few ingredients].
It's [delicious].
You'll love it!

C Prepare a recipe for a dish you like to eat. Write a key phrase for each step.

D Tell your partner about your recipe. Write a key phrase for each step.



writeback a recipe

5A Read the student's recipe. Would you like to try it?

Italian special

SERVES FOUR

Ingredients: tiger prawns, a can of Italian tomatoes, a large onion, a red pepper, two celery sticks and some fresh pasta. A handful of herbs, some black pepper and some olive oil.

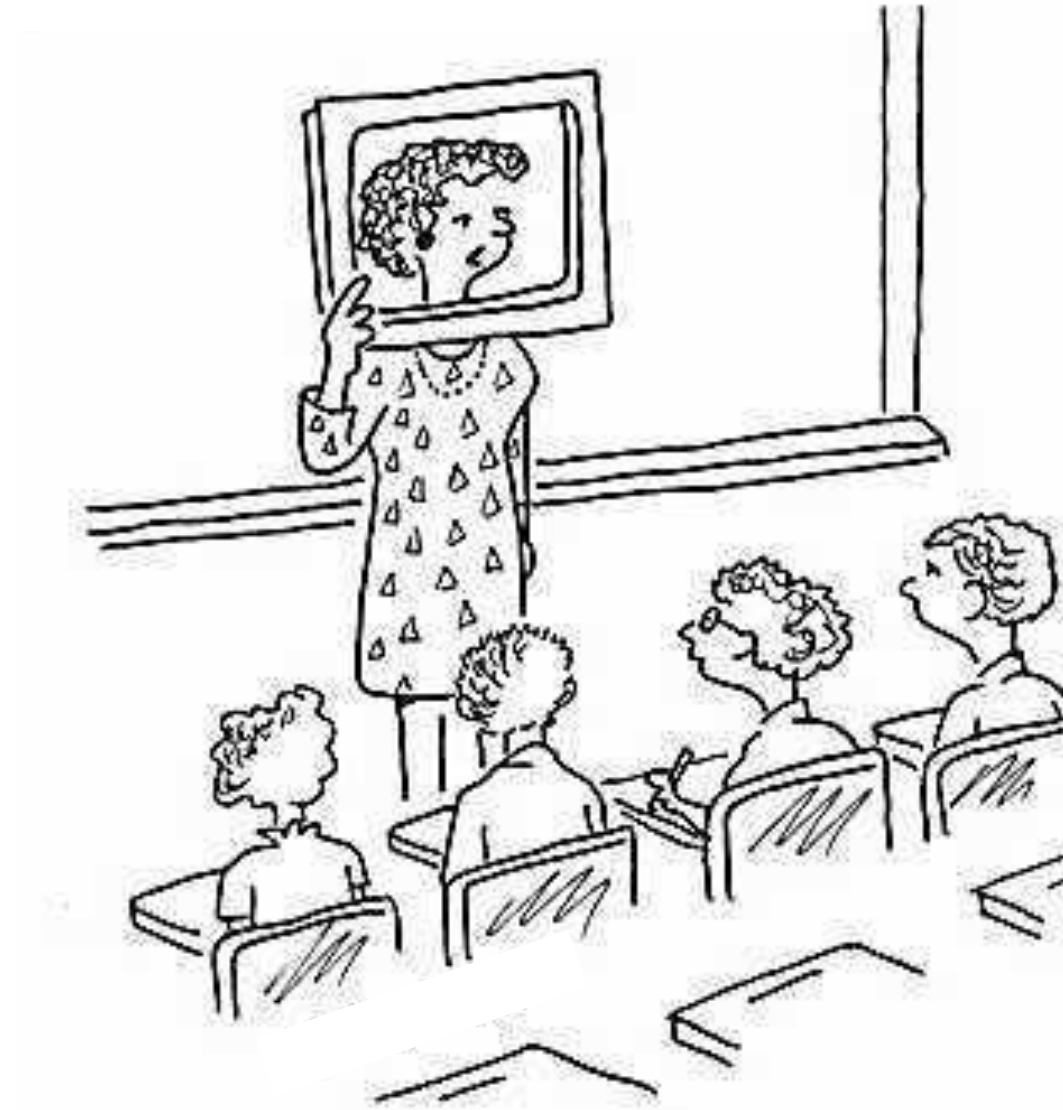
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B Look at the linkers underlined. Which ones can change places?

C Write the recipe for your special dish from Exercise 4D. Remember to use linkers.

Authentic viewing with higher level learners

Focus on discourse
and structure



Spoken discourse...

The Paired contrast:

“We have never been just a collection of individuals, but we are and always will be the United States.”

Barack Obama



Spoken discourse

The Run of Three:

“Doing what you know is right is the way to pride, self esteem and personal satisfaction.”

