

UNIT 1

UNIT

I

SPEAKING

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

LISTENING

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

READING

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

WRITING

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

BBC CONTENT

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

identity



▶ Who do you think you are? p8



▶ Men and women p11



▶ Tell me about yourself p14



▶ Second Life p16

B Introduce your partner to the class.

page | 48 **VOCABULARYBANK**

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



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

- 1 How many of his great-grandparents and grandparents did he meet?
- 2 Where did his father's family come from?
- 3 What three types of job did most of his ancestors do?
- 4 How many people are in his 'immediate family'?
- 5 Who does he think tells the best family stories?

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

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

B Choose three of the questions to ask other students.

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

WRITING emails of introduction

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

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

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

To: CTEBS committee

Subject: introductions

Dear Colleagues,

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

I look forward to working with you.

Yours sincerely,

Nicholas Collett

To: maxperkin@hotmail.co.uk

Subject: hi!

Hi Max,

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

All the best,

Julia :)



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

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

LEARN TO write formal and informal emails

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

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

C Complete the notes with phrases from the email.

Greeting (formal): 1 _____.
(informal): Hi/Hello.

Opening line (formal): I am writing to ...
(Informal): 2 _____.

Introduction (formal): I would like to take this 3 _____.
(informal): My name's ...

Final message (formal): I look forward to ...
(informal): 4 _____.

Goodbye (formal): 5 _____.
(informal): All the best.

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

Situation 1

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

Situation 2

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

MEN AND WOMEN

- ▶ GRAMMAR | review of verb tenses
- ▶ VOCABULARY | relationships
- ▶ HOW TO | talk about people in your life

SPEAKING

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

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

GRAMMAR review of verb tenses

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

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

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

Rules:

1 We use _____ for actions, events or situations that are finished.

2 We use _____ for things that are going on at a particular moment in the present.

3 We use _____ for habits, routines and things that are always true.

4 We use _____ when someone was in the middle of an action at a particular moment in the past.

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

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

▶▶▶ page 128 LANGUAGEBANK

PRACTICE

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

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

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



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

BBC Online News readers suggest what those differences might be.

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

LISTENING

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

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

Child of Our Time

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

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

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

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

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

5 Discuss the questions.

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

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

VOCABULARY relationships

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

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

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

B Work in groups and discuss.

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

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

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

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

speakout TIP

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

SPEAKING

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

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

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

B Tell other students about these relationships.



VOCABULARY PLUS collocations

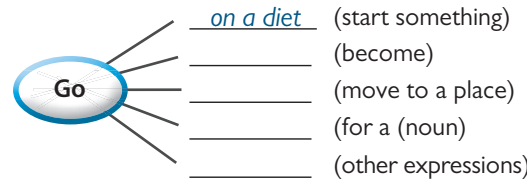
8A Work in pairs and do the quiz opposite.

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

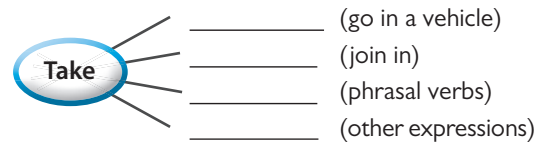
9A Look at the quiz again. Find and circle five expressions using *take*, *get*, *do* and *go*.

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

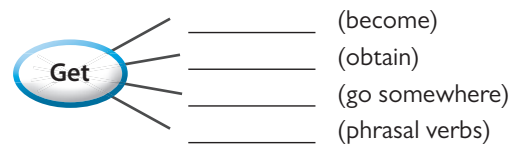
1 *on a diet, home, off something, for a drink/a walk/a meal, grey*



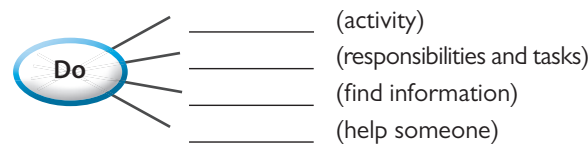
2 *responsibility for, after someone, part in something, a taxi*



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



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



page 148 VOCABULARYBANK

SPEAKING

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

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

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

What Women Really Think

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

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

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

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

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

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

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

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

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

► **FUNCTION** | talking about yourself ► **VOCABULARY** | interview advice ► **LEARN TO** | use two-word responses



SPEAKING

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

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

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

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

VOCABULARY interview advice

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

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

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

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

You should try to ask questions.

5 tips to help you do well at interviews

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

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

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

FUNCTION talking about yourself

3 Read the text and answer the questions.

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

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

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

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

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

Interview 2

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

Interview 3

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

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

Extract 1

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

S: Could I ask a question?

Extract 2

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

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

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

A: Um, well, I organised games.

Extract 3

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

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

I: Yes, go ahead.

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

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

Extract 1

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

Extract 2

I: OK. And you enjoyed it?

A: Yes.

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

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

I: And any problems?

A: Um, no.

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

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

Extract 3

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

I: That's right.

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

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

► page 128 **LANGUAGEBANK**

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

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

LEARN TO use two-word responses

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

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

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

SPEAKING

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

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

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

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

B Change roles and role-play the interview again.



DVD PREVIEW

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

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

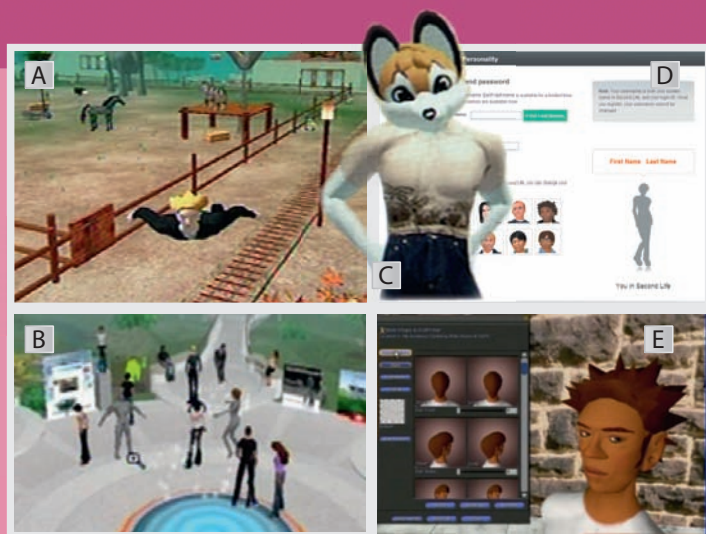
B Match the words in bold above with the words/phrases in the box.

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

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

BBC The Money Programme: Second Life

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



DVD VIEW

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

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

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

B Watch the DVD again to check.

4 Work in groups and discuss.

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

speakout create a new identity

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

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

B Listen again and tick the key phrases you hear.

Keyphrases

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

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

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

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

writeback answer a questionnaire

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

Who are you?

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

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

FAMILY

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

history inherited after
extended ancestors relative
great side roots related

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

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

QUESTION FORMS

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

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

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

REVIEW OF VERB TENSES

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

12.10.09

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

RELATIONSHIPS

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

- 1 tomdogher
- 2 niface
- 3 ilupp
- 4 nraterp
- 5 ceanime
- 6 breemm
- 7 stamcasel
- 8 dethagorf
- 9 sobs
- 10 emeyloep
- 11 trenom
- 12 maatteme

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

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

TALKING ABOUT YOURSELF

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

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

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

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

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

BBC VIDEO PODCAST



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

Authentic BBC interviews

www.pearsonlongman.com/speakout