

12 My circle of friends

Unit profile

- Vocabulary:** Personality adjectives
Reading: *Friends: What's the ideal number?*
Grammar: Zero and first conditionals
Vocabulary: Adjective and noun suffixes
Listening: Opinions
Speaking: Being polite

Warmer

- Write these sentences on the board:
 - I have known him since six years.*
 - I have been liking spicy food since I was little.*
 - I have been starting my school project.*
 - The film started already!*
 - What have you been done?*
- Tell students that the sentences all contain one error. Put students into groups to correct them. Tell them to raise their hands when they have finished. Ask the first group to finish to give you their corrections.
- Check answers. Make the corrections on the board so that students can see the correct sentences.

Answers

- I have known him for six years. (We use *for* with a fixed period of time.)
- I have liked spicy food since I was little. (We don't usually use state verbs, e.g. *like*, in the present continuous.)
- I have started my school project. (We use the present perfect simple to talk about the beginning of a present action.)
- The film has started already! (We use the present perfect simple with *already*.)
- What have you been doing? (We use the present perfect continuous to talk about the action rather than the result of a current activity.)

Your profile

Discuss ideas for the first question as a whole class (e.g. *at school, at after-school clubs, through friends, at parties*) and then put students into pairs to talk about the second question. Elicit qualities from the class and write them on the board. Ask students to choose the three most important qualities from the list, and share some ideas as a class. Does everyone agree on the most important quality?

VOCABULARY Personality adjectives

- Ask students if they enjoy doing personality quizzes and whether or not they think they give accurate results. Monitor as they do the quiz in same-ability pairs. Hold a brief class discussion on whether or not students agree with their results, and why.
- Ask students to match the pairs of adjectives to the quiz. Do the first one as an example with the class, explaining how highlighting key phrases can help find the answer (e.g. *easy-going: You don't mind; bad-tempered: shout, refuse*). As you check answers, go through the pronunciation of the adjectives.

Extension activity

Put students into groups and ask them to write each word on a piece of paper or card. Tell them to put the cards face down on the table and to play *Pairs*. They should take it in turns to turn two cards over to try to find pairs of opposites. When they have found a pair they can keep it. The winner is the one with most pairs.

Answers

- 2 patient / impatient 3 generous / mean
4 thoughtful / insensitive 5 optimistic / pessimistic
6 reliable / unreliable

- Nominate a stronger student to give a detailed answer before asking them to discuss the question in groups. Monitor and give positive feedback for interesting ideas.

READING

- Ask students whether they think it's best to have lots of friends or just a few close ones, and briefly discuss their ideas as a class. Then tell them to find the answer to the question by looking only at the pictures, the introduction and the first sentence of each paragraph. They should be able to get enough information from these to do the exercise. These skills will help students navigate a text quickly during an exam as these parts often contain the main ideas. Check answers.

Answer

b

- 2** For question 1, ask students how they would find the answer. Usually, in this type of question, the answer is given in the preceding sentence. Then tell them to find the parts of the article that contain the information. Remind them not to answer the questions yet. Feed back as a class.

- 3** ● The exercise provides preparation for *First Reading and Use of English Part 5*, a multiple-choice task with four possible answers for each question. Ask students to answer the multiple-choice questions individually before comparing their answer with a partner. Check answers, encouraging students to say why their chosen answer is correct.

Answers

1 D 2 D 3 B 4 C

- 4** Tell students to answer this individually. Ask them to discuss with a partner why they chose the option they did and to highlight key parts of the text that helped them. Check the answer as a class. Put students into pairs to talk about options A, B and D. Do they agree with each statement?

Answer

A (The research shows that good friends are the only friends that matter.)

Talking points

Put students into pairs to discuss the questions. Ask for a show of hands to find out how many people agree / disagree with Dunbar's theory. For the second question, divide the class into A and B pairs. Tell A students they need to argue in favour of having lots of friends and B students that they need to argue in favour of having not many friends. Elicit some of the arguments and hold a brief class discussion.