Margaret Thatcher



DVD PREVIEW

- 1 Work in groups and discuss the questions.
- 1 Is Formula 1 popular in your country? Why/Why not? Who are the best-known drivers?
 - 2 What type of person do you think can become a Formula 1 driver?
- 2A Read the programme information and answer the questions.
- 1 How old was Lewis Hamilton when he became a Formula 1 driver?
 - 2 Do you think Lewis is happy with his life?

BBC
Dollar Man

Billion

Billion Dollar Man is a BBC documentary about Formula 1 driver Lewis Hamilton, who is now a celebrity. He started life as an ordinary

British boy – he wasn't from a rich or amazingly talented family – but Lewis and his father were always ambitious. Lewis first found fame and glory by winning competitions with electric cars and then go-karts. His progression was fast: in his early twenties he became a Formula 1 driver. Though young, he has already had a big impact on the sport. He has a great attitude: he always wants to win, but he is always smiling and polite. For this reason, sponsors love him and want to invest money in him. Lewis says his life now is a dream come true.



B Match the words in bold with definitions 1–7 below.

- 1 normal, common
- 2 people or companies that pay to use someone in their advertisements
- 3 wanting to be successful
- 4 development
- 5 feelings and opinions that you have about something
- 6 a famous person
- 7 effect or influence that someone has

▶ DVD VIEW

- 3 Watch the DVD and answer the questions.
- 1 What type of people are usually involved in Formula 1?
 - 2 What was he doing when he first appeared in a competition on TV? How old was he?
 - 3 What was his ambition when he was a teenager? Why?
- 4 Read the things people say about Lewis Hamilton. Watch the DVD again. Number a)–f) in the order you hear them.
- a) 'Someone who's preparing for those very same championships is Lewis Hamilton, who is only seven years old.' ____
 - b) 'He's my new hero. He really is. He's a hero for loads of people.' ____
 - c) 'I feel so passionate about his story, his progression and the impact he's made on Formula 1.' ____
 - d) 'Before I was just a driver, but now it seems to change absolutely everything, and it's just an unreal feeling.' ____
 - e) 'Lewis Hamilton has won four British go-karting championships. Now he says he wants to be world Formula 1 champion by the time he's twenty.' ____
 - f) 'Everybody's talking about Lewis Hamilton. Everybody wants to talk to me about Lewis Hamilton. I want to talk to them about Lewis Hamilton.' ____
- 5 Discuss. Why do you think people say Lewis Hamilton is 'a hero'? Does he seem like a hero to you?

speakout dreams and ambitions

6A ▶12.5 Listen to Rhodri talking about his dreams and ambitions. Tick the questions he answers.

- 1 Where did you grow up?
- 2 When you were younger, did you dream of doing a particular job?
- 3 What/Who inspired you to do this?
- 4 Did you have a teacher/someone to help you to learn a special skill?
- 5 Have you achieved any of your dreams? What did you do?

B Work in pairs and try to remember how Rhodri answers the questions.

C You are going to talk about the dreams and ambitions you had when you were younger. First, think about your answers to the questions in Exercise 6A. Then look at the key phrases. Underline any phrases you want to use.

keyphrases

I always wanted to be a ...
 As a child I always used to ...
 It started with ... / My dream began ...
 I thought it would be nice to ...
 I spent a lot of time ...
 As I grew up, I realised ...
 I changed my mind ...
 In the end, I decided to ...

D Work in pairs and take turns to talk about your childhood dreams/ambitions. Have they changed now that you are older? If so, how?

writeback a web comment

- 7 Read the BBC website and answer the questions.
- 1 What did Damien want to be as a child?
 - 2 What does he want to do now?

Search

REFLECTIONS CHILDHOOD AMBITIONS

How have your childhood ambitions changed? We asked people the following questions: What were your childhood ambitions? What do you do now? And what do you hope to become in the future?

Damien (31), Slovenia:

