

1 Identity

UNIT AT A GLANCE

THEME: Identity and brands – both company and individual

TED TALK: *404, the story of a page not found.* In this TED Talk, Renny Gleeson talks about how companies can use messages saying that webpages can't be found on the server to communicate with their online audience and, therefore, repair the feeling of a broken relationship that people experience when they come across this message.

AUTHENTIC LISTENING SKILLS: Recognizing key terms

CRITICAL THINKING: Relevant examples

PRESENTATION SKILLS: Giving examples

GRAMMAR: Present tenses: active and passive

VOCABULARY: Tasks and interests

PRONUNCIATION: Word stress, Using intonation to ask a question

READING: A personal view on personal branding

LISTENING: Networking

SPEAKING: The Internet and me, Personal branding, Making an impression (Meeting people)

WRITING: An online profile

WRITING SKILL: Symbols and notes

LEAD IN

- Books open. Draw students' attention to the unit title, and to the photo on page 8 and its caption. Ask: *What elements does your identity consist of?* Possible answers could be: *the place where you grew up, your race, your nationality, the language(s) you speak, the clothes you wear, the job you do, your hobbies and interests.*
- To gauge students' prior knowledge of the unit vocabulary, ask: *What can we a) read, b) watch, c) interact with online?* Possible answers could be: *a) information on websites, articles, blog posts, Facebook statuses, tweets, advertisements; b) short videos, TV programmes, film trailers; c) social media sites, blogs and articles (by leaving a comment).*
- Bring in students' own experiences. Ask: *What aspects of your identity do you share online, and how? What factors influence your decisions about what you share?*
- Explain to the class that every unit in *Keynote* begins with a TED Talk. Ask students if they are familiar with TED Talks and if they have ever watched one.

TED TALKS

BACKGROUND

1

- Ask students to read the text about Renny Gleeson and his talk. If necessary, clarify the meaning of:

new media – channels for mass communication using digital technologies, such as the Internet (line 2)

build relationships – create and strengthen relationships with other people (lines 6–7)

- Put students into pairs to discuss the questions. Alternatively, they could work in groups of three.
- **Question 1.** You could ask students: *What is your usual reaction to seeing this page?* Possible answers could be: *frustration, irritation.*

- **Question 2.** If students haven't seen any funny 404 pages before, tell them that a lot of these pages can be found online. Many of these pages are very creative, and they usually include text and images based on the theme of making an error / getting something wrong / something bad happening. They sometimes include figures from popular culture, such as Batman or Justin Bieber. If you have internet access, you can look up some examples of funny *404, page not found* pages to show the class. Alternatively, or in addition, if students are allowed to use their mobile devices in class, they could look for funny 404 pages themselves.
- **Question 3.** When students are talking about examples of new media, encourage them to be specific and to focus on examples they're already familiar with. Elicit how they use them and how they use different types of new media to do or to share different things.

Suggested answers

- 1 This is a message you see when a webpage you want to look at cannot be found.
- 2 Students' own answers
- 3 Facebook, YouTube, Pinterest

KEY WORDS

2

- Explain that the aim of this section in every unit is to pre-teach some of the key words students will need to know in order to understand the TED Talk. It will also help them to prepare to think about the main themes of the talk.
- Ask students to read the sentences and to try to guess the meaning of the words in bold.
- When students have finished matching the words with their definitions, you could put them into pairs to compare their answers before you check with the whole class.

Answers

1 b 2 a 3 d 4 f 5 c 6 e

AUTHENTIC LISTENING SKILLS

Recognizing key terms

3a


- Explain that the Authentic listening skills box on the opening spread of every unit is to help students to develop their listening skills.
- Ask students to read the information about recognizing key terms in the Authentic listening skills box. If necessary, clarify the meaning of:

abbreviation – a shortened form of a word or phrase (line 2)

jargon – special words or expressions that are used by a specific group, e.g. a group of professionals working in the same field (line 2)

- You could put students into pairs to practise saying the terms. Don't correct their pronunciation at this stage.

3b

- Students read the sentences from the TED Talk. Elicit or explain that the words in brackets have been included in sentences 2 and 4 to make clear the meaning of *these things* and *these*. You could put students into pairs to predict the missing term(s) in each sentence.
-  1 Play the recording so that students can complete the sentences with the terms from Exercise 3a. If necessary, play the recording twice. Students can then compare their answers in pairs, but don't confirm answers at this stage.

Transcript and answers


- 1 At 4.04 the next day, we gave out \$404 in cash.
- 2 But these things [404 pages] are everywhere. They're on sites big, they're on sites small.
- 3 The 404 page is that. It's that broken experience on the Web. It's effectively the default page when you ask a website for something and it can't find it.
- 4 You can type in an url and put in 404 and these [webpages] will pop.

Background information

Pronunciation of *url*

In this TED Talk, Renny Gleeson says 'an url'. However, this isn't standard English usage. Because 'url' starts with a /ju:/ sound instead of a /ʌ/, we would normally say 'a u-r-l' instead and spell out the letters.

3c

-  1 Play the recording again so that students can check their answers.

- Conduct whole-class feedback and ask students if they pronounced the words correctly.
- Put students into pairs to read out the sentences and then to practise saying the terms. Students can help each other with pronunciation.
- **Optional step.** Draw students' attention to the different ways we can say times, e.g. *4.00* could be *four hundred hours*, *sixteen hundred hours* (if you're using the 24-hour clock), *4 pm*, *4 am* or *four o'clock* (*in the morning* / *in the afternoon*). Remind students that native English speakers use the 12-hour clock more frequently than the 24-hour clock when talking about time: the 24-hour clock is more often used in schedules (train departures/arrivals, TB programme listings, etc.) You could also elicit or explain that British-English speakers usually add *and* between *hundred* and the rest of the number, e.g. *four hundred and four*, whereas American-English speakers typically say *four hundred four*. Then get students to try saying other times and numbers in different ways.

Extra activity


Numbers, abbreviations and jargon

Ask students to write down examples of numbers, abbreviations and jargon that are used in their area of work or study. Then put students into pairs to say and to explain the meaning of these examples. Conduct whole-class feedback and focus on any differences in the pronunciation of these examples in British and North American English, e.g. the letter *z* is pronounced differently by British English speakers (*zed*) and North American English speakers (*zi*).

