

1C Making plans

SPEAKING OUTPUT | a group discussion
GOAL | make a free-time plan together
MEDIATION SKILL | asking questions to make a plan

WARM-UP

- 1 A Work in pairs and discuss the questions.
- 1 Where do you and your friends meet?
 - 2 What activities do you do together?
- B Work in pairs. Make a list of places to go in your town.
cinema, restaurant ...



PREPARE

- 2 Work in pairs and read the Scenario. Which of the activities do people do in your town?

SCENARIO

Your new friends want to meet you this afternoon. Here are some activities you can do in your town.

- meet friends for coffee
- go running in the park
- go to the cinema
- go to an Italian restaurant

Talk to your friends and decide on an activity, a time and a place.

- 3 Read the Mediation Skill box. Which activities are good for Julian and Anna?

MEDIATION SKILL
asking questions to make a plan



When you want to decide something in a group, ask different people questions to get all the information you need.

Anna: How are you today, Julian?
Julian: I'm OK ... I'm tired. What about you? How are things?
Anna: I'm hungry!

Julian and Anna need an activity that is good for a tired person and a hungry person.

- 4 A Match the questions (1–5) with the responses (a–e).

- | | |
|---------------------------|--|
| 1 How are things? | a How about 5 o'clock? |
| 2 What time? | b No, I don't. |
| 3 Do you like coffee? | c Good idea. Let's meet at the cinema. |
| 4 What about a movie? | d Great! See you at the park! |
| 5 Let's meet at the park. | e Not good. I'm bored. |

- B Work in pairs. Think of two more ways to respond to the questions in Ex 4A.

- 1 How are things?
I'm all right.

- 5 Answer the questions. Make notes.

- 1 What places do you like in your town?
- 2 What activities do you like?
- 3 What time are you free today?

MEDIATE

- 6 Work in groups. Make a plan. Ask each other questions to decide on the activity, the time and the place.

- 7 Work with the class. Discuss the questions.

- 1 What is your activity?
- 2 What is your place?
- 3 What time is your meeting?
- 4 Why is the activity good for your group?

2C Pizza problem

WRITING OUTPUT | a message to a friend
GOAL | help someone understand a pizza menu
MEDIATION SKILL | selecting relevant information

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 Do you like pizza? Why/Why not?
 - 2 How often do you and your family eat pizza?
 - 3 Read the list of pizza ingredients in the box. What things do you like on a pizza? Choose three toppings.
- A: I like salmon on a pizza.
B: Salmon? I don't like salmon on a pizza.

broccoli cheese chicken chillies egg
fresh tomatoes herbs mushrooms olives
onions pineapple prawns red pepper salmon

PREPARE

- 2 Read the Scenario. Are the statements True (T) or False (F)?
- 1 Guy doesn't eat mushrooms.
 - 2 His friend doesn't like pizza.
 - 3 Guy understands all the information about the pizzas.

SCENARIO

Your friend Guy sends you a message.

Hi. I want to order some pizzas for me and my friend from the pizza restaurant where you work, but I don't understand the menu. We need pizzas with only vegetables, but I don't like mushrooms. Can you help? Here's the menu:

Which ones are best for us?
We'd like to get two different ones.
Thanks! PS We're very hungry! 😊



- 3 Work in pairs. Look at the three pizzas in the Scenario and answer Guy's question.
- 4 Read the Mediation Skill box. Which information does Guy need? Which doesn't he need?

MEDIATION SKILL
selecting relevant information



When you give people information, answer their questions clearly, but don't give too much information. Here is some information about pizzas:

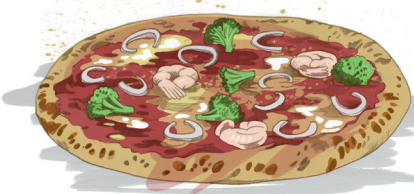
- the names of the pizzas
- a list of all the ingredients of each pizza
- the name of the pizzas that aren't good for a person
- why the pizzas are good for them
- the prices of the pizzas

MEDIATE

- 5 Write a reply to Guy's message to help him order the correct pizzas.
- 6 Work in pairs. Compare your messages. Do you think your partner needs to add or change anything?