EP Word profile

Ask students to write a follow-up sentence to each phrase with *touch* to help explain the meaning, e.g. *You can phone, email or use social networking sites; If you haven't seen them or spoken to them, you probably don't need to keep them; It is impossible to stay in touch with everyone*. Then set the exercises on page 125. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

Answers

1 keep in touch 2 lost touch 3 been in touch

Cooler

Ask students to write a short description of themselves using adjectives from the lesson. Tell them to put the descriptions up around the room. Give students time to go round the room and read some of the descriptions. They should try to guess who the descriptions are about. In whole-class feedback, nominate individuals to say who they think each description was about and why.

GRAMMAR Zero and first conditionals

- 1** Books closed. Write the example sentences on the board, but without the phrases in bold (e.g. *If you have*). Write the phrases in bold on another part of the board. Ask students to complete the sentences with the phrases in bold. Books open. Tell students to compare their answers with the sentences in the book and to match the examples to the rules. Check answers.

→ Grammar reference *Student's Book* page 149

Answers

1 b 2 c 3 d 4 a

- 2** Ask students to do this individually, or with weaker classes you could set this as pair work. Check answers, encouraging them to say why their chosen answer is correct.

Fast finishers

Ask fast finishers to make notes on whether they agree that you can have too many friends on your social networking sites. Elicit ideas during feedback to exercise 2.

Answers

1 have 2 have
3 might or will (*will* indicates the speaker feels people are definitely likely to be offended; *might* indicates the speaker feels it is only possible that people will be offended)
4 delete 5 start 6 can't 7 close 8 could lose 9 don't
10 could or may (the meaning is the same) 11 we're
12 'll have

- 3** Model the first one as an example with the class, before asking students to complete the exercise individually. Highlight that they will need to use the vocabulary as well as the grammar for clues. As an alternative, you could give students half a sentence each. Tell them to find their match, and to work with this person to complete the exercise in the book. Check answers.

Mixed ability

Give weaker students the first three answers, so that they have less of the exercise to complete on their own.

Answers

1 c 2 g 3 d 4 f 5 b 6 a 7 e

Corpus challenge

Books closed. Ask students to write a conditional sentence with the phrase *get the job*. Books open. Elicit one or two sentences and ask students to compare the structure with the one in the Corpus challenge box. Set the task in the book and check the answers as a class. The first conditional is required here as the sentence describes a real situation and a possible result.

Answer

If I get the job, I'll do my best.

VOCABULARY Adjective and noun suffixes

- 1 Ask students to look at the example sentences and answer the question. Point out that many adjectives have common noun endings (e.g. *-ment*, *-ion*, *-ence*, *-ness*), but that there aren't really any rules and it's simply a matter of learning the words individually.

Answers

Difference is a noun; *different* is an adjective.

- 2 Ask students to put the words into the columns individually. With weaker students you could set this as a pair work activity. Check answers. If you have time before class, you could prepare a sheet for each group with the words *nouns* and *adjectives* at the top. Put the individual words on cards and ask the students to put the words on the correct side of the sheet.

Answers

adjectives	nouns
patient	patience
important	importance
organised	organisation
generous	generosity
strong	strength

- 3 Ask students to tell you which word in each pair is the adjective and which one is the noun before completing the sentences with a partner. Check answers. Alternatively, you could put students into groups to complete the sentences. As an additional challenge, they should write example sentences with the words they don't use in each gap. Set a time limit of three minutes. Check answers and elicit additional sentences.

Extension activity

According to the economist Richard Layard, these five factors are the most important in making people happy:

Family relationships

Financial situation

Work

Community and friends

Health

Write these on the board in a jumbled order. Put students into groups to order them from most important (1) to least important (5) in terms of contributing to happiness.

Elicit some orders and ask students to explain their choices. Give Layard's order (the list above is in his order) and find out if students can think of any more factors that make people happy.

Answers

1 patience 2 intelligent 3 fitness 4 qualifications
5 strong 6 generous

LISTENING

- 1 Monitor as students discuss with a partner what they think is happening. Elicit some ideas from different pairs.


Answer

Two of the girls look like they are sharing a secret. They might be excluding the other girl, or they might tell her the secret later.

- 2 Ask students to read the short text and to summarise it to a partner. They should then write a one-sentence summary and share this in small groups. Tell each group to choose the best summary and ask for a volunteer to come and write it on the board. Hold a class vote on the best one.

Possible answer

A headteacher in the UK is discouraging his students from making best friends and instead asking them to socialise in larger groups.