1.1 404, the story of a page not found

TED TALKS

1

- Books open. Explain that students are now going to watch an edited version of the TED Talk.
- Ask students to read the list of three things that Renny Gleeson does in the TED Talk. Tell them to focus on which of the three things he does in each part of the talk while they're watching and not to worry about understanding every word he says.
-  1.1 Play the whole talk once so that students can put the three things in order. You could put students into pairs to compare their answers before you check with the whole class.

Transcript

- 0.11** *So what I want to try to do is tell a quick story about a 404 page and a lesson that was learned as a result of it. But to start it probably helps to have an understanding of what a 404 page actually is.*
- 0.24** *The 404 page is that. It's that broken experience on the Web. It's effectively the default page when you ask a website for something and it can't find it. And it serves you the 404 page. It's inherently a feeling of being broken when you go through it. And I just want you to think a little bit about, remember for yourself, it's annoying when you hit this thing. Because it's the feeling of a broken relationship.*
- 1.14** *But these things are everywhere. They're on sites big, they're on sites small. This is a global experience.*
- 1.22** *What a 404 page tells you is that you fell through the cracks. And that's not a good experience when you're used to experiences like this. You can get on your Kinect and you can have unicorns dancing and rainbows spraying out of your mobile phone. A 404 page is not what you're looking for. You get that, and it's like a slap in the face.*
- 1.28** *So where this comes into play and why this is important is I head up a technology incubator, and we had eight startups sitting around there. And those startups are focused on what they are, not what they're not, until one day Athletpath, which is a website that focuses on services for extreme athletes, found this video.*
- 1.46** (Video) Guy: *Joey!*
- 1.51** Crowd: *Whoa!*
- 1.55** Renny Gleeson: *They took that video and they embedded it in their 404 page and it was like a light bulb went off for everybody in the place. Because finally there was a page that actually felt like what it felt like to hit a 404.*
- 2.11** *So this turned into a contest. Dailypath that offers inspiration put inspiration on their 404 page. Stayhound, which helps you find pet sitters through your social network, commiserated with your pet. Each one of them found this. It turned into a 24-hour contest. At 4.04 the next day, we gave out \$404 in cash. And what they learned was that those little things, done right, actually matter, and that well-designed moments can build brands. So you take a look out in the real world, and the fun thing is you can actually hack these yourself. You can type in an URL and put in 404 and these will pop. This is one that commiserates with you. This is one that blames you. This is one that I loved. This is an error page, but what if this error page was also an opportunity?*
- 2.54** *So it was a moment in time where all of these startups had to sit and think and got really excited about what they could be. Because back to the whole relationship issue, what they figured out through this exercise was that a simple mistake can tell me what you're not, or it can remind me of why I should love you.*
- 3.12** Thank you.
- 3.14** (Applause)

Answers

1 b 2 c 3 a

- Note the differences in North American English and British English shown at the foot of the spread. Renny Gleeson uses North American English in this TED Talk, so North American versions are listed first. In this unit, these focus on spelling, pronunciation and vocabulary differences. Note that Renny Gleeson uses *mobile phone* in his talk, whereas most North Americans would say *cellphone*. See page 6 of the introduction for ideas on how to present and practise these differences.

2

- Give students time to read the sentences. You could ask them to predict whether the sentences are true or false based on what they can remember from the first time they watched this part of the talk. This should make students more focused when they watch the first part of the talk again and listen for detail.
 - ▶ 1.1 Play the first part (0.00–1.28) of the talk so that students can check whether the sentences are true or false.
 - You could put students into pairs to check their answers before you check with the whole class. You could also ask students to correct the false sentence(s).

Answers

1 F (There are lots of examples in the TED Talk which show that 404 pages are different and non-standardized.)
2 T
3 T

- **Optional step.** Put students into pairs or small groups to discuss whether they agree or disagree with the sentences, and why / why not.

3

- Give students time to read the sentences. You could ask them to predict the correct option based on what they can remember from the first time they watched this part of the talk.
 - ▶ 1.1 Play the second part (1.28 to the end) of the talk so that students can check their answers.

Answers

1 startups 2 found 3 24 hours 4 identity

4

- Put students into pairs to discuss the questions.

Suggested answers

- 1 They put things related to their business on their 404 page.
- 2 Successful brands are important to companies because they give them their identity, and promote and sell their business.
- 3 Students' own answers

- **Optional step.** Students look at the brands they can see on their things, such as their clothes, car keys, food and drinks. Ask students if they identify with any of these brands and, if so, why? Put students into small groups to discuss these questions: *How do you know that a brand is successful? What are the elements of a successful brand? How are brands positioned to appeal to different target groups?* Conduct whole-class feedback.

TEACHING TIP

Reflecting on what you've learned

Reflecting on what they've learned may be something that students aren't used to doing. You can guide students through this process by first giving time and space for them to just think about what they've learned. Then give students a range of options for reflection. Some people prefer not to discuss their reflections with others, some need to discuss them in pairs or in small groups. Some prefer to talk, others prefer to write. Suggest that students who are comfortable with writing their reflections down keep a journal which they can add to throughout the course. They could build up a series of sentences that start: *(Today) I've learned ... or (Today) I've learned ... about ...*

VOCABULARY IN CONTEXT

5

- Explain that students are going to watch some clips from the TED Talk which contain some new words and phrases. They need to choose the correct meaning of the words.
- **▶1.2** Play the clips from the talk. When each multiple-choice question appears, pause the clip so that students can choose the correct definition. Discourage the more confident students from always giving the answer by asking students to raise their hand if they think they know.

Transcript and subtitles

- It's annoying when you **hit** this thing.*
a meet
b make
c strike
- What a 404 page tells you is that you **fell through the cracks**.*
a didn't do anything
b made a mistake
c were lost or forgotten
- You get that, and it's like a **slap in the face**.*
a funny thing
b insult
c discovery

- So where this **comes into play** and why this is important ...*
a game begins
b information is new
c starts to have an effect
- It was like **a light bulb went off** for everybody in the place.*
a someone turned off the lights
b there was a power cut
c a moment of understanding something
- ... what they **figured out** through this exercise ...*
a understood
b added up
c thought

Answers

1 a 2 c 3 b 4 c 5 c 6 a

6

- The aim of this exercise is to make sure that students can use some of the new vocabulary in a personal context.
- Ask students to underline the words from Exercise 5: *fell through the cracks*, *slap in the face* and *figured (it) out*. Elicit the meaning of the three expressions.
- Make sure that students understand that the sentences should be true for them. Give examples from your own life to make this clear. For example: *When my friend told me I should have visited her more often when she was in hospital, it felt like a slap in the face.*
- Monitor students while they're writing, offering help where necessary. Make sure that they are using the correct meaning of the words and phrases, e.g. the figurative meaning of *slap in the face* used in the video rather than its literal meaning.
- Put students into pairs or small groups to compare their sentences. You could then invite individual students to read out a sentence each to the rest of the class.

