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Navigate

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

Upper-intermediate → B2

OXFORD

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Introduction to *Navigate*

Navigate is an English language course for adults that incorporates current knowledge about language learning with concern for teachers' views about what makes a good course.

Many English language courses today are based on market research, and that is appropriate. Teachers know what works in their classrooms, out of the many kinds of materials and activities they have available. However, relying only on market research discourages innovation: it ignores the wealth of knowledge about language learning and teaching that has been generated. *Navigate* has been developed in a cycle which begins by calling on both market research and the results of solid experimental evidence; and then by turning back to classrooms once more for piloting and evaluation of the resulting materials.

A course for adults

This is a course for adults, whether they want to use English for study, professional or social purposes. Information-rich texts and recordings cover a range of topics that are of interest and value for adults in today's world. Learners are encouraged to use their own knowledge and experience in communicative tasks. They are seen as motivated people who may have very busy lives and who want to use their time efficiently. Importantly, the activities in the course are based on how adults best learn foreign languages.

Grammar: accuracy and fluency

Adults learn grammar best when they combine a solid conscious understanding of rules with communicative practice using those rules (Norris & Ortega, 2000; Spada & Lightbown, 2008; Spada & Tomita, 2010). *Navigate* engages learners in thinking about grammar rules, and offers them a range of communicative activities. It does not skimp on information about grammar, or depend only on communicative practice for grammar learning. Texts and recordings are chosen to exemplify grammar features.

Learners are invited, when appropriate, to consider samples from a text or recording in order to complete grammar rules themselves. Alternatively, they are sometimes asked to find examples in a text that demonstrate a rule, or to classify sentences that fall into different rule categories. These kinds of activities mean that learners engage cognitively with the rules. This means that they will be more likely to notice instances of the rules when they encounter them (Klapper & Rees, 2003), and to incorporate the rules into their own usage on a long-term basis (Spada & Tomita, 2010).

Navigate also offers learners opportunities to develop fluency in using the grammar features. Aspects of a grammar feature that may keep learners from using it easily are isolated and practised. Then tasks are provided that push learners to use the target grammar features in communicative situations where the focus is on meaning. For more on *Navigate's* approach to grammar, see pages 24–25 of this book.

Vocabulary: more than just knowing words

Why learn vocabulary? The intuitive answer is that it allows you to say (and write) what you want. However, the picture is more complex than this. Knowing the most important and useful vocabulary is also a key element in reading and listening; topic knowledge cannot compensate for vocabulary knowledge (Jensen & Hansen, 1995; Hu & Nation, 2000), and guessing from context usually results in guessing wrongly (Bensoussan & Laufer, 1984). Focusing on learning vocabulary generates a virtuous circle in terms of fluency: knowing the most important words and phrases means that reading and listening are more rewarding, and more reading and listening improves the ability to recall vocabulary quickly and easily.

Navigate's vocabulary syllabus is based on the *Oxford 3000*. This is a list of frequent and useful vocabulary items, compiled both on the basis of information in the British National Corpus and the Oxford Corpus Collection, and on consultation with a panel of over seventy language learning experts. That is to say, an initial selection based on corpus information about frequency has been refined using considerations of usefulness and coverage. To build *Navigate's* vocabulary syllabus, the *Oxford 3000* has then been referenced to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), so that each level of the course focuses on level-appropriate vocabulary. For more information on the *Oxford 3000*, see pages 26–27 of this book.

Adult learners typically take responsibility for their learning, and vocabulary learning is an area where out-of-class work is important if learners want to make substantial progress. *Navigate* focuses on giving learners tools to maximize the efficiency of their personal work on vocabulary. One way it does this is to teach not only individual vocabulary items, but also a range of vocabulary systems, for example how common prefixes and suffixes are used. Another is to suggest strategies for vocabulary learning. In this way, learners are helped to grow their vocabulary and use it with greater ease.