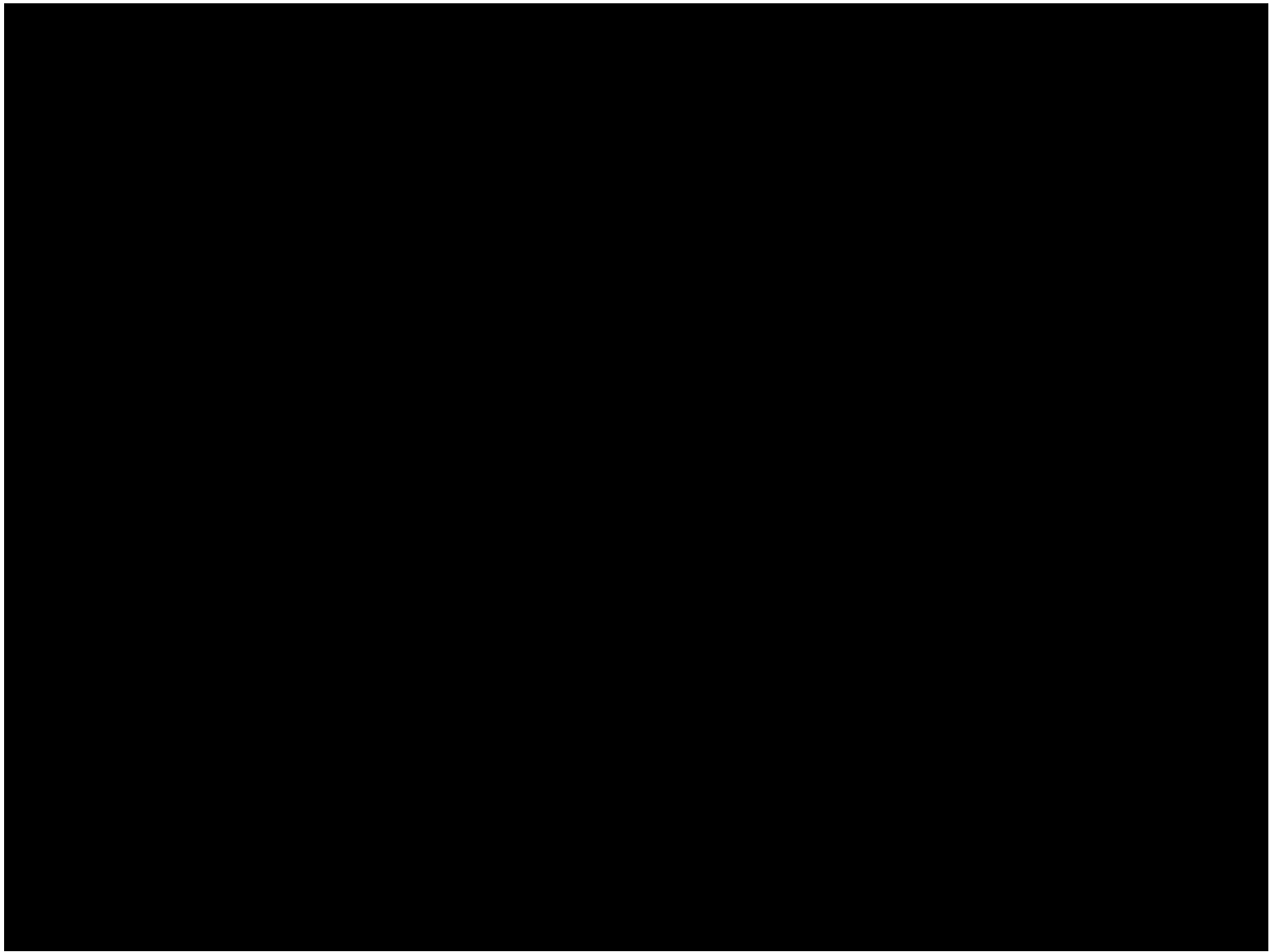
As a child, I always wanted to be a teacher. Now, I have achieved that dream. I teach Geography, History, Art and Sociology to 12–15-year-old students at a secondary school here in Ljubljana. I love working with children. It's much better than an office job. But now I'm planning a career change. I'm going back to college and I'm going to study to become a lawyer. I'd like to work in international law.

8 Write a comment for the website about your childhood ambitions using the model. Answer the questions below.

- 1 What were your childhood ambitions?
- 2 What do you do now?
- 3 What do you hope to become in the future?







Pairs:

- **A hero today, but where did it all start?**
- **My cart feels powerful when I'm in it, but imagine being in an F1 car!**
- **Before, I was just a driver, but now everything has changed.**

Threes:

- A model, celebrity and winner...
- Speed on the track, money in the bank, fame and glory...
- I feel so passionate about his story, his progression and the impact he's made on Formula 1.
- Formula 3 is fast, dangerous and full of young ambitious drivers.

DVD PREVIEW

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 - 5 Have you achieved any of your dreams? What did you do?
- B Work in pairs and try to remember how Rhodri answers the questions.
- C You are going to talk about the dreams and ambitions you had when you were younger. First, think about your answers to the questions in Exercise 6A. Then look at the key phrases. Underline any phrases you want to use.

keyphrases

I always wanted to be a ...
 As a child I always used to ...
 It started with ... / My dream began ...
 I thought it would be nice to ...
 I spent a lot of time ...
 As I grew up, I realised ...
 I changed my mind ...
 In the end, I decided to ...

- D Work in pairs and take turns to talk about your childhood dreams/ambitions. Have they changed now that you are older? If so, how?

writeback a web comment

- 7 Read the BBC website and answer the questions.
- 1 What did Damien want to be as a child?
 - 2 What does he want to do now?

REFLECTIONS CHILDHOOD AMBITIONS

How have your childhood ambitions changed? We asked people the following questions: What were your childhood ambitions? What do you do now? And what do you hope to become in the future?