CRITICAL THINKING Relevant examples

7

- Explain or elicit that 'critical thinking' refers to the skill of thinking more deeply about a topic and considering the main arguments and evidence. It involves being able to analyse situations and to use this analysis to draw conclusions based on existing knowledge or theory, problem-solving skills, being able to give reasons and relevant examples to support your opinions, being aware of different nuances of meaning, being open-minded and able to approach an issue or problem from different angles. Critical thinking is especially useful at higher levels because it will help students to use language more creatively. Point out that after every TED Talk in this book, students will focus on a different aspect of critical thinking.

- Put students into pairs to discuss the questions. Then conduct whole-class feedback.

Suggested answers

- 1 a Athletpath, a website that focuses on services for extreme athletes, found the video 'Starcrossed 2011 – Joey's OK' which shows him falling off his bike – and embedded it in their 404 page.
b Dailypath that offers inspiration put inspiration (a quotation from Walt Disney) on their 404 page.
c Stayhound, which helps you find pet sitters through your social network, commiserated with your pet.
c The urbanoutfitters.com 404 page says BUMMER and commiserates with you.
d Another one (unnamed company) blames you.
e Coca Cola have an error page (which Renny Gleeson loves), but, he asks, what if this error page was also an opportunity?
- 2 Students' own answers
- 3 Students' own answers

8

- Tell students that these comments have been created for the book, but they're based on comments that people leave on the TED website. Here we have an example of someone posting a comment and then two other people replying to that original comment: something we also see online.
- Bring in students' own experiences. Ask: *Do you ever read the comments at the bottom of web articles? Why do you think people usually write these comments? Have you ever written comments yourself and, if so, can you remember what you wrote?*
- Ask students to decide which viewer(s) give(s) a good example of what Renny Gleeson explained. Elicit or explain that *viewer(s) give(s)* suggests that either one or more viewers – but we are not told how many – give a good example.
- Put students into pairs to compare their answers. Encourage them to give reasons for their choices.

Answer

Brooke's comment provides a good example of what Renny Gleeson explained.

- Ask students to write a reply to one of the comments. Students could write their reply on a small piece of paper and the replies could be stuck on the classroom noticeboard or made available for everyone to read.
- **Optional step.** Discuss examples of Google doodles with the class. Ask: *Do you think Google doodles help to strengthen the Google brand? Why? / Why not?*

PRESENTATION SKILLS Giving examples

9

- Ask students if they ever have to give presentations as part of their work or studies. Explain that in every unit there is a focus on Presentation skills.
- Ask students to read about giving examples in the Presentation tips box. If necessary, clarify the meaning of: *relate to something* – understand it because you've experienced the same thing or something similar (fourth bullet)
- Ask students if they feel that Renny Gleeson used more stories or more visuals in his talk. They will probably agree that he used more visuals, though he also told the story of the startup competition and illustrated this with visuals.
- **Optional step.** Ask students to talk about their experiences of making, using and looking at visuals during presentations, either in pairs or as a whole class. Ask: *What role do slides play in a presentation and how important are they? Can you think of any examples of good or bad use of slides in either presentations that you've given or that you've watched?*
- ▶ 1.3 Play the clip so that students can identify examples of the three types of experiences. Put students into pairs to discuss the examples and whether or not they follow the techniques in the box. Encourage them to give reasons for their answers.

Transcript

But these things are everywhere. They're on sites big, they're on sites small. This is a global experience.

What a 404 page tells you is that you fell through the cracks. And that's not a good experience when you're used to experiences like this. You can get on your Kinect and you can have unicorns dancing and rainbows spraying out of your mobile phone. A 404 page is not what you're looking for. You get that, and it's like a slap in the face.

- Conduct whole-class feedback. You might like to ask students if they know of any other 404 pages which illustrate good and bad experiences.

Answers

a global experience: Twitter + two others

a good experience: Kinect

a bad experience: YouTube, Apache Tomcat/5.5.26

Students will probably agree that Renny Gleeson's visuals are simple and have a strong visual impact.

10

- Look at the instructions with the class. If necessary, clarify the meaning of: *a viral video* – a video that becomes popular because people watch it and share it with others who, in turn, share it with even more people, creating a *viral* effect (second bullet)

- Put students into pairs to discuss whether they would use a story or a visual in a presentation to give an example of each of the three items. Encourage them to give reasons for their preference.
- Students choose one of the items and prepare a presentation, using either a story or a visual. Tell students that their presentation should be around 30 seconds long and not more than one minute.
- If students have chosen to use a visual, they can create their own visual with paper and pen or use an image they have on their smartphones, tablets or laptops.
- Students practise presenting their example to their partner. Remind them to use the techniques in the Presentation tips box.

TEACHING TIP

Using slides to create visuals

If your students have to or will have to make slides using programmes such as PowerPoint or Keynote, or they're interested in practising this, you may want to ask them to (re)create the introductory slide they sketched in this way. Students could then show these slides to the class and/or you could project them in your classroom for students to see and give feedback on. Encourage students to strike the right balance between communicating information clearly and making their slide visually appealing.

11

- Put students into new pairs. They take turns to give their presentation and to give each other feedback on how well their example works.
- Monitor students while they're presenting, noting any examples of good use of the techniques in the Presentation tips box.
- Conduct whole-class feedback. Gauge how well students think their examples work. Invite individual students to demonstrate examples of good use of the techniques that you have noted.

▶ Set Workbook pages 4–5 for homework.

1.2 Building identity

GRAMMAR Present tenses: active and passive

1

- This section is intended to provide revision of present tenses in the active and passive form. It's assumed that students will have already encountered these during their previous learning experience.

- Books open. Put students into pairs to discuss the questions. If students are allowed to use their mobile devices in class, they could show each other videos they like.
- Conduct whole-class feedback. Find out which videos have been particularly popular.