Speaking: putting it all together

Based on a synthesis of research about how adults learn, (Nation & Newton, 2009) demonstrate that different kinds of activities are important in teaching speaking. *Language-focused learning* focuses explicitly and in detail on aspects of speaking such as comprehensible pronunciation, appropriately polite language for a given situation or tactics for holding the floor in a conversation. *Fluency development* gives learners focused practice in speaking more quickly and easily. *Meaning-focused output* provides opportunities to speak in order to communicate meaning, without explicitly focusing on using correct language.

Navigate covers all three kinds of activities. The course systematically teaches aspects of pronunciation and intonation that contribute to effective communication; appropriate expressions for a range of formal and informal situations; and ways of holding one's own in a conversation.

It offers activities to help learners speak more fluently. Very importantly, it offers a wealth of meaning-focused activities. Very often, these activities are tasks: they require learners to do something together to achieve something meaningful. These tasks meet Ur's (1981) criteria for a task that works: straightforward input, a requirement for interaction, an outcome that is challenging and achievable, and a design that makes it clear when learners have completed the task. Learners are not just asked to discuss a topic: they are asked to do something with some information that involves expressing thoughts or opinions and coming up with a recognizable outcome.

Reading: not just a guessing game

Typical English language courses tend to test rather than teach reading; and they often concentrate on meaning-focused strategies that assume learners should be helped to puzzle out the meaning in the text on the basis of prior knowledge. There is a large body of evidence that shows why this is inefficient, discussed in the essay on reading on pages 20–21 of this book. Activities such as thinking about the topic of the text in advance or trying to guess unknown words have limited benefit in helping learners to understand the text at hand. These activities have even less benefit in helping learners understand the next text they will read, and as Paul Nation (2009) notes, that is surely the goal of the classroom reading activity. *Navigate* focuses on explicit teaching of things like sound-spelling relations, vocabulary that appears often in certain kinds of texts, the ways that words like pronouns and discourse markers hold texts together, and techniques for simplifying difficult sentences. These will give learners ways of understanding the text they are reading, but more importantly the next text they will read.

Listening: a very different skill

Too many books treat listening as if it were just another kind of reading, using the same sorts of activities for both. *Navigate* takes into account that listening is linear – you can't look back at the text of something you're hearing – and that listening depends crucially on understanding the sounds of English and how they combine (Field, 2008). Practice on basic elements of listening will lead to faster progress, as learners acquire the tools to hear English better. People who read can stop, read again, and go back in the text; but listeners can't do this with the stream of speech. For listening, language-focused learning means starting with building blocks like discriminating the sounds of the language, recognizing the stress patterns of words, distinguishing word boundaries, identifying stressed and unstressed forms of common words, and holding chunks of language in mind for short periods. Concentrating on knowledge and skills like these will pay off more quickly than only focusing on meaning, and will make listening for meaning much more efficient. Fluency development in listening is important too: this means activities that teach learners to understand language spoken at natural speed, and give them progressive practice in getting better at it. *Navigate* includes activities that focus systematically on each of these areas separately, as well as giving opportunities to deploy this knowledge and these skills in more global listening. John Field's essay, on pages 22–23 of this book, gives more detail on this.

Writing for different purposes

Adults learning English for professional, academic activities will need to write different kinds of texts levels of formality. The *Navigate* writing syllabus is a so-called *genre* approach, which looks at the characteristics of the different kinds of texts students may be called upon to write. It implements this syllabus by way of activities that allow students to express their own meanings in drafting, discussing and redrafting texts. This has been shown to be an effective means of developing writing skills for adults (Hyland, 2011).

Navigate offers an innovative approach to developing reading and listening skills. This, combined with a solid speaking and writing syllabus, gives learners a sound foundation in the four skills. Grammar and vocabulary have equal importance throughout the course and learning is facilitated through the information-rich and engaging texts and recordings. It is the complete course for the 21st-century adult learner.

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Navigate content overview

Coursebook lesson 1

Unit topics

Navigate is created for adult students with content that appeals to learners at this level. The unit topics have been chosen with this in mind and vary from *The rules of conversation* and *Crossing cultures* to *Media*.

Goals

The goals show students what they will be working on and what they will have learnt by the end of the lesson.

