

36 questions to fall in love



1 LEAD IN Discuss the following questions in small groups.

- 1 What is your definition of love? Are there different kinds of love? Describe them.
- 2 Do you believe in love at first sight? Why/why not?
- 3 Is it possible to *make* someone fall in love with you? If so, how?

2 READING Read the article and answer the questions.

- 1 How did the Arons think they could encourage people to fall in love?
- 2 Did the people in the experiment know each other beforehand?
- 3 As well as answering the questions, what else did the people have to do?
- 4 What evidence is there that this approach works?
- 5 Are the questions guaranteed to make you fall in love? Why/why not?

36 Questions to Fall in Love

Is there a method of falling in love? Researchers Elaine and Arthur Aron think that there might be. They devised a questionnaire of 36 questions that would encourage people to become closer by telling each other all about themselves, their hopes and dreams, their fears, and encouraging them to be really honest with each other.

To start with, the questions are quite easy to answer: Would you like to be famous?, or What is your perfect day? But as the conversation progresses, the questions become more personal. For example, Do you have a secret hunch about how you will die?

The Arons tested their theory by asking 52 sets of male and female strangers and 19 sets of female strangers to sit opposite one another and ask and answer the questions, before staring into each other's eyes for four minutes.

Six months later, two of the people got married.

Since then, other people have tried the experiment, and reported that it works. Of course, you don't need to use the questions to fall in love. You can also try them with people you already know well: members of your family, friends, even your wife or husband - to get to know each other even better.



3 Look at the questions below (taken from the original 36 questions) and decide together which questions are most/least personal.

1. Given the choice of anyone in the world, who would you want as a dinner guest?
2. Would you like to be famous?
3. When did you last sing to yourself?
4. Do you have a secret hunch about how you will die?
5. If you could wake up tomorrow having gained any one quality or ability, what would it be?
6. What is your most terrible memory?
7. What roles do love and affection play in your life?
8. Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be? Why?
9. Alternate sharing something you consider a positive characteristic of your partner. Share a total of five items.
10. Complete this sentence: "I wish I had someone with whom I could share ..."
11. Tell your partner what you like about them; be very honest this time, saying things that you might not say to someone you've just met.

4 VIDEO. Work with a partner. You are going to watch a video of two people, Cam and Emily, asking each other these questions. While you watch, Student A should take notes of Cam's answers, and Student B take notes of Emily's answers. Link: <https://youtu.be/Tvne48F0Eqw>



5 Compare your notes with your partner and discuss the following questions.

- 1 Do you think Cam and Emily became closer over the course of the interview? Why do you think that?
- 2 Do you think they would be well suited as a couple? Why/why not?
- 3 Do you think they actually became a couple afterwards? Why/why not?



6 GRAMMAR Put the words in the correct order to make more questions from the experiment.

1 in/life/do/you/what/most/for/feel/your/grateful?

2 could/anything/change/if/what/your/be/it/would/you/life/about?

3 treasured/is/your/what/memory/most?

4 you/friendship/does/what/to/mean?

5 your/how/warm/is/close/family/and?

6 greatest/life/your/is/the/accomplishment/what/of?

7 last/in/another/of/when/you/cry/front/person/did?

7 SPEAKING Work with a partner. Choose 5-6 of the questions on this page and the previous page that you don't mind being asked. Ask and answer the questions (don't worry, it won't make you fall in love!)



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Key, Notes and further reading

2

- 1 By asking a series of increasingly personal questions.
- 2 No, they were strangers.
- 3 Look into one another's eyes for four minutes.
- 4 One couple got married, and others have replicated the experiment and fallen in love (but a lot of people didn't!)
- 5 No, because not everyone in the experiment did, plus the questions can also be used to deepen friendship.

3

This is a subjective question, but the questions were grouped in the following way in the experiment:

Set 1 (least personal)

1. Given the choice of anyone in the world, who would you want as a dinner guest?
2. Would you like to be famous?
3. When did you last sing to yourself?
4. Do you have a secret hunch about how you will die?
5. If you could wake up tomorrow having gained any one quality or ability, what would it be?