2

- This may be the first time students have seen an infographic. If necessary, briefly explain that infographics are diagrams that represent information in visual form.
- Tell students to look at the infographic. Elicit that the icons represent: mobile phones (purple), email (brown), social media (green), Twitter (blue). Then ask: *What does the infographic tell us about how a viral video spreads?*
- You could put students into pairs to discuss how a viral video spreads. Partners could take turns to describe a step in the process.
- Conduct whole-class feedback on how a viral video spreads.

Answer

A video goes viral when it is shared online. Someone watches the video and shares it online – for example, on social media. More people then watch it, some of those people also share it and the number of people who've seen the video multiplies through this 'viral' process.

3

- Explain that students are going to listen to part of a radio programme about viral videos. Give them time to read the questions. You could put students into pairs to discuss the questions.
-   Play the recording so that students can answer the questions.

Transcript

Every day, millions of videos are uploaded to the Internet, but very few of them go viral. If you think that it's impossible to predict what kind of videos go viral, you might be right. But the phenomenon of viral videos is fast-growing. And more people than ever are posting videos online. The whole phenomenon is being studied closely, because there's a lot of money to be made if you can reach an audience of millions with your video. But the key to a viral video isn't how it's spread – it's the content. The mechanism for the spread of viral videos is clear and it's quite different to traditional mass media. Millions of people watch mass media every day and they all see a broadcast at the same time, whereas online videos are seen by a much smaller number at first, and then they are shared with the viewers' contacts. They can be seen multiple times and at any time the user chooses. A viral video is ultimately viewed by a huge, global audience. A lot of people who started out posting videos as a hobby now host adverts on their sites and so they've turned their hobby into a source of income. Later on in the programme, we'll be talking to three people who have done exactly that. But first, the business news headlines.

- Students could check their answers in pairs before you check with the whole class. You could play the recording again either before or after checking answers.

Answers

- 1 Because you can make a lot of money if your video reaches an audience of millions.
- 2 Millions of people watch mass media every day and they all see a broadcast at the same time, whereas online videos are seen by a much smaller number at first, and then they are shared with the viewers' contacts.
- 3 Yes. A lot of people who started out posting videos as a hobby now host adverts on their sites and earn money from this.

- **Optional step.** Put students into pairs or small groups to reflect on and discuss their own experiences. Ask: *Are there any differences between how you view online and more traditional video content? Which do you prefer viewing, and why? Do you know of anyone who has made money from viral videos and, if so, how did they do this?*

4

- Look at the Grammar box with the class. Elicit or remind students that the *present tenses* are the present simple and the present continuous. Present tenses can have active and passive forms.
- Ask students to read the sentences – which are from the recording. If necessary, clarify the meaning of:
 - temporary* – referring to something that only exists or happens for a short period of time (question 2)
 - in progress* – referring to an activity that has started but hasn't finished (question 2)
- Students can check their answers and overall understanding of present tenses: active and passive by turning to the Grammar summary on page 140.

Answers

- 1 present simple
- 2 present continuous

- If you feel that students need more controlled practice before continuing, they could do some or all of the exercises in the Grammar summary. Otherwise, you could continue on to Exercise 5 in the unit and set the Grammar summary exercises for homework.

Answers to Grammar summary exercises

1

- 1 Are (you) watching
- 2 don't finish
- 3 records
- 4 don't want
- 5 'm/am reading
- 6 stays
- 7 is getting
- 8 make

2

- 1 are reported
- 2 are hacked
- 3 are stolen
- 4 is posted
- 5 are being exposed
- 6 are being investigated
- 7 are being carried out
- 8 is done

3

- 1 Hundreds of films are made every year.
- 2 Do they update their website weekly?
- 3 In the cinema, they don't interrupt films to show adverts.
- 4 A lot of films are being downloaded illegally.
- 5 The new 'superhero' film isn't being released until next week.
- 6 They are / Someone is rewriting a popular 'superhero' comic for the cinema.

4

- 1 don't enjoy
- 2 change
- 3 are appearing
- 4 Is the video channel checked
- 5 aren't accepted
- 6 are kept
- 7 are needed
- 8 is using

5

- 1 are started
- 2 don't have
- 3 come up with
- 4 aren't required
- 5 are attracted
- 6 need
- 7 don't make
- 8 are trying

6

- 1 Hi, my name's Monica and I'm living **I live** in London. I was born there.
- 2 How much ~~do~~ **are** you paid in your job?
- 3 What's the matter? **What happens? What's happening?**
- 4 I'm a teacher and I'm **I work** in a primary school.
- 5 In my family, we don't ~~watch~~ **usually watch** much TV.
- 6 On my English course, we ~~assess~~ **are assessed** once a term.

5

- Ask students to look quickly at the sentences. Elicit that in each sentence one option is active and the other is passive. You could ask students to identify the tense of each verb.
- Students choose the correct option to complete the sentences. They could then check their answers in pairs before you check with the whole class.

Answers

1 are taught 2 are making 3 receive 4 are streamed ...
download 5 are being informed 6 is growing

- **Optional step.** Get students, especially fast finishers, to write sentences using the unused options. For example:

1 *Three people are teaching the new course.*

6

- Look at the example with the class. If necessary, review how to form questions in the present simple and present continuous.
- Ask students to complete the questions and answers on their own. They could then check their answers in pairs before you check with the whole class.

Answers

2 bring 3 do (you) make 4 are asking 5 does
(a business) know 6 is registered 7 is (that information)
used 8 allows

7

- Explain that the *Videos Go Viral Award* is a made-up award, but awards for viral videos such as the Viral Video Award are given.
- Ask students to look quickly at the text. If necessary, clarify the meaning of:
 - hold a competition* – organize a competition (line 1)
 - amateur* – the opposite of professional, something which is done as a free-time activity, usually without payment (line 8)
- Ask students to complete the text with active and passive forms. They could then check their answers in pairs before you check with the whole class.

Answers

1 is held 2 takes 3 are decided 4 are hosted
5 are not accepting 6 like

8

- Explain that students should write a sentence for each noun in the word list and that they should use either an active or passive form of each verb, but that the nouns and verbs in the word list don't have to be combined.
- Look at the example with the class. Ask students to suggest other sentences using the word *information*. For example: *Some online videos are funny and others give lots of information.*
- Remind students to draw on their own personal experience of using the Internet when writing their sentences.
- Give students 10–15 minutes to write their sentences. Monitor students while they're writing, offering help where necessary. Note examples of good sentences.