Grammar & Speaking

Grammar forms the 'backbone' of *Navigate*. Lesson 1 introduces the first grammar point of the unit. It is often combined with a skill, such as reading, listening or speaking. See page 24 of this book for more information.



1 Communication

1.1 The rules of conversation

GOALS ■ Talk about conversation in different cultures ■ Use different question types

Vocabulary & Speaking conversation

1a Look at situations a-c, which show conversations between people from different cultures. In each there has been a cross-cultural misunderstanding. With a partner, discuss what has caused the misunderstanding.

a 

b 

c 

Check the answers on page 126.

2 Look at the list of things that can happen in a conversation. Check you understand the words in bold in the phrases. Put a tick next to the things you would aim to do and a cross next to the ones you would try to avoid.

- have a row
- put someone at ease
- listen enthusiastically
- establish shared interests
- ask appropriate questions
- have a misunderstanding
- have some awkward silences
- put your foot in it
- make small talk
- make a good impression
- tell an entertaining story
- offend someone
- dominate the conversation
- hit it off with someone

3 Think about the distance at which two people who are not close friends stand when they are having a casual conversation. This distance varies between cultures. In North America the distance is 45 cm. Do you think this distance is greater or smaller in the following places? Write G (greater) or S (smaller).

• Western Europe _____ | the Middle East _____
• Japan _____

4 Which of these nationalities finds silence awkward in conversation?

• East Asian _____ | • Spanish _____ | • American _____

Grammar & Speaking using different question types

5 How much do you know about cross-cultural communication? With a partner, read and discuss the answers to the quiz.

11 Listen to a talk by a trainer in cross-cultural communication. Check your answers to the questions in the quiz.

11 Listen again and answer the questions.

- 1 In the Middle East, how far apart do two people, who are not friends, stand during a conversation?
- 2 Why are silences in conversation a positive thing in some parts of East Asia?
- 3 In which country is it acceptable to ask somebody about their salary?
- 4 In the Philippines, what can you be arrested for?

3 Who speaks the loudest? Put the nationalities in order from 1-3 (1 = quiet +3 = loud).

a Northern European _____ c East Asian _____
b South American _____

4 In the UK, which of these questions might you ask when making small talk?

a Who do you think will win the World Cup?
b How much do you earn?
c Whereabouts are you from?
d Who will you vote for in the election?

5 Where do these gestures cause offence? Match each illustration to two countries or regions.

1  2 

a Slovakia _____ b The Middle East & South East Asia _____
c Greece _____

6 Discuss in small groups. What advice would you give a visitor to your country about the following?

- personal space
- making eye contact
- common gestures
- interrupting
- conversation topics
- to avoid

7 Read the Grammar focus box and choose the correct options to complete the rules.

GRAMMAR FOCUS

Subject questions
When who, which, what or whose is the subject/part of the subject, we **use / don't use** auxiliaries do or did in a question. Who said that? (NOT ~~did-he-say-that~~)
Which of these nationalities speaks the loudest?

Indirect questions
If we begin a question with an expression like Do you think or Do you know, what follows keeps normal word order - the subject goes 'before' / after the verb.
Do you think you'll come to the party?

Questions with prepositions
When a **wh-** word is the object of a preposition, the preposition usually comes at the **beginning / end** of the question.
What are you talking about?

Page 136

10a Put the words in the right order to make questions.

- 1 laugh / what / makes / you ?
- 2 favourite / about / what's / your / book ?
- 3 awake / what / night / keeps / you / at ?
- 4 out / do / you / think / go / will / you / tonight ?
- 5 most / who / in / your / family / similar / to / are / you ?
- 6 your / do / you / why / parents / know / name / chose / your ?

b Now discuss the questions with your partner.

11 Work with a partner. You are going to write some questions about languages for your partner. Student A, turn to page 126. Student B, turn to page 132.

12a **12b** Work with a partner. Choose three topics from the list. For each topic write two questions.

• family • a holiday • last weekend • job • home

b Work with a different partner and ask the questions.

VOX POPS VIDEO 1

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in each unit contains a *Vocabulary & Speaking*, a *Vocabulary & Listening* or a *Vocabulary & Reading* section in which essential vocabulary for the unit is introduced and practised. The vocabulary in lesson 1 and 2 is taught in topic sets, allowing students to build their vocabulary range in a logical and systematic way.