- 3  2.03 Tell students they are going to listen to four people talking about the article. Before they listen, ask them to discuss with a partner what they think the opinion of each person (a to d) might be. Play the recording and then check answers.

Answers

1 a parent 2 a psychologist 3 a teenager 4 a teacher

Audioscript

1

What an awful idea! I'd never send my children to a school like this. Close relationships encourage young people to develop great qualities such as being patient, reliable and thoughtful. My own children's best friends have been part of their lives for years. They're part of our family now and we're friends with their families too. I always encourage my daughter to make lots of friends but of course it's hard to stop young people from having favourites or best friends.

2

I can understand the reasons behind the head teacher's thinking. The pain of falling out with good friends can be difficult for young people to deal with. However, if they don't go through this experience, they won't learn to cope with these feelings. They won't learn to adjust their behaviour to maintain relationships – which is something we all need to do. There is certainly no research I know of to support the benefits of such a ban.


3

I think this is a really unfair rule. I know it's not official but some people my age take rules like this very seriously. That could be really damaging. Also, some people don't have confident personalities and find it difficult to make lots of friends. These people often form a close relationship with one person. If they can't do this any more, they'll end up with no friends! I'm really glad I'm not there. I don't know what I'd do without my best friend.

4

It's important to realise that the ban isn't official. I mean, this headteacher is simply saying that having a wide circle of friends can make the problems of friendships easier. The problem I notice is that when students are best friends there is often a 'third person' – someone who gets left out because the two best friends just want to be together all the time. I frequently get students talking to me about this kind of situation.

4

 **2.03** The exercise provides preparation for *First Listening Part 3*. Give students a few minutes to read the options and check they understand each one by asking concept questions, e.g. *Can everyone have a lot of friends? Is it unusual to have friendship problems? Is a group of three the best number of friends to have? Why is it important to have close friends? What should best friends try to do?* Before playing the recording, ask students if they can remember which person had each opinion. Play the recording again for them to check their answers.

Answers

1 D 2 B 3 A 4 E

Extra sentence: C

- 5** Monitor as students discuss the question in small groups. Elicit some ideas from the class, and take a class vote on which speaker most students agree with.

Extension activity

Write this list on the board:

Jewellery

Makeup


Nuts

Shorts

Mobile phones

Ask students to discuss which items are banned in their school, why schools might want to ban these items, and which ban they would be least happy with.

SPEAKING Being polite

- Ask students to look at the photo of Mia and her headteacher. Elicit ideas for what they might be talking about. Encourage them to think of specific details, e.g. date, venue, time. You could draw their attention to the Quiz Night poster in the background.
-  **2.04** Play the first conversation and pause before playing the second one to give students time to make their corrections. Play the second conversation. Allow students to compare their answers with a partner before checking as a class.

Answers

1 ✓

2 Mr Elson was away last week but is back at school now.

3 Mia forgot to write the time on the poster.

4 Ryan might go to Mia's quiz night.

5 Mia hasn't asked her dad yet.

6 ✓

Audioscript

1

Headteacher: Mia. Have you any idea who is organising this quiz night? Is it you?

Mia: Yes, me and a few others. Do you think you can come?

Headteacher: Absolutely. You should ask Mr Elson too. He's very good at quizzes.

Mia: Really? He was away last week. Do you know whether he's back yet?

Headteacher: Yes, he is. Try the staff room. Oh, and Mia. Could you tell me what time it starts?

Mia: At six.

Headteacher: I'd write that on the poster if I were you.

Mia: Yes, oh. Yes, I meant to. Thanks!

2

Ryan: Who's organising the quiz night, Mia? Someone said you're involved.

Mia: Yes, me and a few others. Can you come?

Ryan: Maybe. Dad will though. He loves quizzes.

Mia: Yeah. I'll ask him. Is he back yet? Or is he still at work?

Ryan: He's doing the shopping, Mum said. Oh, Mia. What time does it start?

Mia: At six.


Ryan: If I were you, I'd ...

Mia: I know. I know. I just forgot.

- 3 Ask students what differences they noticed between the two conversations and then play the recording again for them to check their ideas.

Answer

The first conversation is more formal and polite (the questions are indirect).

- 4  2.05 Ask students to read the *Prepare* box.