- Conduct whole-class feedback. Invite students to read out example sentences that you have noted.

Suggested answers

A lot of people post really funny videos.

The rules about copyright are shown on most sites.

Statistics show that music videos are watched online more than on TV.

Some companies produce adverts that you can only see online.


I watch videos about a cat in New York that are updated every evening.

I've no idea how to upload a video.

We put up a video of our trip and about a hundred people view it every day.

Pronunciation Word stress

9a

- Look at the instructions and the example (1a) with the class. If necessary, clarify what a *part* of a word is by writing a multi-syllable word on the board and asking students to identify its parts, e.g. ad-jec-tive. You don't need to introduce the word *syllable* unless students explicitly ask you for the name for that *part* of a word. Elicit or explain that the first part of *download* is stressed in the example.
- **Optional step.** If the concept of word stress is unfamiliar to students, give an example. Say record and then record. Elicit that the difference between the way you said the two words was that a different part of the word was stressed each time. Write *record* on the board twice with the first syllable and then the second syllable underlined to visualize this. Then ask students to use the word in a sentence, for example: *I've got a record of everything we did, When did they record their last CD?* Elicit that *record* is a noun and *re*cord is a verb. You could then elicit or explain that *down*load in the example (1a) is a noun.
-  3 Play the recording so that students can underline the stressed syllables.

Transcript

1a *You can get that music as a download quite cheaply.*

1b *Do you know how to download music files?*

2a *How often do you use online shopping sites?*

2b *When I go online, I usually check my emails first.*

3a *I never update my Facebook status. Do you?*

3b *I don't know how to install this software update.*

4a *With this app, you can upload photos really quickly.*

4b *What's the difference between an upload and an attachment?*

- Students could check their answers in pairs before you check with the whole class. You could play the recording again either before or after checking answers.

Answers

- 1a download (noun), 1b download verb
2a online (adjective), 2b online (adverb)
3a update (verb), 3b update (noun)
4a upload (verb), 4b upload (noun)

• You could elicit or explain these rules: 1 in two-syllable nouns and adjectives, the word stress is always on the first syllable; 2 in two-syllable verbs and adverbs, the word stress is always on the second syllable. Explain that this difference in word stress helps us to differentiate between noun and verb forms, and between adjective and adverb forms.

9b

- Ask students to prepare sentences using the words from Exercise 9a. Give weaker students time to prepare sentences of their own. These don't need to be long and complex – relatively short sentences like the ones they've just listened to would be ideal.
- Put students into pairs to say their sentences. Monitor students while they're saying their sentences, but ask students to give each other peer feedback, rather than deferring to you for confirmation of whether they're saying a word correctly first. Only intervene and correct if you become aware of the fact that neither of the students in a pair know the correct syllable stress.

SPEAKING The Internet and me

10 21st CENTURY OUTCOMES

• Before starting this exercise, refer students to the 21st CENTURY OUTCOMES at the foot of the page which is *ICT LITERACY Use technology as a tool to evaluate and communicate information*. If necessary clarify the meaning of:

ICT – an abbreviation of Information, Communications and Technology

literacy – the ability to read or write or, as it's used here, the ability to use something, e.g. technology, as a tool

- Explain or elicit that this exercise encourages students to think about how they use technology to communicate information in order to fulfil this 21st CENTURY OUTCOME.
- Tell students to turn to page 164 and to read the profiles quickly. Ask: *Have you seen this kind of categorization before? Do you know of any other ways of categorizing people according to their interactions with the Internet?*
- Bring in students' personal experiences of taking part in this kind of personality or lifestyle quiz. Ask: *Have you ever done a quiz like this before? If you have, what did you learn about yourself from doing it?*
- Tell students to turn back to page 13. Put them into pairs to complete the questions for each topic and then to write two more questions of their own.
- Monitor students while they're writing questions, offering help where necessary. Word order may be a problem area, so look out for correct word order.

Suggested answers

TIME ONLINE: How often do you go online? For how long are you online?

VIEWING: Do you watch things live? Do you download things for later?

SHARING: How often do you upload or download?

ONLINE COMMUNITIES: Do you belong to any online communities? Do you post comments? Do you host an online site?

WEBSITE OR BLOG: Do you own a website? Do you write a blog?

PASSWORDS: How many passwords do you use? How often do you update them?

11

- Put students into new pairs to ask and answer their questions. Remind them to actually ask the questions, rather than just give them to their partner to read.
- Tell students to turn to page 164 again and to decide which profile fits their partner. Ask students to use their partner's answers from the quiz to explain why they've chosen that category. Partners should say whether they agree or disagree with the categorization.
- Students can work with more than one different partner and repeat the activity more than once.

▶ Photocopiable communicative activity 1.1: Go to page 213 for practice of present tenses: active and passive, and computer- and website-related vocabulary. The teaching notes are on page 237.

▶ Set Workbook pages 6–7 for homework.

1.3 Who am I?

READING A personal view on personal branding

1

- Books open. Draw students' attention to the spread title: *A personal view on personal branding*. Although students will already be familiar with what a *brand* is, they may not know what *personal branding* is. Write *personal branding* on the board, draw a circle around it and add three lines going out from the circle, each of which leads to one of the following: *my image / what I want people to think about me / what I want people to associate me with*. Explain that these are three important ingredients of personal branding. Invite students to suggest other words or phrases which could be added to the spider diagram, and add these.

- Bring in students' own experiences. Ask: *What have you done to brand yourself as a person or as a professional? Do you know other people who have branded themselves in a particular way?* Encourage students to talk about people they know or people in the public eye.
- Look at the questions with the class. Elicit or explain that a blog can be part of someone's personal brand.
- Put students into pairs to discuss the questions.
- Conduct whole-class feedback. Write the things blogs can be about and the reasons why people read them on the board as students mention them. If students don't mention this during whole-class feedback, remind them that one reason for writing a blog is to have a platform for your personal brand and to promote it.

2

- Look at the instructions with the class. The words *acupuncture* and *therapist* are cognates in many European languages. However, speakers of other languages may need clarification of the meaning:
 - *acupuncture* – a treatment for pain or illness in which thin needles are positioned just under the surface of the skin at special points around the body
 - *therapist* – someone whose job is to treat an illness
- Model and drill the pronunciation of *acupuncture* /'ækjʊ.pʌŋ(k)tʃə/ and *therapist* /'θerəpɪst/.
- Bring in students' own experiences. Ask: *Have you ever had acupuncture? If yes, did it help you?*
- Explain that students are going to read the blog post and decide the writer's purpose. They should also look for evidence in the blog post in order to support their decision. Explain that students will be reading for general information or gist, so they should read the text quite quickly and focus on identifying the writer's purpose. Remind them that understanding every word in the text will not be necessary in order to complete the task.
- Ask students to read the blog post and think about their answer.
- You could put students into pairs to discuss their answer.