Grammar focus box

In general, grammar is introduced deductively when a new topic is introduced or inductively when the students are extending their knowledge on a particular area (see the Grammar focus box in lesson 2.2). Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar*, *Grammar and Listening*, *Grammar and Reading* or *Grammar and Speaking* exercises. The Grammar focus box is followed by a number of spoken and written exercises in which the grammar is practised further.

Vox pops video

Most units contain a prompt to the Vox pops videos. The videos themselves can be found on the Coursebook DVD or Coursebook e-book, and the Worksheets that accompany them are on the Teacher's Support and Resource Disc. The videos themselves feature a series of authentic interviews with people answering questions on a topic that has been covered in the lesson. They offer an opportunity for students to hear real people discussing the topics in the Coursebook.

Coursebook lesson 2

Vocabulary & Speaking

Navigate has a strong emphasis on everyday vocabulary that allows students to speak in some detail and depth on general topics. Here students work on written communication. All target vocabulary in the unit can also be found in the wordlists on the Teacher's Support and Resource Disc, the e-book and the DVD packed with the Coursebook.

Grammar Reference

At the end of the Coursebook, the Grammar Reference section offers more detailed explanations of grammar and a series of practice exercises. This can be set as homework and then reviewed in class.

1.2 The letter is dead, long live the letter!

GOALS ■ Talk about written communication ■ Use present perfect tenses

Vocabulary & Speaking

written communication

- With a partner, divide the words in the box into groups 1-3.
 - confidential copy somebody in/c/c somebody into
 - cross out delete emotion handwriting handwritten
 - inbox instant in tray texting postage stamp
 - punctuation stationary
- 1 electronic communication 3 both
2 paper communication

Complete each question with a word or phrase from exercise 1.

- When did you last send or receive a _____ letter?
- Have you ever accidentally sent a _____ email or text to the wrong person?
- Do you know the cost of a _____?
- Which _____ (e.g. ☺) do you use most often?
- How neat is your _____?
- Which do you do more, _____ messaging or email? Why?

Ask and answer the questions with a partner.

Grammar & Reading

present perfect simple and continuous

Read the article and readers' comments and put phrases 1-5 in gaps a-e.

- send something by post every day
- with the speed and efficiency of digital media
- there is pressure to respond instantly
- life's too short
- written by older generations

Read the article again and answer the questions.

- What are the writer's three main arguments in defence of the handwritten letter?
- What evidence is given of a renewed interest in letter-writing?
- What advantages of electronic communication are mentioned in the readers' comments?
- What are your views about letter-writing? Discuss with a partner.

Pronunciation

Letters of Note

Shirley Hester is a blogger who, since 2009, _____ (collect) letters written by famous people, from the 18th century to the present day. He _____ (post) them on his website, which _____ (become) extremely popular around the world. He _____ (get) together a total of 800 letters, including letters by Leonardo da Vinci, Frida Kahlo and Alfred Nobel. He _____ just _____ (release) the letters in a book, called Letters of Note. Esther _____ recently _____ (start) a new project: she _____ (gather) lists written by famous people and so far he _____ (obtain) 175 lists, including lists by Marilyn Monroe and Mahatma Gandhi. These will soon be published as a book, Lists of Note.

12 Listen to the sentences and questions. How do you pronounce *have* and *been*?
I've been working very hard lately.
Have you been waiting long?
How long have you been here?

13 Listen and write the questions you hear.

Work with a partner. Ask and answer the questions in exercise 1b.

You are a famous person and you are going to write a letter. Turn to page 126 for more information.

Grammar & Reading

Lesson 2 provides the second grammar point of the unit. It is always presented through a reading text or audio extract, and is practised through both controlled and freer exercises.