Set 2 (more personal)

6. What is your most terrible memory?
7. What roles do love and affection play in your life?
8. Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be? Why?
9. Alternate sharing something you consider a positive characteristic of your partner. Share a total of five items.

Set 3 (most personal)

10. Complete this sentence: "I wish I had someone with whom I could share ..."
11. Tell your partner what you like about them; be very honest this time, saying things that you might not say to someone you've just met.

4

See the transcript below for details.

5

This is also subjective, but Cam and Emily did date after the experiment. We don't know if they stayed together.

6

- 1 What in life do you feel most grateful for?/What do you feel most grateful for in life?/For what do you feel most grateful in life? (This is the most formal option)
- 2 If you could change anything about your life, what would it be?
- 3 What is your most treasured memory?

4 What does friendship mean to you?

5 How warm and close is your family? (warm and close collocates better than close and warm)

6 What is the greatest accomplishment of your life?

7 When did you last cry in front of another person? (There is another When did you last...? Question in the video- this is a useful structure for students to know)

7

Note that because some of these questions are very personal, it is important that students can choose what they'd like to answer. If necessary, they could also make up their own questions, using similar constructions.

Transcript

Cam: My name is Cam and I'm 24.

Emily: my name is Emily and I'm 22 years old.

Cam: I'm nervous about today to be perfectly honest.

Emily: I really want to see if study works. I think it will be... You know what if we hate each other or we don't like what we're saying? I think it would be cool to see if it's effective.

Cam: Hey how's it going?

Emily: Great, how are you?

Cam: Good. Emily, right? Cool.

Emily: Nice to meet you.

Cam: Yeah, nice to meet you – are you nervous at all for this?

Emily: yes.

Cam: Yeah me too, we can just get started. So the first question: **Given the choice of anyone in the world whom would you want as a dinner guest?**

Emily: Instinctually I want to say Clint Eastwood...

Cam: Nice... I would say Neil Armstrong, or something like that...

(Would you like to be famous?)

Cam: I think I would like to be famous, I guess not an A-list celebrity or anything like that, maybe a D-list one, so some people would know who you are you know you'd be that guy.

(When did you last sing to yourself?)

Emily: I sang to myself on the car ride over here. I was listening to Taylor Swift...

Cam: Nice, what song?

Emily: The whole album.

Cam: Oh nice...

Emily: Unlike, Fearless, not even her new stuff so...

(Do you have a secret hunch about how you will die?)

Cam: They're keeping the questions pretty light, as you can see...

Emily: I used to think I was going to die really young, like in high school when I was angsty, I was like I'm going to be, that's going to happen, but then I hit 18, I was like forget that Emily, you're going to live to a hundred, you're making the century club.

(If you could wake up tomorrow having gained any one quality or ability what would it be?)

Cam: I've always wanted to be a good artist..

Emily: I'd like to be maybe a bit more assertive like maybe not too much though, I don't want to push people into doing anything they don't want to do...

(What is your most terrible memory?)

Emily: My most terrible memory was the morning my sister called me to tell me my mum had had a heart attack.. Yeah, she's okay...

Cam: That's good that she's okay but I could imagine that is terrifying. Is she doing well?

Emily: Yes she is doing well.

Cam: Yes I would say mine would be when my grandma's mind just kind of started deteriorating, because she'd live with us for my whole life, you know to see her forget who I am and you know call me a different name and she would wake up some days and you know, she's a 90-year-old woman, and she'd wonder why she didn't have school. That whole part is pretty terrible I would say so yeah, really hard.

(What roles do love and affection play in your life?)

Emily: I know people need affection and I do too but I have to like more think about sometimes my actions, people need validation sometimes and they need to hear that all sometimes my actions. People need validation sometimes and they need to hear that or see by touch stuff like that... Romantic love hasn't, hasn't been a big role in my life for the past... A little over a year now, and trying to be a bit more cautious about who I give and receive that love from, because it is so important.