GARDEN AND SEA

TOMATO, ONION, BROCCOLI, PRAWNS PRICE: £12



PRIMAVERA

RED PEPPER, OLIVES, MUSHROOMS PRICE: £11.50



HOT SPRING

OLIVES, GREEN PEPPER, HERBS, CHILLIES PRICE: £10





3C Cultural advice

WRITING OUTPUT | a reply to an email
GOAL | give advice to a friend about your country
MEDIATION SKILL | describing your culture

WARM-UP

- 1 Work in pairs and discuss the questions.
- 1 How often do you have dinner with family or friends?
 - 2 How often do you go to your friends' homes for dinner?
 - 3 Do you prefer to have dinner at a friend's house or in a restaurant? Why?

PREPARE

- 2 Read the Scenario. Think of more questions Kelly can ask.

SCENARIO

Your friend Kelly sends you a message.

Hi, how are things?
So, this is my second week here in your country and I love it! The job is good and all my colleagues are very nice, but I need your help with one thing. Next week, there is a dinner at my manager's house, and I have a few questions:
Do I need to arrive on time?
Do I take anything, like flowers, food or gifts?
What do people usually talk about at dinner?
What food do people make for their guests?
I hope you can help!
Kelly x

- 3 Read the Mediation Skill box. What other adverbs do we use to say how often we do things?

MEDIATION SKILL
describing your culture

When you want to give a friend advice about your country or culture, you can use adverbs of frequency to say how often you do things.
We **never** arrive late for dinner.
We **always** take a gift.
We **sometimes** bring some food.

- 4A Read the sentences. Change the adverbs so the sentences are true for your country.

- When we meet our friends for dinner ...
- 1 we **often** talk about the weather.
 - 2 we **usually** wear formal clothes.
 - 3 we **sometimes** help in the kitchen.
 - 4 we **always** eat a lot.
 - 5 we **usually** stay for a long time.

- B Work in pairs and compare your answers. Are they the same or different?

MEDIATE

- 5 Read the questions in the Scenario again. Make notes about your answers. Write your reply to Kelly.

Hi Kelly,
I'm so happy you like life here! So, you have a dinner at your manager's house? Here's my advice ...

- 6 Work in pairs. Compare your emails. Do you agree with your partner's advice?

4C Party clothes

SPEAKING OUTPUT | a phone conversation
GOAL | buy something for a friend
MEDIATION SKILL | checking details

WARM-UP

- 1 Work in pairs and discuss the statements. Which of them are true for you?
- 1 I buy my clothes online.
 - 2 I buy new clothes every month.
 - 3 I like shopping for clothes.
- Number 1 is not true for me. I always go to shops to buy clothes.

PREPARE

- 2 Read the Scenario. Why does Ash need your help?

SCENARIO

Your friend Ash sends you a message.

Hi, I need your help!
It's Donald's party tonight and I need something to wear, but I don't have time to go to the shops. Can you go to Unishop for me? I only need two things. Please?
I need:
a black T-shirt, medium size, £20 or less
white jeans, size 28, £50 or less
Thank you! You're a great friend. Call me if you have any problems.
Ash

Go to Unishop and ask for the clothes Ash wants. Call her with the information.

- 3 MB4.01 | Listen to the conversation. Tick the item (A–D) that the person buys.



- 4 MB4.01 | Read the Mediation Skill box. Tick the sentences you heard in Ex 3. Listen again and check.

MEDIATION SKILL
checking details

Sometimes shops don't have exactly what we need. Use *but* to tell someone what a shop has/hasn't got. They've got T-shirts, but they haven't got any jeans, sorry.
They haven't got a black T-shirt in a medium, but they've got blue, white or green.
Use the phrases below to check if the new details are OK for someone:
They've got white jeans in a size 28, but they're £100. Do you want them?
They haven't got a blue one, but they've got a red one. Is that OK?

MEDIATE

- 5 Work in groups.
- Student A: You work in Unishop. Decide what the shop has got and complete the table. Answer Student B's questions.
- Student B: You are Ash's friend. Ask Student A for the clothes that Ash asks for in the Scenario. Then check the details on the phone with Ash.
- Student C: You are Ash. Answer Student B's questions. Tell Student B you also want a jacket.

	colour	price	size
T-shirts			
jeans			
jackets			

- 6 Swap roles and repeat the conversation.

5C How was your day?

SPEAKING OUTPUT | an informal conversation
GOAL | help a friend to tell a story
MEDIATION SKILL | listening actively

WARM-UP

1 A Work in pairs. Which of the situations happen on a good day and which happen on a bad day?

- you arrive at work on time
- rain
- traffic problems
- a nice journey to work/school
- you see a friend in a café
- problems with technology
- you get a good mark in an exam
- you lose something

B Answer the questions.