Pronunciation

Most units contain pronunciation work in either lesson 1 or lesson 2. Pronunciation in *Navigate* is always relevant to the grammar or vocabulary input of the lesson. The pronunciation exercises in the first two lessons focus mostly on speech production to improve intelligibility (for instance, minimal pairs and word stress). Pronunciation also appears in some Speaking and writing lessons and there it focuses mostly on teaching aspects of pronunciation that cause problems and confusion for listening comprehension (pronunciation for receptive purposes).

Task

Most lessons end with a task which allows students to practise with others what they have learnt in the lesson. They often work in pairs or groups to complete the task.

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Navigate content overview

Coursebook lesson 3

Reading

Navigate contains reading texts covering a wide variety of topics, text types and sources. As well as comprehension of interesting reading and listening texts, in this section students work on decoding skills to develop their reading or listening. These decoding skills, for example, predicting, connected speech, linking words, referencing words, etc., drill down to the micro level of reading and listening, and enable students to develop strategies to help them master these skills. See pages 20 and 21 of this book for more information.

Vocabulary and skills development

This lesson works on vocabulary and skills development. Students will, for instance, practise collocations, word building and word stress. The lesson also contains reading, writing, listening and/or speaking exercises.

1.3 Vocabulary and skills development

GOALS ■ Guess the meaning of new words ■ Verbs + prepositions

Readline guessing the meaning of new words

- Work with a partner and discuss the questions.
 - In which situations do people whistle?
 - Is whistling acceptable in your culture, for both men and women?
- 1.4 Listen to an extract from a podcast about an ancient whistling language and answer the questions.
 - Where was the language used? Is it still used?
 - In the listening, you hear an example conversation between two whistlers. What is it about?
 - a concert
 - a party
 - a lost sheep
- Read about Silbo Gomero and put the topics in the order they appear in the article.
 - how the language is formed
 - its origins
 - what it sounds like
 - reasons for its disappearance
 - attempts to revive it
- 1.4 Read the information in the Unlock the code box and use the strategies to help you guess the meaning of the underlined words and phrases in the article.

When you see a new word in a text, there are several strategies you can use to try to guess its meaning.

- Look at the context words before and after the new word. This can help you work out the part of speech (adjective, noun, etc.) and give you clues to guess the meaning. *ravine* (line 8) 'deep ravines' → it's a noun; 'it's something which is deep, "steep hills and deep ravines" → it's probably a kind of valley
- Look at the different parts of the word. You might already know part of the word. *disapprove* (line 31) *dis-* → approve
- Use your own language. Sometimes the English word is similar to the word in your language. *unique* (line 3) is similar to Italian = *unico*, Slovak = *unikátny*, Indonesian = *unik*

Compare your ideas with a partner.

Vocabulary & Speaking verbs + prepositions

Read the information about verbs and prepositions in the Vocabulary focus box.

Some verbs are usually followed by a particular preposition. These are followed by a noun, pronoun or verb + *ing*.
Verb + preposition + object. Have you *heard of Silbo Gomero*?
Verb + object + preposition + object. It's easy to *confuse Silbo with birdsong*.
...an attempt to *prevent the language from becoming extinct*.

Look at the highlighted verbs and prepositions in the article and complete the table.

Preposition	Verb
of	hear
on	
to	
with	confuse
from	
in	

Complete the sentences with the correct form of the verbs in the box.

ban bring disapprove lead result

Whistling trivia ...

- Henry Ford, founder of the Ford Motor Company, _____ his workers from whistling.
- In Russia, it is believed that whistling indoors can _____ in bad luck.
- In the USA and Canada, spectators at sports events whistle to express approval. However, in Europe and Brazil they whistle when they _____ of a referee's decision.
- There is an old tradition amongst sailors that whistling can _____ on a storm.
- In Sullivan's Island, South Carolina, whistling in public can _____ to a fine of \$500.

Add the verbs in the box in exercise 8a to the table in exercise 7.

Complete the questions with suitable verbs from exercises 7 and 8.

- What factors do you think _____ to a person's happiness?
- What does a healthy diet _____ off?
- Do you think we _____ too much on computers?
- Do you _____ of e-cigarettes? Why/Why not?
- Do you think drivers should be _____ from using mobile phones?