(Your house catches fire. If you could save anyone item what would it be?)

Cam: I have a stuffed animal, Buster, he's a dog, so I probably might save Buster.

Emily: Mine is Fluffy, he is also..

Cam: R, okay, Buster and fluffy should meet one day...

(Alternate sharing something you consider a positive characteristic of your partner.)

Emily: I was worried about this coming into it because I can be a little bit awkward, that you made me feel at ease..

Cam: Yeah, you know you seem very cool and calm and confident at the same time, so I guess that's three, but, yeah, you have a good personality.

Emily: I also like what you're wearing. I think the colours really compliment you and make you look handsome..

Cam: Thank you.

Emily: You're welcome.

Cam: I like your face, a nice face.

Emily: Your face is very symmetrical, which is something we subconsciously look for, but because I know that, I consciously look for.

Cam: I say like a lot like this like that, but you're very very well spoken...

Emily: I actually swear all the time, I'm trying really hard..

Cam: (swears) Alright, curse like a sailor?

Emily: yeah.

(Complete this sentence: "I wish I had someone with whom I could share...")

Cam: It would be nice to have someone that you can literally say anything and everything and they would still like you and respect you not think you're a weirdo.

(Tell your partner something you like about them)

Cam: You have a very nice smile, I would definitely make out with you.

Emily: Okay. Yeah I was kind of thinking about that, like on our break like yeah I would definitely make out with him yeah I think it's pretty attractive, we have a lot of things in common and I like what I like and it's a good thing you know it's a good thing that you have a lot of stuff in common.

Further reading/sources:

https://www.nytimes.com/2015/01/11/fashion/no-37-big-wedding-or-small.html?_r=0

<https://www.psychologytoday.com/blog/open-gently/201310/36-questions-bring-you-closer-together>

http://www.huffingtonpost.com/elaine-aron-phd/36-questions-for-intimacy_b_6472282.html

A good deed



1a LEAD IN Look at the photograph and describe what you can see. When do you think the photo was taken? Why are the people 'camping' in this way?

b Now read the text below and compare with your ideas.

In 1928 President Edgar Hoover said, 'We in America today are nearer to the final triumph over poverty than ever before in the history of any land.' Unfortunately, only a year later, America entered the 'Great Depression' when the American stock market, known as 'Wall Street', crashed. Five thousand banks went out of business, taking many people's life savings with them. Factory production dropped by nearly half, and, over the next few years millions of people became unemployed, and then homeless. People travelled the country, desperately looking for work.

c Discuss the following questions in pairs or small groups.

Is there a similar situation today in your country, or in countries that you know about?
What kind of problems are caused by economic difficulties?
What, if anything, can be done by individuals, or by governments, to improve the situation?

2a LISTENING Now listen to 81 year old Virginia Fairbrother telling a story from the time of the Great Depression. What was the 'good deed' she describes?



b Listen again and answer the following questions.

1. Why did the young man ask Virginia's father for help?
2. What help did Virginia's father give?
3. Why did the young man leave his watch behind with Virginia's father?
4. Why did the young man return twenty-five years later?





3a GRAMMAR Look at these pairs of actions from the story and say which action happened first.

- 1a The young man asked for help
- b The young man graduated from the University of Minnesota.
- 2 a The young man gave his watch to Virginia's dad.
- b The young man's father gave him a watch
- 3a The man went to the drug store to look for Virginia's dad.
- b Virginia's brother sent the man to the house.

b Now complete the verbs in the correct tense (simple past or past perfect).

- 1 The young man, who _____ (graduate) from the University of Minnesota, _____ (ask) Virginia's dad for help.
2. When he graduated, the young man's father _____ (give) him a watch. The young man then (give) _____ his watch to Virginia's dad.
3. The man _____ (go) to the drug store to look for Virginia's dad. He wasn't there, so Virginia's brother _____ (send) the man to the house.

c Re-tell the story in as much detail as you can remember. Use past perfect if you want to show that one action happened *before* another one.