Write these sentences on the board: *Have you any idea where he is? Where is he?* Highlight the change in word order in the indirect question. Tell students to write direct questions in the table. Play the second conversation again for them to check their answers. You may need to play the recording a second time.

Answers

- 1 Who's organising the quiz night? 2 Can you come?
3 Is he back yet? 4 What time does it start?

- 5 Do the first one as an example on the board and then ask students to complete the exercise individually before checking answers. To further practise question forms, elicit the direct question form (in brackets below) whilst checking answers.

Mixed ability

Give weaker students the first and last word of each sentence to simplify the exercise.

Answers

- 1 Do you think he will be back soon?
2 Can you tell me where she lives?
3 Do you know whether Mr Thomas has already left?
4 Do you know if anyone handed in a mobile phone?
5 Have you any idea what time it is?

- 6 Put students into pairs to brainstorm possible topics. If they are struggling to think of topics, write these ones on the board: *exams, school trips, sports, lessons, technology*. Tell each pair to prepare at least three direct and three indirect questions for the interviews. Monitor and check each pair's questions.

- 7 Ask students to change partners and to use their questions to practise the interview. Then nominate one or two pairs to role-play their interviews in front of the class.

Cooler

Put students into groups and tell them to imagine that their school could be exactly how they want it to be. They are in charge. Each group should write five sentences describing the school, e.g. its features and location, and they should write rules banning five different things. Ask one or two groups to describe their school and to say what they would ban and why.

Project

Ask students to interview someone about their use of social networking sites to find out:

How many friends they have, and how many of these they consider to be close friends.

How many they have not contacted in the last year.

How many they share an interest or hobby with.

How many they contact every week and what they mostly talk about.

Tell students to report their findings in small groups.

Then ask them to discuss whether they think they match Dunbar's theory from the article on page 69.

Teacher's resources

Student's Book

Grammar reference and practice page 149

Vocabulary list page 134

Workbook

Unit 12, page 48

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks

Learning objectives

- The students learn about and discuss how to design an app.
- In the project stage, students design their own app.

Warmer

- 1 Before class, find images of five popular mobile phone apps. Display these on the board or print them on a handout. If you do not have time to do this, draw the apps on the board (or nominate a student to do so).
- 2 Ask students to identify the apps and to discuss in pairs which ones they have used, whether they like them and why / why not. In whole-class feedback, find out which is the most popular app and why.
- 1 Books closed. Write the questions on the board and put students into pairs to discuss them. Books open. Tell students to check their ideas against the text. Discuss answers as a class. You could also ask them to make a list of things they can do on their phones or tablets and to draw a pie chart showing the proportion of time they spend doing each thing on their mobile. Nominate one or two students to present their pie chart to the class.

Answers


- 1 and 2 Students' own answers.
- 3 You should try to identify new opportunities for an app, and then think about who will use it, what devices they will be using it on, and what they will see and hear when they operate the program.
- 2 Check understanding of *programs* (e.g. Instagram), *icon* (draw a popular one on the board), *mobile devices* (e.g. smartphones) and *technical features* (e.g. mp3 player) by asking for examples of each one. Do the first one as an example and then tell students to complete the exercise individually. Check answers.

Fast finishers

Ask fast finishers to write one sentence summarising the whole text. Elicit some examples after checking answers to exercise 2, e.g. *This is a blog post giving four useful tips for designing new apps.*

Answers

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

- 3 Ask students to look at the logos and names of the apps and then put them into small groups to discuss the questions. Get each group to give feedback on a different question. For question 5, you could hold a class vote with students raising their hands to choose the most useful feature.
- 4 Ask students what they think this app does (it allows students to track their grades). Tell them to compare the app in pairs before feeding back as a class. Encourage them to make sentences with comparatives. Ask them if they would use this kind of app and why/why not. One possible problem with the app is that it is quite expensive and also that you have to pay to test it.
- 5  2.06 Ask students if anyone has ever designed an app, and if so to tell the class about it. Explain that they are going to listen to a podcast about designing apps and that they need to complete each sentence as they listen. Give them a few minutes to read the sentences and to think of possible answers for each one. Play the recording and allow students to compare their answers before playing it again. Check answers and why/why not. One possible problem with the app is that it is quite expensive and also that you have to pay to test it..