Ask and answer the questions with a partner:

Unlock the code

This section describes the decoding skill that is being taught in the reading or listening skills lesson. They are general tips which can be used as tactics for understanding when reading or listening to texts. This Unlock the code box is about strategies for understanding new words.

Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case verbs and their prepositions. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with noun suffixes, easily confused words, etc.

Coursebook lesson 4

Speaking and writing

Navigate understands that classes can be made up of adults learning English for many different reasons. In lesson 4 of every unit, *Speaking and writing*, Navigate provides appropriate communication practice for work, study or social life with an emphasis on language production. At the end of the speaking and writing sections, students complete a speaking or writing task. The lesson also contains two language focus boxes: *Language for speaking* and *Language for writing*.

1.4 Speaking and writing

GOALS ■ Deal with problems on the phone ■ Write an informal email

Vocabulary & Listening dealing with problems on the phone

- 1 Work with a partner. Discuss the questions.
 - 1 On average, how many phone calls do you make in a day?
 - 2 Do you generally prefer phoning, Skyping or another form of communication? Why?
 - 3 What things can go wrong when you speak on the phone?



- 1.5 Listen to four phone conversations in which a problem occurred. Match conversations 1-4 to problems a-d.
 - a an unclear telephone line
 - b one of the speakers is distracted
 - c an unwanted sales call
 - d a friend wants to talk for too long

- 1.4 Listen and complete the sentences in the Language for speaking box.

Getting rid of unwanted callers

- 1 I don't _____ sales calls.
- 2 Would you remove my _____ from your database?

Ending a conversation politely

- 3 It's been great _____ to you.
- 4 I'd _____ get off the phone.
- 5 I'd let you get on _____ of work to do.
- 6 I've got a _____ of work to do.
- 7 I won't take up any more of your time.

Dealing with distractions

- 8 Just _____ with me a moment.
- 9 I'm afraid you've _____ me at a bad time.
- 10 Could you just hold the line?

Dealing with a bad phone line

- 11 The _____ isn't too good here.
- 12 You're breaking up _____.
- 13 I'm _____ you again.
- 14 Could you call me back on my _____?

Note: We often use the word *Anyways*, ... to signal that we want to end a conversation.

- 1.4 Listen again and repeat the sentences.
- 1.5 Work with a partner. You are going to role-play a phone conversation using the phrases in exercise 3. If possible, sit back to back to imitate the conditions of a real phone call.

Student A

- 1 It's 8 p.m. You are a salesperson (decide what you are selling, e.g. a mobile phone). Call Student B and try to sell your product. Try to keep them on the phone for at least two minutes by explaining the benefits of the product. Remember your boss said you need to increase your sales and you're feeling under pressure.

Student B

- 1 It's 8 p.m. and you are at home watching a film. The phone rings. You are expecting a call from your aunt in Canada. You need to speak to her to give her some important family news. Answer the phone.

You are going to do two more role-plays. Student A, turn to page 126. Student B, turn to page 132.

Writing an informal email giving news

- 1 Read the email and answer the questions.
 - 1 Are Noemi and Sofia old friends, recent friends or work colleagues?
 - 2 The email is written in an informal style. What features of the email show this?



Hi Noemi,

Because like **you** since we've been in touch I hope she will wish you. All's well here but life's pretty busy, as ever. I've changed jobs. Still teaching art and design, but at a different college. I've been working here for six months now. I love it, but it's hard work. Went off on a study trip to Amsterdam at the end of the month. Should be back. I've never been to Amsterdam before.

The other thing that I don't know is how busy you are. The weekend. The thing that I play it has suddenly become really popular society and we've been playing **cards of spades**. Many just small ones, but last weekend we played to hundreds of people at a festival. Funny as last I in the UK/Am is (popular in Spain as it is here).



Anyway, this really **big news** is that my sister is pregnant and she's just found out that she's having twins. Emily and Tom are **two the moon**. I'd quite nervous, too, as you can imagine. And I'm going to be an aunt for the first time. Can't wait!

So, I'm really glad to hear you're still living in the same flat! I'd love to come over to Madrid to visit you some time. Maybe during the summer holidays - I'd love **party at home on my friends** there.