4 SPEAKING Discuss the following questions in pairs or small groups.

Do you think Virginia's dad did the right thing? Why/why not?

Why do you think he kept the watch wound up for twenty five years?

What effect does it have on us when someone does us a good deed?

What effect does it have on us when we do someone a good deed?

5 Think about a time when you did a good deed, or someone did a good deed for you. Use the following questions to plan your story.

Where were you?

What were you doing?

Why did you (or someone else) need a good deed?

What was the good deed?

What happened next?

b Now tell a partner your story. Try to use the past perfect when appropriate.



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Transcript

This old car drove up in front of the house and a man got out and called Dad by name and he said "My family is hungry. Someone in town told me that you might feed my family". He was a young fellow who had just graduated from the University of Minnesota and if he could get to Fort Peck by the next day he would have a job.

Dad told him to go down to the store. He said, "I'll be down in a few minutes". Dad walked down there, gave this fellow some food that wasn't perishable and five dollars and he had a friend of his fill the car with gas and they put a new spare tire in the car. And this young man had insisted on giving dad a watch that he had gotten from his father for graduation.

Twenty-five years later my brother, who was a pharmacist also, was in the drug store and he called and said somebody had just come in there and asked to talk to Mr. Hill. So he had sent him up to our house. I opened the door and he had two tall young men with him and he said to dad, "You don't know me do you, Mr. Hill? I'm the fellow that had to get to Fort Peck".

And dad looked at my mother and he said "Florence, the watch". And my mother went and got it and he gave it back to this fellow and he said "You were supposed to use this" and Dad said, "I did. Every Sunday I wound it". This young man never expected to see it again but he wanted his kids to see this man and that was my Dad.

Key and notes

1a LEAD-IN.

This is a photo from the American depression, showing families who had travelled to work picking peas.

2a LISTENING

The good deed is that her father gave this young man (who was a stranger) food, money and other help to get to Fort Peck, where a job was waiting for him.

b

- 1 The young man had been told by someone in the town that Mr Hill, Virginia's father, might give him some food for his family.
2. Virginia's father gave him food, \$5, gas (petrol) and a spare tire (tyre).
3. He left his watch behind as a way of paying for the food etc.
4. He didn't come back for his watch, but to show his (grown) children the man who had helped them.

3a GRAMMAR

- 1a The young man asked for help (2nd)
- b The young man graduated from the University of Minnesota. (1st)
- 2 a The young man gave his watch to Virginia's dad. (2nd)
- b The young man's father gave him a watch (1st)
- 3a The man went to the drug store to look for Virginia's dad. (1st)
- b Virginia's brother sent the man to the house. (2nd)

b

- 1 The young man, who had graduated from the University of Minnesota, asked Virginia's dad for help.
2. When he graduated, the young man's father had given him a watch. The young man then gave his watch to Virginia's dad.
3. The man had gone to the drug store to look for Virginia's dad. He wasn't there, so Virginia's brother sent the man to the house.

Note that the story uses the past participle 'gotten' as it is in American English.

4 SPEAKING

Obviously the answers are subjective, but there is evidence that doing good deeds not only makes you feel good, but can improve your physical health by reducing stress.



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Gratitude

1 LEAD-IN Look at the photo. What do you think the purpose of this 'tree' is? Discuss in pairs.



2 Read the short article below and compare with your ideas.

Gratitude trees are perfect for celebrations such as the American Thanksgiving, Chinese Harvest Moon Festival or Jewish Sukkot. Plant a bare tree branch with lots of small twigs in a pot. Cut out small leaves from paper. Put the tree, paper leaves and some pens near your front door. As guests arrive for your celebration, ask them to write down something they are grateful for on one of the leaves. Each leaf can then be hooked onto the tree, using string. Once your gratitude tree is full of leaves, put the tree in the centre of your dining table

3 Discuss the following questions in pairs.

- 1 Where do you think this text came from? Why?
- 2 Do you like the idea of the gratitude tree? Why/why not?
- 3 Do you have any traditional ways in your culture to show gratitude for everything you have?