Answers

b

The writer doesn't talk about selling products connected to personal branding and she doesn't explain why personal branding is important.

In paragraph B, she says 'So I decided to look more closely at how well I'm developing my own personal brand. And this is what I found out.' In paragraphs C–E, she then outlines how well she feels she is doing at developing her own brand.

3

- Explain that students are now going to focus on the paragraphs in the blog post in greater detail. Their aim is to identify the main focus in each paragraph, which is a useful reading skill.

- Ask students to match the headings with the paragraphs.

Answers

1 A 2 D 3 C 4 E 5 B

- Elicit or explain that the T-shirt with the blog post isn't the acupuncturist's T-shirt.

4

- Explain that students are now going to focus on reading the blog post for specific information.
- Ask students to read the blog post again and to find the best option to complete the sentences.
- Students could check their answers in pairs before you check with the whole class. Encourage them to give reasons or evidence to support their answers.

Answers

1 b 2 c 3 c

Sentence 1: your vision of yourself (lines 1–2) doesn't mean 'picture, photograph, etc.'. The word vision in this context means 'an idea or image in your mind'.

Sentence 2: the writer talks about communicating with the world (line 12) – but she doesn't mean 'the whole world'; she means 'other people'.

5

- Look at item 1 as an example with the class. If necessary, clarify the meaning of *presence* in this context:

presence – being seen or noticed in a place, in this case the place is the Internet
- Elicit that the writer is positive about her presence on social media.
- Put students into pairs to find the words and to decide whether the writer is positive or negative about these aspects of her 'personal brand'. Then check answers with the class.

Answers

1 positive 2 positive 3 negative 4 negative
5 negative 6 positive 7 positive 8 positive
9 positive 10 positive 11 positive 12 positive

6

- Put students into pairs to discuss the questions. These questions, especially question 1, will generate a lot of discussion, so remind students to speak English as much as possible throughout.
- Encourage students to use examples to support their opinions. If possible, these should be examples from their own experiences or those of people they've come into contact with. For example, you could ask: *Have you benefitted from personal branding yourself? Do you know anyone who's benefitted from personal branding? If so, what positive effects has it had on you/them?*

Suggested answers

- 1 Students' own answers
- 2 You can gain confidence because you've looked at and identified your strengths. You can then build on these strengths. You can also build credibility by living your personal brand. You can highlight your specialization and/or area of expertise and work to distinguish yourself from the competition.
- 3 Students' own answers

• **Optional step.** Students who finish early or need an extra challenge, could discuss in pairs this question: *Is personal branding more or less important in the 21st century than it was in the 20th century? Give reasons to support your answer.*

VOCABULARY Tasks and interests

7

- Elicit that *tasks* are specific things you have to do, usually while you're at work, and *interests* are things you find interesting and want to learn more about.
- Ask students to match the words in bold in the sentences with the words with a similar meaning in the box.
- **Optional step.** Draw students' attention to the verb + preposition combinations in some of the sentences, e.g. *head up* (sentence 1), *focus on* (sentence 3), *deal with* (sentence 9). Elicit or explain that these verbs are always followed by these prepositions.

Answers

- 1 lead
- 2 loves
- 3 concentrate on
- 4 assists
- 5 give
- 6 makes
- 7 fascinated by
- 8 is responsible for
- 9 handle
- 10 committed to

Synonym building

Creating lists of synonyms (words with the same or similar meaning) can be a helpful way to build vocabulary. Encourage students to think of and write down synonyms for new words that they learn. At this stage, students should also be able to identify and use more interesting synonyms for commonly used words, e.g. more interesting synonyms for *big* include *massive*, *huge*, *extensive*, *immense*.

8

- Give students 10–15 minutes to write ten sentences on their own.
- Make sure students understand that the sentences should be true for them. Give examples from your own life to make this clear, e.g. *Our school offers a range of English courses to meet the needs of different students, I'm also involved in test writing, The school secretary deals with course administration.*

- Monitor students while they're writing, offering help where necessary.
- Look at the example with the class. Elicit that *Oh?* is used as a response to the statement in order to show interest in what speaker A has said.
- **Optional step.** Elicit or give students examples of other expressions for showing interest in what someone has just told us, e.g. *Really?*, *That's interesting*, *I didn't know that*, *Fantastic*. Then encourage students to use different expressions in response to the different sentences their partner says.
- Put students into pairs to compare their sentences and to ask follow-up questions. Encourage students to form their follow-up questions as spontaneously as possible.
- Conduct whole-class feedback. Invite pairs of students to read out their sentences and ask follow-up questions in front of the rest of the class.

SPEAKING Personal branding

9 21st CENTURY OUTCOMES

- Before starting this exercise, refer students to the 21st CENTURY OUTCOMES at the foot of the page which is *CRITICAL THINKING Effectively analyse and evaluate evidence, claims and beliefs*. Ask students to say what they think it means to be able to analyse evidence, claims and beliefs. When do they have to be able to do this either at work or in their studies?
- Ask students to think of three people they know who they could answer the questions about. Encourage them to include at least one person they know personally because this should help to make the topic feel more relevant for them.
- Put students into pairs to discuss the questions.
- Conduct whole-class feedback. Ask as many students as possible to talk about one of the people they thought of.

▶ Set Workbook pages 8–9 for homework.

1.4 I don't think we've met

LISTENING Networking

1

- Books open. Draw students' attention to the spread title: *I don't think we've met*. Ask: *In which type of social situation would someone say this? What could come after this statement in a conversation?*
- Draw students' attention to the section heading: *Networking*. Elicit or explain that *networking* involves meeting and building relationships with people who can help you in your career or help your company.

- Elicit or give examples of how networking can happen, e.g. at an evening reception or conference dinner where people working in the same area can meet, talk and exchange business cards. There's also online networking where people post details of their professional experience on websites and form a network of contacts.
- Ask students to read the list of situations and to think about possible conversation topics for each one. They can do this in pairs.