It would be really great to **catch up** properly before the school year and again next week? Are you on Skyping? Speak soon, hopefully.

Love Sofia

Read the information about ellipsis in the Language for writing box. Find examples of ellipsis in the email in exercise 6. Decide if they are examples of type 1 or type 2.

In informal writing (and speaking) we often leave out words at the beginning of a sentence. This is known as ellipsis. Common types of ellipsis include:

- 1 leaving out the pronoun: **It sounds amazing** → Sounds amazing.
- 2 leaving out the pronoun and auxiliary verb: **It's great to hear from you** → Great to hear from you.

- Make these sentences more informal by leaving out words at the beginning.
- 1 I'm just writing to say hello.
 - 2 It was great to see you last week.
 - 3 I hope to hear from you soon.
 - 4 Are you going anywhere this summer?
 - 5 I'll see you in a week's time.
 - 6 I miss you!

- As well as ellipsis, informal writing contains a lot of colloquial vocabulary. Match the highlighted words or phrases in the email to their more formal equivalents, 1-5.
- | | |
|--------------------|-----------------------------|
| 1 a lot of/many | 6 exchange news |
| 2 in contact | 7 very |
| 3 extremely happy | 8 lots of free time |
| 4 a long time | 9 What have you been doing? |
| 5 We're going away | |

- 6 Write an email to a friend or family member that you haven't seen for a year. Use the phrases from the email in exercise 6. Include information about the following.
 - things you have done during the year
 - things you have been doing recently
 - things you are planning to do
 - news about other members of the family
- 7 Exchange emails with a partner. Has your partner used ...?
 - fixed informal phrases for opening and closing the email
 - a chatty informal style
 - correct grammar, vocabulary and spelling
- 8 Find out more about the news in the email and discuss with your partner.

Language for speaking

The *Language for speaking* box contains phrases that students can use to complete a task about a particular topic. Here they have to deal with problems on the phone and they can use the phrases in the box. Other language for speaking boxes cover *Telling and reacting to a story*, *Likelihood* and *Working out solutions to problems*.

Language for writing

The *Language for writing* box contains suggestions which students can use to complete their task in the writing section. There are various topics in this box throughout the Coursebook; here the focus is on the ellipsis. In other units, the boxes focus on topics such as *Writing an email of complaint*, *Writing a balanced opinion essay* and *An article giving advice*.

Navigate content overview

Coursebook lesson 5

Video

The Video page contains activities that accompany the unit video. This video is a documentary video or authentic interview. The video page starts with one or two warmer activities which set the scene before the students watch the video, followed by one or two activities which check understanding of the video. The final activity is a task based on what the students have just watched.

In B2 the video topics are:

- Unit 1: Minority languages in the British Isles
- Unit 2: Learning holidays
- Unit 3: The future of work
- Unit 4: La Belle Époque
- Unit 5: Boredom
- Unit 6: Communal living

- Unit 7: Against the law?
- Unit 8: Traditional skills
- Unit 9: A town in the shadows
- Unit 10: Why we see colour
- Unit 11: Going viral
- Unit 12: Dynasty – the Churchills

1.5 Video

Minority languages in the British Isles

- Match the sentence halves.
 - An official language is a language ...
 - An indigenous language is a language ...
 - A dominant language is the language ...
 - A minority language is an official language that is spoken ...
 - A global language is spoken ...
 - that most people in a country speak.
 - by just a small number of people in a country or region.
 - with special legal status, used by the government, etc.
 - all around the world.
 - native to a country or region.
- Look at the photos. In which part of the British Isles do you think they were taken? What aspects of minority language preservation do they show?
 