Damien (31), Slovenia:

As a child, I always wanted to be a teacher. Now, I have achieved that dream. I teach Geography, History, Art and Sociology to 12–15-year-old students at a secondary school here in Ljubljana. I love working with children. It's much better than an office job. But now I'm planning a career change. I'm going back to college and I'm going to study to become a lawyer. I'd like to work in international law.

- 8 Write a comment for the website about your childhood ambitions using the model. Answer the questions below.
- 1 What were your childhood ambitions?
 - 2 What do you do now?
 - 3 What do you hope to become in the future?



Graded tasks

4 Read the things people say about Lewis Hamilton. Watch the DVD again. Number a)–f) in the order you hear them.

a) 'Someone who's preparing for those very same championships is Lewis Hamilton, who is only seven years old.' ____

b) 'He's my new hero. He really is. He's a hero for loads of people.' ____

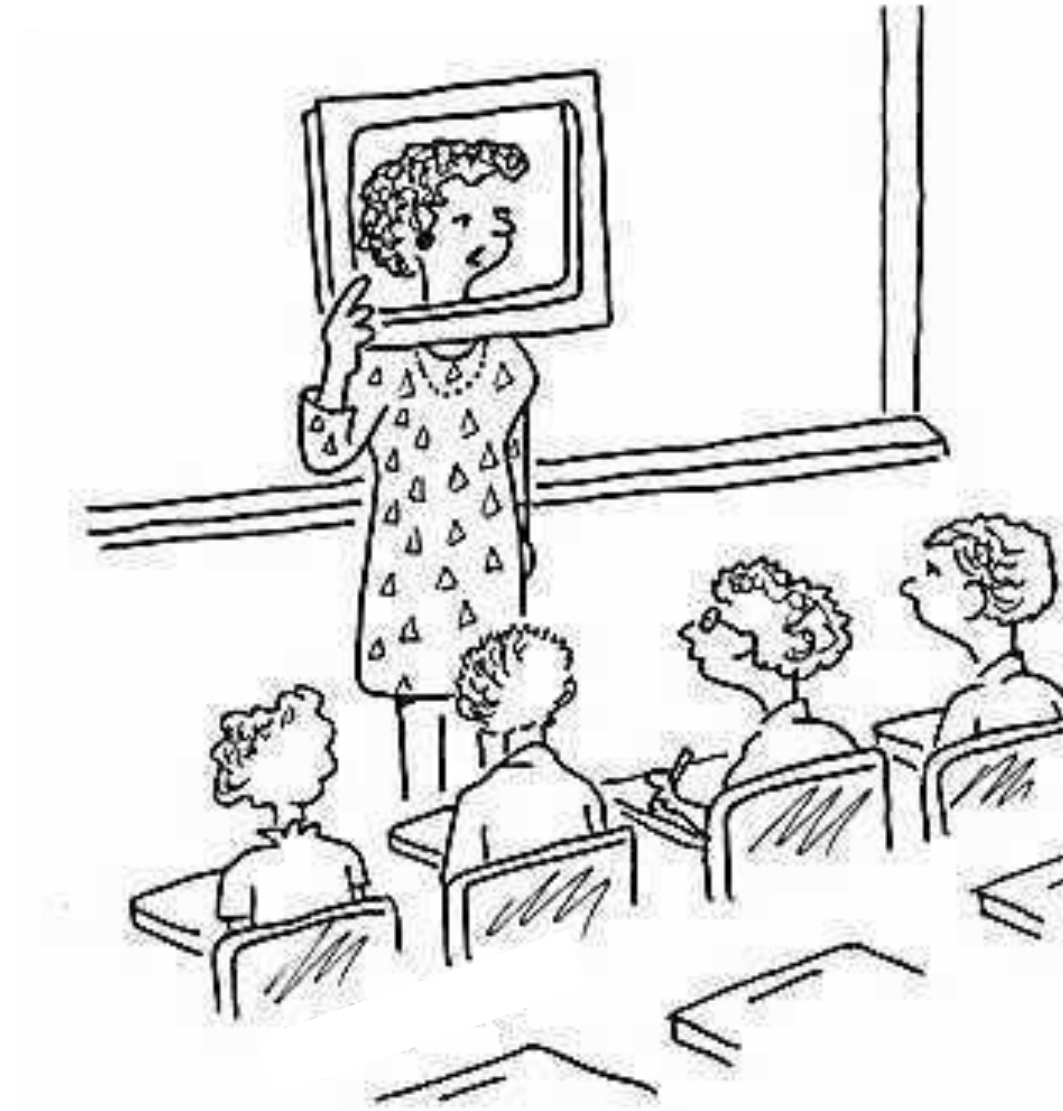
c) 'I feel so passionate about his story, his progression and the impact he's made on Formula 1.' ____

d) 'Before I was just a driver but now it seems to change absolutely everything, and it's just an unreal feeling.' ____