4 VOCABULARY Check the meaning of the following words. Are they nouns or adjectives? Can you find the noun form of each adjective, and the adjective form of each noun? (One is not possible)

happy grateful help inspiration support advice encouragement friendship influence

VIDEO Watch the first section of the video (0.50) and answer the following questions. Link: <https://youtu.be/JslPXwr9BQE>



- 1 What topic is Mark Williamson an expert in?
- 2 What task are the people going to do? Why? What benefit might it have?
- 3 What are you going to see in the next part of the video?

5 Read the following extracts from the next section of the video. Then watch the rest of the video and write the name of the person, Tony or Carol, next to each extract.

This note is to let you know how very happy and grateful I am to have you as a true friend in my life.

Thank you for all the help, advice, support, encouragement and friendship you've given to me and my family.

It is so important to be able to tell you what a great inspiration you have been.

Thank you for the many things you have helped me with.

You have been an incredible influence on me.

I'm so made-up* that I have you as my friend.

I know that any time, night or day, whatever time, you're always there for me.

[*an informal word meaning 'happy']

6 Discuss the following questions in pairs. Watch the video again if necessary.

- 1 How did the people who wrote the letters feel afterwards?
- 2 How did the people who received the letters feel?
- 3 Why do you think they felt this way?

8 Read the following short text about a piece of research into writing letters like this. Do the results surprise you? Why/why not?

A well-known experiment was carried out by Dr Martin Seligman, known as the father of positive psychology. He asked people to try 6 different tasks related to gratitude. According to his research, the task that had the greatest short term effects involved writing (and delivering) a letter of gratitude. This caused people's happiness to rise by 10%. Not only that, but it was an effect which lasted up to a month afterwards.

9 Write down the names of 3-5 people that you feel grateful towards and think about why. Tell your partner about each person, what they did and why you feel grateful.

10 Choose one of the people on your list and write them a gratitude letter. You can choose whether you actually want to deliver the letter or not.

- 1 Describe the situation(s) where they helped you.
- 2 Remind them of the qualities they have that you are grateful for.
- 3 Thank them.

Key

3

1 From an online blog.

4

Happy-happiness, grateful-gratefulness, helpful, help (or helpfulness), supportive, support, advice (no adjective, could say good at giving advice), encouraging, encouragement, friendly, friendship/friend, influential, influence.

5

1 Happiness- he is a psychologist and runs an organisation called Action for Happiness

2 Write a thank you letter to someone who matters in their life. It may improve their well being.

3 People delivering their thank you letters.

6

This note is to let you know how very happy and grateful I am to have you as a true friend in my life. Carol

Thank you for all the help, advice, support, encouragement and friendship you've given to me and my family. Carol

It is so important to be able to tell you what a great inspiration you have been. Tony

Thank you for the many things you have helped me with. Tony

You have been an incredible influence on me. Tony

I'm so made-up* that I have you as my friend. Carol

I know that any time, night or day, whatever time, you're always there for me. Carol

7

1 Carol cries, so clearly it made her feel emotional. Tony says it was emotional too, but that he's glad he did it.

2 Max says that Tony is very sincere, genuine and lovely. He says he is honoured and will keep the letter. Pat says that it was lovely.

Note

Note that when Tony arrives, he says that Max will 'probably think he's on You've Been Framed.' This is a TV programme where people are videoed doing silly things.



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How a book changed my life.