- Watch the video. Are sentences 1-5 true (T) or false (F)?
 - 92% of people in the UK speak English as their first language.
 - In Scotland, Scottish Gaelic is spoken by around 60,000 people.
 - In Ireland, only a few people understand Irish.
 - In Wales, Welsh is spoken by about 30% of the population.
 - In Cornwall, hardly anybody speaks Cornish.
- Watch again. Choose the correct options to complete the sentences, according to the video.
 - Welsh, Scottish Gaelic, Irish and Cornish have their roots in *Celtic* / Anglo-Saxon culture.
 - There are Scottish Gaelic communities in northern *Canada* / *Australia*.
 - The first official language of the Republic of Ireland is *Irish* / *English*.
 - Welsh is most spoken in the *north* / *south* of Wales.
 - Cornish is spoken by a few *hundred* / *thousand* people.
 - Experts predict that 50% / 90% of the world's languages will die out by the end of the century.
- Work with a partner. Ask and answer the questions.
 - What are your country's official languages? Which are minority languages, and where are they spoken?
 - Do you think governments should spend money on keeping minority languages alive? Why/Why not?

Review

- Write questions about the underlined pronouns.
 - A It arrived this morning.
B What arrived this morning?
A Your postcard.
 - She collects old typewriters.
B _____
A My cousin.
3. A I texted him by mistake.
B _____
A Mattias.
4. A He often confuses me with my twin brother.
B _____
A My football coach.
5. A I had never heard of it before.
B _____
A Silbo Gomerio.
- Complete each question by adding the missing word.
 - How many friends can you truly rely on?
 - Do you think you go ahead this summer?
 - What are you learning English?
 - Is there anything you strongly disapprove?
- Ask and answer the questions in exercise 1b with a partner.
- Complete the paragraph with the present perfect simple or continuous.
 

I'm going on a big trip to Argentina soon, so for the last few weeks I've tried / been trying to brush up my Spanish. I've studied / been studying Spanish before, but I've forgot / been forgetting quite a lot, so I've gone / been going to evening classes. They've been / been being very helpful. I've downloaded / been downloading a Spanish vocabulary app for extra practice and I've also read / been reading a book in Spanish. It's a slow process, but I've nearly / been finishing it.
- Work with a partner. Talk about how long you've been learning English and what you've been doing recently to practise.
- Complete the article with words from the box.

ACQUAINTANCE awkward basic necessary offers row small



The hidden rules of weather-speak

It is a well-known fact that the British love (and of course, talk about) the weather. But it is important to realise that British conversations about the weather are not really about the weather at all. Weather-speak is simply a way of talking to feel at ease in social situations. It is used in three specific contexts:

 - as a simple greeting
 - as a form of small talk leading to conversation about other more important matters
 - as a filler when there is an awkward silence during a conversation.

It is seen as a safe, impersonal topic, which is unlikely to cause any problems or lead to a disagreement.

Something to bear in mind when speaking to a British person about the weather is that you are expected to agree. If somebody says 'Doh, isn't it only?', an agreement reply would be 'Yes, isn't it?' or 'Mean, very cold.' If you said 'No, actually, it's quite nice', you would create a very bad!
- Listen to eight questions. For each question write Yes or No.
 - The car isn't that good here.
 - I'd be glad off the phone.
 - I'm a bit you've been me at a bit time.
 - Could you be more on my line?
 - (T) I was just you get on.
 - Just be with me a moment.
- Match the sentences in exercise 5a to situations a-c.
 - ending a conversation politely
 - dealing with a bad phone line
 - dealing with distraction
- Work with a partner. Choose a sentence from exercise 5b and role-play a phone conversation.

Task

The Task on the Video page is an outcome task which focuses on fluency. It can be a writing or speaking task. Here the students ask and answer questions with a partner about official and minority languages. Other tasks on Video pages are, for instance, designing a learning holiday, discussing ways to improve a particular town or city, creating a survey about people's news sharing habits, writing a short biography about Winston Churchill's life.

Review

The Review page contains revision of grammar, vocabulary and the skills practised in the unit. The Review activities can be set for homework, but are also specifically designed to be done in class incorporating pairwork and group work tasks to give learners additional opportunities to practise key language from the unit.

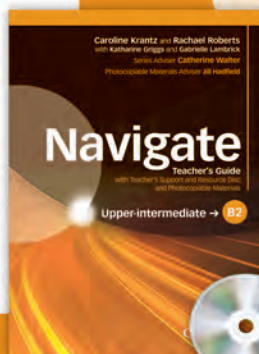
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