e) 'Lewis Hamilton has won four British go-karting championships. Now he

Authentic viewing for language development

Grammar practice



Describing Actions

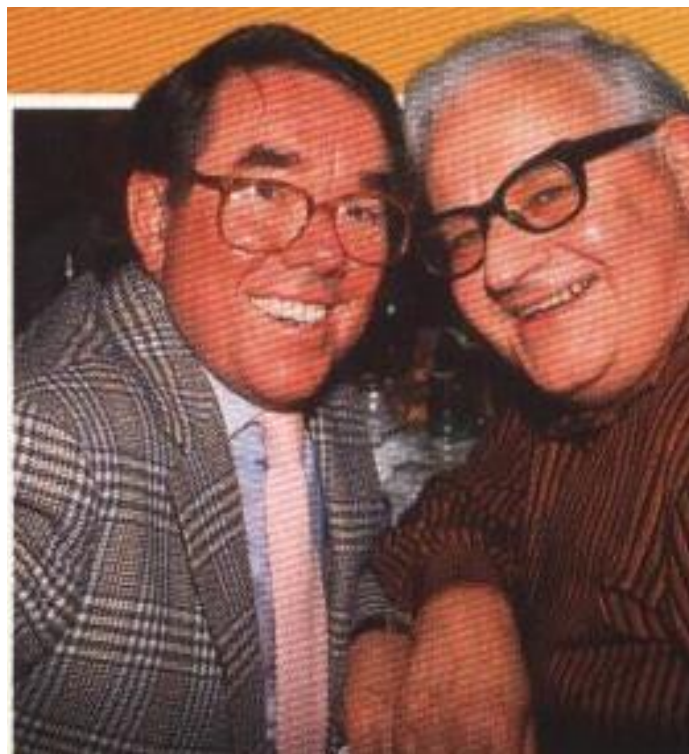
Long actions: Present continuous

They're walking in the garden

Short actions: Present perfect

She's just fallen off her bike





L.O.

R.U.B.C.?

S.V.R.B.C

L.O. L.O. L.O. L.O

F.U.N.E.X.?

S.V.F.X.

F.U.N.E.M.?

9

I.F.C.D.M.

V.F.N.10.E.M.

A.V.F.M

R.

O.

C.D.M.

O.S.V.F.M.

O.K.M.N.X.

M.N.X.

F.U.N.E.T.

1.T? 1.T

O.K.M.X.N.T

M.X.N.T.4.1

V.F.N.10.E.X.

U.Z.U.F.X.

Y.F.N.U.N.E.X.?

I.F.E.10.M.



DVD PREVIEW

1A Look at the photos A–F. What does each person do?

Photo A is an optician. He/She checks someone's eyes.



B Work in pairs. Look at the phrase and discuss. Do you think it's good advice?

Never go to an optician who wears glasses.

C Work in pairs. Complete sentences 1–5.

- Never go to a hairdresser who hasn't got any hair.
- Never go to a doctor who _____.
- Never go to a fitness instructor who _____.
- Never go to a dentist who _____.
- Never go to an accountant who _____.

D Work in groups and compare your answers.

DVD VIEW

2A Read the programme information. Why is the programme called *The Two Ronnies*?

BBC The Two Ronnies

The Two Ronnies are the stars of one of the longest-running comedy shows on British television. They both wear glasses, they're both called Ronnie and together they can make a simple situation very complicated ... and very funny! In this sketch, Ronnie Corbett (the short one) has a problem and goes into a shop to ask for help from Ronnie Barker (the tall one).



B Watch the DVD and answer the questions.

- Where is the man?
 - at a greengrocers
 - at a baker's
- What's the problem with both of the men?
 - they can't hear very well
 - they can't see very well
- Which letter doesn't the man say?
 - Y.
 - H.
- Why are the two men happy at the end?
 - They don't need glasses..
 - They can both see better.



3 Watch the DVD again. Number the sentences below in the order you hear them.

- Hello. Anybody there? 1
- Is that better or worse?
- Could I have two pounds of potatoes, please?
- What do you see with?
- No, you're reading all the furniture!
- They're mine! They're mine!
- Try the next line on your own.

speakout at a pharmacy

4A Work in pairs and answer the questions.

- Do you go to a pharmacy, a doctor's, a dentist's or a hospital in these situations?
 - You ate some fish last night. This morning you've got an awful stomach ache.
 - You broke a glass and cut your thumb badly.
 - You woke up this morning with earache.
 - Your eyes are really sore.
 - You've got terrible toothache.
 - You stayed out in the sun too long this morning. Now you've got bad sunburn.
- Can you remember a time when you had any of these problems? Where were you? What did you do?

B ▶ 11.7 Listen to the conversation in a pharmacy. What's the problem? What does the pharmacist advise?

C Look at the key phrases below. Listen again and tick the phrases you hear.

keyphrases

Can you help me? I've got [bad toothache/a problem with my eye].