Suggested answers

in the lift: something about the lift itself, the number of people, the floor people are going to
 during a company-wide workshop: which department you work in, how long you've been with the company
 after a meeting of your neighbourhood association: how the meeting went, the next meeting
 break during a work-related conference: where you're from, what you do, why you're at the conference, the talks
 on a plane: where you're going and why, if you've been there before

- **Optional step.** Elicit that conversation topics that would be appropriate in some cultures aren't in others. Ask students to formulate advice about what people unfamiliar with their culture should and shouldn't talk about when attending a networking event in their country.


2

- Put students into pairs to discuss the questions.
- **Question 2.** Encourage students to think about how different forms of follow-up communication would be more or less appropriate in the different situations.
- Monitor students while they're speaking, offering help where necessary. Then conduct whole-class feedback.

Suggested answers

1 All the situations are useful for networking because you could meet and come into contact with a range of different people in all of them. However, we would usually think that after a meeting of your neighbourhood association is a situation where networking opportunities wouldn't arise as the focus there would normally be on community rather than work or business matters.
 2 If you met someone in a work-related situation or while travelling for work, you would usually follow up your conversation with an email.

3

- Look at the instructions and the table with the class. If necessary, clarify the meaning of:
mutual acquaintance – a person who's known to two or more different people (last line of table)
-  4 Play the recording so that students can decide which statements in the table are true for the speakers.

Transcript

1

P = Paul, R = Rowan

P: *Do you mind if I join you?*

R: *No, not at all.*

P: *I'm Paul, TGB systems. How are you finding the conference?*

R: *It's pretty good so far. I'm Rowan, by the way. I'm with Alliance Graphics.*

P: *Pleased to meet you. Alliance Graphics ... you're based in Edinburgh?*

R: *Yes, that's right, but we're opening up a couple of new offices in other cities too.*

P: *So things are going well, then?*

R: *Actually, yes. And that's why I'm here really, at this conference. It's got a lot to offer us right now.*

2

J = Joan, N = Nikolai

J: *Hello. I'm Joan, I live on Rowan Street.*

N: *Hi, nice to meet you.*

J: *I believe you live near Marco? Is that right?*

N: *Yes, we're next-door neighbours. We moved in last year, number 25. I'm Nikolai.*

J: *Ah yes, Nikolai. Marco and I used to work together on the neighbourhood committee.*

N: *Really? I didn't know he'd been on the committee. What was that like?*

J: *Oh, you know – interesting but time-consuming. So how do you like living here?*

N: *Oh it's great. We're really happy here.*

3

R = Roger, E = Elise

R: *Hi.*

E: *Hello. I don't think we've met. I'm one of BKG's regional co-ordinators, Elise Binoche.*

R: *My pleasure. I'm Roger Kennedy, Global Digital Strategies Director at Lynne Robson Jones.*

E: *Digital Strategies? What kind of things does that involve?*

R: Well, I work primarily in web technologies. I handle viral marketing and social media for our international clients.

E: That sounds interesting. Viral marketing is a really exciting thing to be involved in, I guess.

R: It is. It's fun too.

- Students could check their answers in pairs before you check with the whole class. You could play the recording again either before or after checking answers. Ask students to give reasons for the choices they've made about the relationships between the speakers.

Answers

	1	2	3
they haven't met before	✓	✓	✓
they don't work in the same field	✓		✓
they work for different companies	✓		✓
they live in the same area		✓	
they are connected by a mutual acquaintance		✓	

- **Optional step.** After listening to the recording, students may be confused by the fact that we use 'no' in positive answers to the questions: *Do you mind ... ?* (conversation 1, line 1) or *Would you mind ...-ing?* Explain that when we use these questions, we're asking if something would be a problem for the other person. 'No' therefore indicates that this is not a problem. 'Yes' would be a negative answer because it would indicate that it *is* a problem. Questions with *mind* are commonly used by native English speakers in conversation.

4


- Look at the Useful language box with the class. Ask: *How important do you think it is to make a good impression when you meet someone for the first time at a networking event? There's a saying in English: 'You never get a second chance to make a first impression.' Would you agree?*
- Ask students to match the three groups of expressions in the Useful language box with the techniques for making a good impression. They can do this in pairs. Students can then think of other techniques you can use when networking.
- Conduct whole-class feedback. Elicit and write a list of other techniques on the board.
- **Optional step.** Draw students' attention to the fact that asking open questions can make it easier to keep the conversation going than asking closed questions. Elicit the difference between a closed question (a question to which the answer can only be *yes* or *no*) and an open question (a question to which you can give any answer). Then give students some closed questions to change into open questions. For example, instead of asking the closed question: *Do you live nearby?* you can ask: *Where do you live?* Instead of asking: *Do you travel a lot?* you can ask: *How often do you travel?*

Answers

1 b 2 c 3 a

Other techniques could be: showing interest in the person you're talking to or their comment, finding points of common interest, giving and responding to compliments, showing how experienced you are, showing how well-connected you are (name-dropping), showing modesty, involving everyone in the conversation (if you're talking in a group), not dominating the conversation, not interrupting when the other person is talking, asking follow-up questions.

5

- Explain that students are going to listen to the recording again and identify which one of the two people in each conversation uses the expressions in the Useful language box.
-  5 Play the recording so that students can choose the correct option.
- Students could check their answers in pairs before you check with the whole class. You could play the recording again either before or after checking answers. You could also direct students to the transcript on page 165 if they would like to look at the expressions the speakers used.

Answers

1 Paul 2 Joan 3 Elise


Pronunciation Using intonation to ask a question

6a

- Look at the Pronunciation section heading with the class. If necessary, clarify the meaning of:

intonation – the rhythm we give to our words as we say them

- Elicit or explain that *grammatical question forms* can be identified as questions because they contain auxiliary verbs, e.g. *do, does, did, have, has*. For example, *How do you like living here?* (from this recording) contains the grammatical question form *do you + verb*. In contrast, *You're based in Edinburgh?* (also from this recording) doesn't contain a grammatical question form, but could be made into a question through the intonation the speaker uses.

-  5 Play the recording so that students can identify which question has a grammatical question form.

Transcript


- 1 *You're based in Edinburgh?*
- 2 *So things are going well, then?*
- 3 *I believe you live near Marco?*
- 4 *How do you like living here?*
- 5 *Digital Strategies?*

- Students could check their answers in pairs before you check with the whole class. You could play the recording again either before or after checking answers. You could also direct students to the transcript on page 165 if they would like to look at the questions as they listen.