- 1 Can you think of more things that happen on good/bad days?
- 2 Who do you talk to when you have a bad day?

PREPARE

2 Read the Scenario. Was your friend's day bad or good?

SCENARIO

Your friend sends you a message.

Can we meet for coffee? I want to tell you about my terrible day yesterday! We went to see John's parents, but it was a very difficult day!

3 **MB5.01** | Listen to a conversation between Janina and Rex. Tick the things that they mention.

someone arrived late problems with a car
 someone lost something bad food
 bad weather the beach a walk



4A **MB5.01** | Read the Mediation Skill box. Listen again. Which things did Rex do?

MEDIATION SKILL listening actively

When you listen to someone during a conversation, you can help them to tell a story by asking questions. This shows that you understand and want to listen to what they tell you.

Asking questions

A: She didn't arrive at seven o'clock.
 B: What did you do?

Showing that you understand

A: We went to see Jana.
 B: Jana, right.

Reacting

That's too bad/terrible. That's a shame. Oh no!
 Sounds nice.

B **MB5.01** | Listen again and complete the sentences.

- 1 How things?
- 2 What yesterday?
- 3 Do they live near here?
- 4 J: And we had problems all day.
 R:
- 5 J: Then we had problems with the car. That car is so old now ...
 R: Oh, too bad.
- 6 you arrive late at John's parents' house?
- 7 J: We went to the beach near their house.
 R: Sounds nice.
- 8 Wow, that **was** a day.

MEDIATE

5 Work in pairs. Student A: Look at the ideas in Ex 1 and make notes for a story about a bad day.

6A Student A: Tell the story of your bad day. Student B: Listen and help Student A to tell their story.

B Swap roles and repeat the conversation.

C Work with the class and discuss the question. How did your partner help you to tell your story?

6C Plans for Dublin

WRITING OUTPUT | a message to friends

GOAL | help a group make a plan

MEDIATION SKILL | putting information together

WARM-UP

1 Work in pairs and discuss the questions.

- 1 Are there any cities near you? What are their names?
- 2 What interesting things are there in these cities?

I live near Berlin. It has got a zoo and some famous museums.

PREPARE

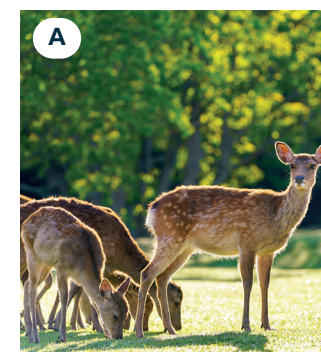
2 Read the Scenario. Match the activities (1–5) with the photos (A–E).

SCENARIO

Your friend Jet sends you a message.

Hi guys! I'm excited about our trip to Dublin tomorrow! I know we only have one day in the city, so maybe we can only do three of these things – what do you think?

- 1 Visit the Little Museum of Dublin (10 euros)
- 2 See the deer in Phoenix Park (free)
- 3 Go on a bus tour (24 euros)
- 4 Visit Trinity College Library – more than 400 years old! (15 euros)
- 5 Cross Ha'penny Bridge – great view (free)



3 Read the replies to Jet's message. Do Kenny and Jan agree on which places to visit?

Hi Jet, thanks for this! Museums are really boring! I'd like to do the bus tour, the park and the bridge, please.
 Kenny

Hi Jet – I haven't got much money. Cheap things, please!
 Jan

4 Read the Mediation Skill box. Then complete the sentences with *than*, *and* and *but*.

MEDIATION SKILL putting information together

When people have different ideas, you can suggest a plan which gives everyone something they want.

Use *and* and *but* to put information together. Use *What about* and *Let's* to make suggestions.

Anna wants to go for dinner, **and** Chris wants to eat and to see a film. **What about** a quick dinner and then a film?
 We're hungry, **but** Charles hasn't got too much money. **Let's** go to a cheap restaurant.

Use the comparative to show the difference between two things.

Hyde Park is **bigger than** Regent's Park. Let's go there.

- 1 OK, Cina wants to see a film, Jonah doesn't want to go to the cinema.
- 2 I want to go to the library visit the museum.
- 3 The tour is more expensive the museum.
- 4 The park is very nice, the weather is bad today.
- 5 The park is more beautiful the bridge.

MEDIATE

5 Write a response to your group. Suggest a good plan for everyone.

Hi everyone, I love the ideas for Dublin! Let's make a plan.