Have you got anything for [a headache/an earache/sore eyes]?

When did it start?

Take [this medicine/these tablets/some painkillers].

Put [these drops in your .../this cream on your ...].

You [should see a doctor/shouldn't go out in the sun].

writeback a website message

5 Work in pairs. Read the two questions from a health message board. Choose one and complete Message 3 to give some advice. Use the key phrases to help.

Message 1

< posted yesterday >

Help! I started working from home three weeks ago. Now I've got terrible backache and my eyes hurt. I'm on the computer for about eight hours every day. Any advice?

Posted by: **YuchenChi, China**

Reply

< Previous Message | Next Message >

Message 2

< posted yesterday >

I stopped smoking a year ago and now I'm overweight. I often feel stressed and unhappy. I think I might start smoking again but I don't want to. What can I do?

Posted by: **Great Amigo, Mexico**

Reply

< Previous Message | Next Message >

Message 3

< posted today >

Hi, _____. The same thing happened to _____. Don't worry! The best thing is to _____. Also you should _____. Why don't you _____ as well? Don't _____ and you shouldn't _____.
All the best, _____.

Reply

< Previous Message | Next Message >

DVD PREVIEW

1A Look at the photos A–F. What does each person do?
Photo A is an optician. He/She checks someone's eyes.

B Watch the DVD and answer the questions.

- 1 Where is the man?
- 2 Where does he think he is?

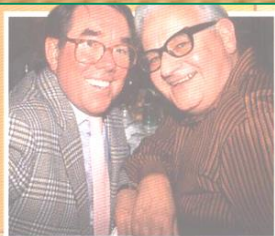
B Work in pairs. Look at the phrase and decide if it's good advice?

Never go to an optician who wears glasses.

C Work in pairs. Complete sentences with the phrases.

- 1 Never go to a hairdresser who _____
- 2 Never go to a doctor who _____
- 3 Never go to a fitness instructor who _____
- 4 Never go to a dentist who _____
- 5 Never go to an accountant who _____

called Ronnie and together they can make a simple situation very complicated ... and very funny! In this sketch, Ronnie Corbett (the short one) has a problem and goes into a shop to ask for help from Ronnie Barker (the tall one).



g) Try the next line on your own.

spekout at

4A Work in pairs and discuss the problems.

- 1 Do you go to a pharmacist at the hospital in these situations?
 - a) You ate some medicine and you got an awful stomach ache.
 - b) You broke a glass and cut your hand.
 - c) You woke up this morning with a headache.
 - d) Your eyes are sore.
 - e) You've got terrible allergies.
 - f) You stayed out in the sun for too long. Now you've got a sunburn.
- 2 Can you remember any other eye problems? Where do you go for help?

B 11.7 Listen to the audio. What's the problem? What advice should the optician give?

C Look at the key phrases and tick the phrases you use.

keyphrases

Can you help me? / I've got a problem with my eyes. / Have you got any [this medicine] / sore eyes? / When did it start? / Take [this medicine] / Put [these drops in] / You [should see a] /