Answer

Question 4 has a grammatical question form.

6b

-  6 Play the recording, pausing after each question to give students time to repeat.

Transcript

- 1 *You're based in Edinburgh?*
- 2 *So things are going well, then?*
- 3 *I believe you live near Marco?*
- 4 *Digital Strategies?*

- **Optional step.** Get students to use intonation to ask their own questions, e.g. *You're working on page 16?*

SPEAKING Meeting people

7

- Bring in students' own experiences. Ask: *Have you ever attended a social event with other students and teachers? If yes, did you talk to new people at the event? What impression did they make on you?*
- Put students into groups (5–6 students) to introduce themselves. Try and organize groups so that students work with people they haven't worked with before. Tell students to decide whether they're going to be a student or a teacher and to introduce themselves to at least three other people in the group. Alternatively, students can move around the classroom and speak to people they don't particularly know.
- Remind students to use the expressions from the Useful language box. They could write down some expressions they would like to use on a card or small piece of paper. They can refer to these during their conversations.
- **Optional step.** Ask students to reflect on how successful their conversations were and how good an impression they made on the people they talked to. They can do this in pairs.

8

- Put students into pairs to talk about who they spoke to and what impression these people made. They then tell each other which person or people they would contact again, and why.
- Conduct whole-class feedback. Ask students to tell the rest of the class about people that made a positive impression.

WRITING An online profile

9

- Books open. Bring in students' own experiences. Ask: *Have you read any profiles from networking websites before? What features of online profiles do you like and dislike? Have you ever created your own online profile?*
- Ask students to read the profile. Then put them into pairs to discuss how this profile compares with other online profiles they've seen.
- If students haven't seen any online profiles before, you could show some examples from websites such as LinkedIn.

10

- Students match the symbols with the words. They should be able to do this relatively quickly.
- Check answers with the class. Invite individual students to draw one symbol each on the board.

Answers

1 @ 2 . 3 / 4 # 5 _

- **Optional step.** Ask students where you would see or use these symbols, e.g. *at* symbols are used in email addresses and Twitter handles, dots are used in website and email addresses, hashtags are used on Twitter, Facebook and Instagram.

Writing skill Symbols and notes

11a

- Look at item 1 as an example with the class. Get students to find the words in the online profile. Elicit or explain that this is a concise form and that you would add *I* before *moved* in a conversation.
- Ask students to decide how they would give the other pieces of information in a conversation. They can write out the full sentences they would use. They can do this in pairs.
- Conduct whole-class feedback by inviting individual students to write the full sentences on the board. Accept slight variations on the sentences given in the answers if the sentence is still accurate and communicates the original information.

Answers

- 1 but I moved into digital advertising
- 2 and I created online platforms
- 3 where I handle international clients
- 4 My Skype name is R O Kennedy.
- 5 My Twitter username is R O K E N.
- 6 I speak English and Italian.
- 7 I work in web technologies.
- 8 I studied at Yale University and the University of Pennsylvania.

11b

- Give students about ten minutes to write the profile information as full sentences.
- Students could check their answers in pairs before you check with the whole class. You could invite individual students to write their sentences on the board again, as in Exercise 11a. As above, accept slight variations on the sentences given in the answers if the sentence is still accurate and communicates the original information.

Answers

- 1 I studied at the London School of Economics from 1999 to 2002.
- 2 I have worked on software development for five years.
- 3 My email address is Amelia at Cruz dot com.
- 4 I work in customer care and online client support.
- 5 I joined Gaming Inc in 2009 and created a new online format.
- 6 I'm currently an assistant manager at B&T Ltd.
- 7 My interests are marathon running and attending a theatre group.
- 8 My previous posts were as a personal assistant at Greenly Foods and an office manager at Dairy International.

11c

- Tell students to identify the main focus of each sentence and then to summarize the sentence in note form. They should use the concise forms from Exercise 11a as a model.
- Monitor students while they're writing, offering help where necessary. Then check answers with the class.

Answers

- 1 email: c_trott@revlon.com
- 2 skype: claratrott
- 3 Languages: German, Spanish
- 4 area of expertise: accounts management
- 5 Experience: financial planning, ten years
- 6 Interests: (various) children's charities
- 7 left post and set up own company
- 8 currently head up research department and direct new projects

12 **21st CENTURY OUTCOMES**

- Before starting this exercise, refer students to the 21st CENTURY OUTCOMES at the foot of the page which is *PRODUCTIVITY AND ACCOUNTABILITY Present yourself professionally and in the accepted way*. If necessary, clarify the meaning of:

accountability – taking responsibility for what you do

- Ask students why presenting yourself professionally and in the accepted way is important. Elicit or explain that this is not only polite when meeting someone, but it's also a way to make a good impression either in person or in writing.
- Encourage students to reflect on what they could do to give a positive impression of themselves before they start writing.
- Give students 10–15 minutes to complete their profile.
- Monitor students while they're writing, offering help where necessary.

TEACHING TIP

Students writing/talking about themselves

What or how much information students are able to complete about themselves will depend on the stage in their working lives that they've reached. Some students may already have a lot of work experience and others may still be in full-time education. However, even if your students haven't yet entered full-time employment, they will still have interests and areas of expertise, for example in academic subjects. They may also have done some form of community service or voluntary work during their studies which they could add to their profile.

13

- Put students into pairs to exchange profiles. Encourage them to ask and to respond to follow-up questions based on what they've read in their partner's profile. Remind them that they can ask about both professional and non-professional interests.
- Ask students to imagine they're at a networking event where they're asking each other follow-up questions. Their goal is to find out more information about the other person so that they know whether they would like to build a relationship.
- **Optional step.** Students work in groups of three. They each create a message that they could send to someone they met at a networking event to follow up the conversation they had there. Each person in the group should create their message for a different media: 1 a voicemail message, 2 an email, 3 a message you'd send through a social media site. They could use a voice recording app on their smartphones to make a recording of the voicemail message. Students can then compare and contrast the different versions, identifying reasons for any differences.

▶ Photocopiable communicative activity 1.2: Go to page 214 for further practice of small talk / networking language: making an impression, vocabulary for talking about yourself, and open-ended questions and reflecting comments. The teaching notes are on page 237.

▶ Set Workbook pages 10–11 for homework.

▶ Set Workbook Presentation 1 on pages 12–13 for homework.