6 Work in pairs. Compare your messages. Is your partner's plan good? Do you want to change your own response? Why/Why not?

7C Voicemail

WRITING OUTPUT | short messages
GOAL | give someone the information they need
MEDIATION SKILL | listening for important words



WARM-UP

- 1 Work in pairs and discuss the questions.
- Do you prefer to send voice messages or text messages? Why?
 - Do you like receiving voice messages? Why/Why not?

PREPARE

- 2 Read the Scenario. What does Lily want you to do?

SCENARIO

Your friend Lily sends you a message.

Hello. I've got some voice messages, but I can't understand them very well. Can you listen and tell me what they say? One is the hairdresser and I think one is the university.
Thanks for your help!
Lily x

- 3 **MB7.01** | Listen to the first voice message for Lily. What is it? Choose the correct option (a–c).
- She's late for her appointment.
 - She needs to make a new appointment.
 - She's got a new hairdresser.



- 4A Read the Mediation Skill box. Think of examples of adjectives, nouns, verbs and negative forms of verbs.

MEDIATION SKILL
listening for important words



When you listen and make notes, it's not necessary to write down every word – you can note down the words that give the important information. They are often the **adjectives**, **verbs** and **nouns**. **Negative** forms of **verbs** are often important too because they change the meaning.

You can then use these important words to make a simple message.

- B Read the sentences. Which one has the important words in bold?

- This is **John**. I'm very sorry, but I **can't come** to your party tonight.
- This is John**. I'm very sorry, **but** I can't come **to your** party tonight.

- C Complete the message. Use the information in Exercise 4B

..... called. He to your tonight.

- 5 Read the voice message from Ex 3. Find the most important words. Then complete the message.

Hi, this is a message for Lily Aldora from Cuts Hairdressers. I'm sorry to say that Rose, your usual hairdresser, is not well today. The problem is all the other hairdressers are busy, so we need to change your appointment time. Can you call us on 077075? Thank you very much, and sorry again.

..... called. Your isn't well. You need to your appointment time. them on 077075.

MEDIATE

- 6 **MB7.02** | Listen to two more voice messages for Lily. Note the important words. Then write two messages for her.
- 7 Work in pairs. Compare your messages. Do you both give the same information? Would you like to change anything in your messages?

8C Checking out

SPEAKING OUTPUT | an informal discussion
GOAL | discuss a short story
MEDIATION SKILL | expressing certainty and uncertainty



WARM-UP

- 1 Work in pairs and discuss the questions.
- How often do you listen to stories?
 - Do you prefer films or books? Why?
 - What type of stories do you like, love stories, funny stories or strange stories?

PREPARE

- 2A Read the Scenario. Why did your friend message you?

SCENARIO

Your friend sends you a message.

Hi, how are you? We missed you in class last night! The teacher gave us some homework. We need to listen to a story called 'Check Out' and answer some questions. Her message is below. See you next week!

Hi everyone.
Your homework is to listen to the story 'Check Out'. Here are the questions to discuss next week in class.

- Where does the story happen?
- Why did the receptionist call Mr Hooper?
- What did Mr Hooper say?
- What did Mr Hooper want to do at 2.03 a.m.?
- Why was the receptionist surprised?
- Why did Mr Hooper want to leave?
- Why did Jan ask Tobias to check the room?
- What happened in the room?

- B **MB8.01** | Listen to the story *Check Out*. What is it about?

- a strange hotel guest
- a very bad hotel

- 3 Read the Mediation Skill box. Then read the questions in the Scenario (1–8) again. Which answers are you sure about (S) and which are you not sure about (NS)?

MEDIATION SKILL
expressing certainty and uncertainty



Sometimes we are sure about an answer to a question.

A: Where does John live?

B: John lives in Barcelona.

But sometimes we are not sure. We can use words like *maybe*, *perhaps* and *I think* to show this.

A: Why did he leave so quickly?

B: **Maybe** he was late.

C: **Perhaps** he broke something in the room.

A: Where is he from?

B: **I think** he's British.

- 4 **MB8.01** | Read questions 1–8 again and listen again. Make notes about your answers.

MEDIATE

- 5 You are in your next lesson. The teacher asks you to talk about your homework. Work in pairs. Discuss your answers to questions 1–8.
- 6 Work in a different pair. Compare your answers. Did you and your first partner agree? Which questions did you disagree about?