writeback a website message

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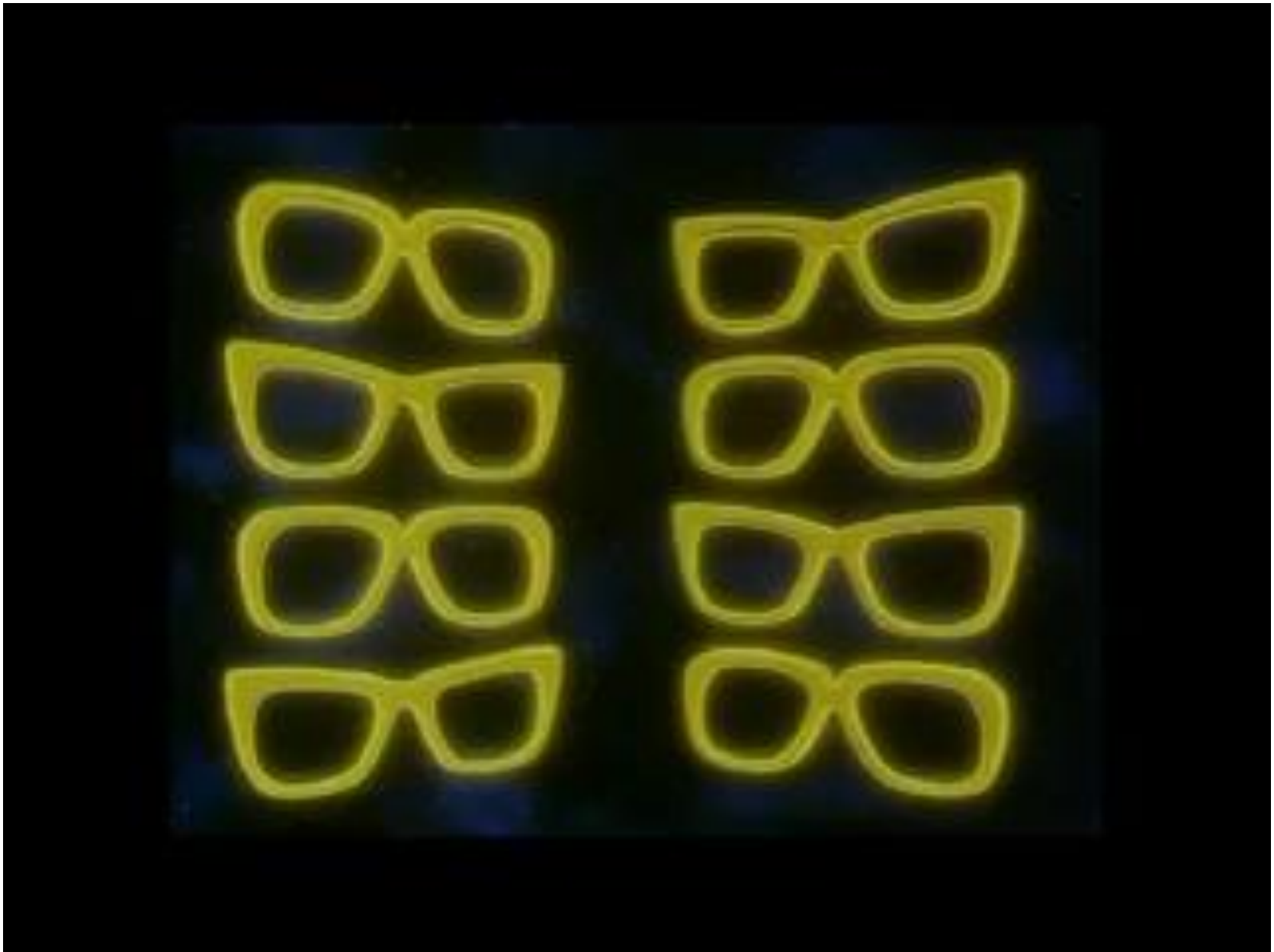
Hi, _____. The same thing happened to _____. Don't worry! The best thing is to _____. Also you should _____. Why don't you _____ as well? Don't _____ and you shouldn't _____. All the best, _____.

Reply

< Previous Message | Next Message >

Sound and Pictures

- One group is behind the screen, the other in front.
- Play a sequence
- Regroup the class into pairs
- The students who have only heard have to guess what was seen
- Partners tells them if they are right or not.
- Play again to check.



What Happens Next?

FILM | COUNCIL

- **What has just happened?**
- **Voice overs.**
- **Translation.**
- **Subtitles jumble.**
- **Paper the screen.**
- **Fill the gap.**
- **Half a screen**

DVD - points to bear in mind

Think about what you want learners to achieve
LINGUISTICALLY

Provide a task – learners can watch videos at home for
'general' language development.