Mixed ability

Ask weaker students to work with a partner for exercise 5. Tell them to focus on just three of the sentences each. Then instead of comparing answers, they should help each other complete the sentences.

Answers

- 1 They are too complex.
- 2 They should keep things as simple as possible.
- 3 Putting too many things on each screen.
- 4 Under five dollars.
- 5 Yes (or the first version should be free).

Audioscript

Presenter: Good evening, and welcome to App-cast, the technology podcast about new mobile applications. On today's show, we've got app designer Maggie Prentice, to give some tips for app designers ... So if any of you out there have got a good idea for an app, listen closely, because Maggie's going to talk about typical mistakes that people make when they're developing new applications. Maggie? Thanks for being here this evening.

Maggie: No problem, John. It's great to be here. But before I start, let me ask you a question ...

John: Sure. Go ahead ...

Maggie: Well, I know you use apps, because I saw you playing with your phone earlier.

John: Oh, yes ... I've got tons of apps on my phone!

Maggie: Right! But, like most people, you probably download a lot of apps and then you don't use them. True?

John: Very true! I'm always downloading new apps, but there are some that I don't use very much, and ones that I delete, because they're no good.

Maggie: Exactly, and that's my point ... Why are some apps not successful? And I'd say the biggest reason is when an app is too complex. After all, the whole idea behind apps is that they should make your life easier, or more enjoyable. So when users open a new app and think it looks confusing, it usually puts them off right away.

John: I agree. I mean, I don't have time to learn how to use an app. I expect it to just start working, and be easy to use. But what should app designers do, then?

Maggie: Well, they have to keep things as simple as possible. The best apps usually do one thing, and they do it really well, in a very simple way, that anyone can learn in a few minutes. They can discover extra features later on, as they use the app. But the first impression has to be, 'Wow! This is so easy!' The important thing is a quick start, with no time wasted learning how to use the app.

John: OK, I see what you mean. And what other mistakes are common among app designers?

Maggie: Well, another mistake is putting too many things on each screen. Some apps have too many images or too much text at once, and it looks really confusing. The best designs look really simple, with just a couple of buttons or images, and very little text. Remember, there are always menus for options, so you need to use them intelligently.

John: I'd agree with that. My phone isn't very big, so images and words look really small on the screen. Sometimes it's hard to touch the right words because they're so small.

Maggie: That's a very good point. It's better to have separate screens for separate functions. And you shouldn't have too many functions in the same app. Some designers want to put in so much, when it's probably better to make two or three different apps. Or write one app with only the main functions, and then if it's successful, you can bring out a more complete version, with additional functions, and maybe charge more money for those extras.

John: That's another issue that people often ask about – how much should an app cost?

Maggie: Good question. Many first-time designers make the mistake of charging too much. The apps that people download most often are usually very cheap – under five dollars or even just one dollar or ninety-nine cents. Users want to try lots of apps, to see if they like them, and if an app is expensive, most people don't bother.

John: So cheaper is better, then?

Maggie: Cheaper, or free! At least the first version of the app. You need people to try it out, and get 'hooked'. Then you can charge for the next version with extra functions. The free version is really the best way to advertise your app right away. The more people that use it, the more 'buzz' you create, and your app becomes well-known. Some of the most popular apps, like Candy Crush Saga and Whatsapp, were free programs.

John: OK, well those are some good tips to get you started with app design. We'll be back in a few minutes with more advice from Maggie. Don't go away!

Extension activity

Put students into small groups to discuss what they heard in the interview. Which points do they agree with? How much would they pay for an app? What apps have they stopped using? Tell them to give reasons for their answers. Share some ideas as a class.

Cooler

Put students into groups of four and tell them to divide their groups into two teams of two. Each team should take it in turns to describe words from the App design section for the other team to guess (e.g. *electronic device, smartphone, tablet, Internet, app, operating system, touch-screen, GPS locator, software program*). Each team has 30 seconds to describe each word. The winning team is the one to guess the most words.

Project

Put students into small groups to discuss the questions. Then tell them to produce a poster describing their app, showing its logo and screens and giving its price. Ask students to display their posters around the room. Tell students they have a certain amount of money and that they need to decide which app to download. They should walk around the room reading the posters and choosing the best app. The winner is the group that makes the most money.