Grade the tasks to suit the level of the learners

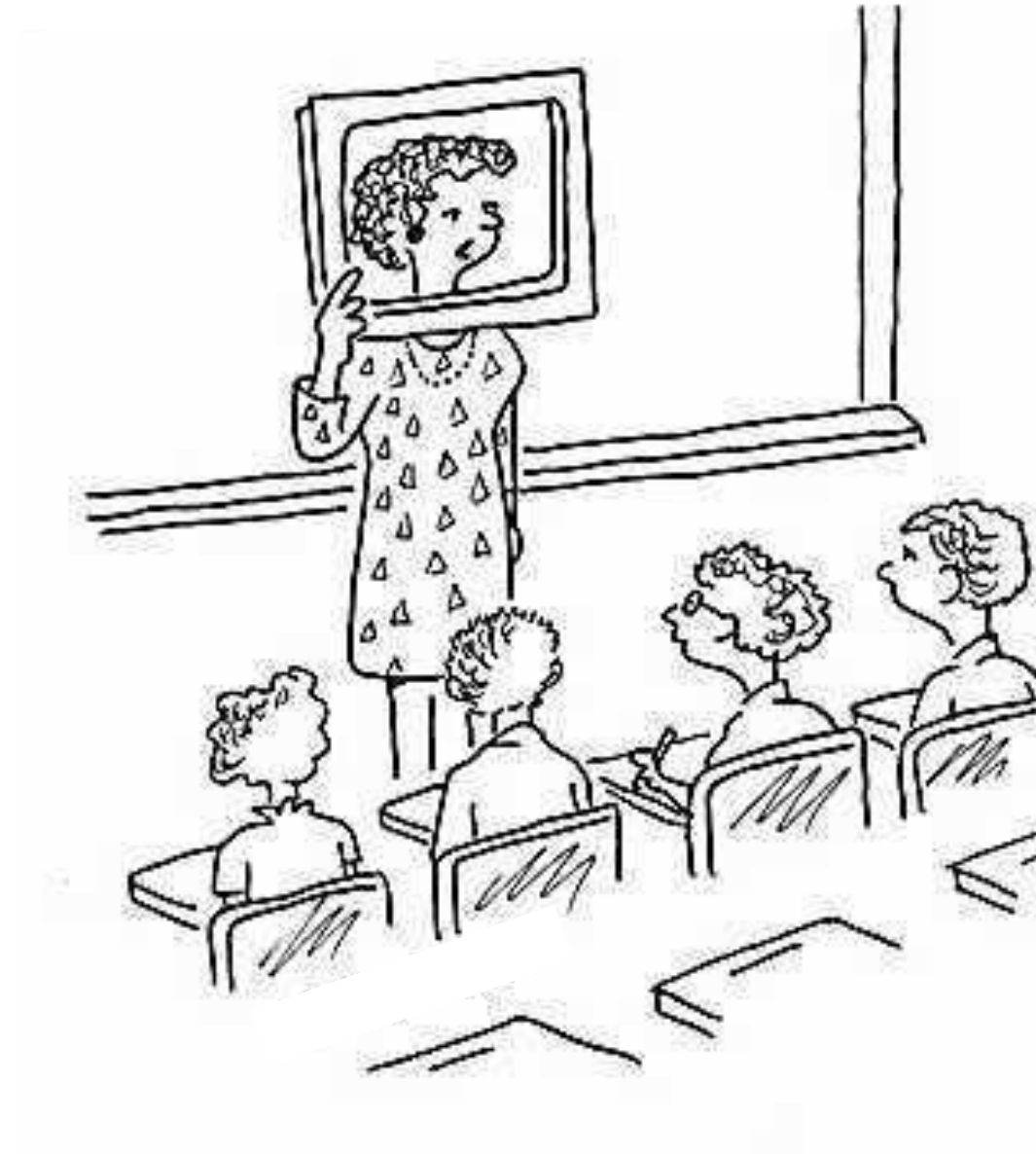
Use an appropriate receptive skills procedure as you
would a reading or listening

Use DVDs to prompt production of language

Less is more!

Going beyond authentic viewing

Podcasts



BBC VIDEO PODCAST



Download the podcast
and view people
describing the advantages
and disadvantages of
living in a city.

Authentic BBC interviews

www.pearsonlongman.com/speakout

**What's your most
annoying habit?**

UNIT

I

beginnings

speakout

Upper Intermediate Unit 1 Video Podcast Script

P = Pasha **D = Deborah** **T = Tamara** **L = Luke** **M = Mairi**
C = Chris **Ch = Chaenara** **R = Relwyn**

P: Hi. My name is Pasha, I work for the BBC as a producer and I do a lot of DJing in my spare time. I've lived in London for many years now with my friends and sometimes I annoy them with my music. What about you? Do you have any annoying habits?

D: I bite my nails and I probably talk a bit too loudly.

T: I'm really bad at making decisions – that's one of my annoying habits.

L: Er, yes. Basically, taking off clothes when I'm getting changed and leaving them exactly where I am, and not putting them where they should be.

M: I'm very messy which is quite annoying, I think, for my boyfriend anyway.

C: Yes, I do. I'm told that I snore when I'm in bed.

Ch: I would have to say, babbling around the topic sometimes because I think out loud, so, you know, taking a long time to get to the point of something I think would be annoying.

Overview

Watch the video podcast. Do young people move away from their families and share flats together in your country? Whose opinions about flatmates do you agree with most?

1 Read the sentences below about Pasha's life in London. Then watch the video podcast from 0:12-0:24 and delete the incorrect word.

Hi my name is Pasha, I work for the BBC as a producer, and I do a lot of DJ-ing in my spare time. I ¹ ~~lived~~ / have lived in London for many years now with my friends and sometimes I ² annoy / know them with my music. ³ What / How about you? Do you have any ⁴ annoying / noisy habits?

Glossary: annoying = making you feel slightly angry



2 Do you have any annoying habits? Look at the people below and read the habits 1-7. Then watch the video podcast from 0:27-1:16 and match the people to the habits.



A Deborah



B Tamara



C Luke



D Mairi



E Chris



F Chaenara



G Relwyn



eBOOK

Frances Eales
Steve Oakes

speakout

Upper Intermediate
Students' Book

with ActiveBook





Frances Eales
Steve Oakes

Speakout

Starter
Students' Book



Frances Eales
Steve Oakes

Speakout

Elementary
Students' Book



Antonia Clare
JJ Wilson

Speakout

Pre-intermediate
Students' Book



Antonia Clare
JJ Wilson

Speakout

Intermediate
Students' Book



Frances Eales
Steve Oakes

Speakout

Upper-intermediate
Students' Book



Antonia Clare
JJ Wilson

Speakout

Advanced
Students' Book





Thanks and Happy Teaching!

Phil Warwick