1 LISTENING Watch the video **WITHOUT** the sound and decide if the following statements about the girl in the video, Storm, are true or false. Link: <https://youtu.be/11OvHcgh-E4>

- 1 She grew up in a poor family.
- 2 She owned a lot of books.
- 3 She found volcanoes really exciting.
- 4 She didn't really enjoy reading.
- 5 When she was 15 she left the migrant camps.



2 Watch again, this time WITH the sound, and check your ideas.

3 DISCUSSION Discuss the following questions with a partner. If necessary watch the video again.

- 1 In what ways was Storm's childhood difficult?
- 2 How did Storm react at first when she saw the book mobile?
- 3 How did reading change Storm's life?

4a PRONUNCIATION FOR LISTENING Read the extract and try to predict what words are missing. Then listen and check your ideas (from 1.10 on the video)

When I ¹_____12, a bookmobile came ²_____the fields. ³_____you ⁴_____to understand ⁵_____ I wasn't allowed ⁶_____have books, ⁷_____books ⁸_____heavy, ⁹_____when ¹⁰_____moving ¹¹a_____you have to keep things just ¹²_____ minimal ¹³_____possible.

4b What do all the missing words in exercise 4a have in common?

4c Practice reading the extract aloud, using weak forms, E.g. /wəz/ rather than 'was'



5a VOCABULARY Read the extract from the video. What does the underlined word tell you about Storm's opinion?

'So when I saw this big vehicle on the side of the road, and it was filled with books, I immediately stepped back. Fortunately when the staff member saw me, kind of waved me in, and said, "These are books, and you can take one home.'

5b Match the opinion adverbs on the left with their meaning on the right.

1 clearly	Used to emphasize that what you are saying is truthful.
2 undoubtedly	Used to say that you think what you or someone else did was stupid.
3 naturally	Used to emphasize that something is obviously true.
4 honestly	Used to say that you think it was a good thing that something happened.
5 luckily	Used to say that you would expect something to happen that way.
6 foolishly	Used to say that you are sure about what you are saying.
7 apparently	Used when someone has told you something and you're not sure if it's true.

5c Choose the best option to complete each sentence.

- 1 The people next door are moving away. Apparently/Naturally she has a new job in a different city.
- 2 Josie is so clever. Luckily/Naturally she got very good results in her exams.
- 3 Malcolm just got a promotion and a pay rise. Foolishly/Clearly he is good at his job.
- 4 I left my purse in the back of a taxi. Luckily/Honestly the driver found it and rang me.
- 5 Foolishly/Undoubtedly I agreed to see the film. What a mistake, it was terrible!
- 6 Honestly/Apparently, I have no idea where he is.

6 SPEAKING Discuss the questions in small groups.

- 1 Who is your favourite author and why?
- 2 What is the funniest/saddest book you have ever read?
- 3 Do you prefer to read a book or watch a film? Why?
- 4 Are there any books that you have read two or three times or more?
- 5 Are there any books that you just couldn't finish? Why?
- 6 How do you decide what books to read?
- 7 Do you agree that the more you know about something the less you will fear it?



Transcript, Key and Notes.

The listening comes from www.storycorps.com, which is a fantastic resource of true stories.

Transcript

Storm Reyes (SM)

SM: The conditions were pretty terrible. I once told someone that I learned to fight with a knife long before I learned how to ride a bicycle. And when you are grinding day after day after day, there is no room in you for hope. There just isn't. You don't even know it exists. There's nothing to aspire to except filling your hungry belly. That's how I was raised. But when I was 12, a bookmobile came to the fields. And you have to understand that I wasn't allowed to have books, because books are heavy, and when you're moving a lot you have to keep things just as minimal as possible. So when I saw this big vehicle on the side of the road, and it was filled with books, I immediately stepped back. Fortunately when the staff member saw me, kind of waved me in, and said, "These are books, and you can take one home. You have to bring it back in two weeks, but you can take them home and read them." I'm like, "What's the catch?" And he explained to me there was no catch. Then he asked me what I was interested in. And the night before the bookmobile had come, in the camps, there was an elder who was telling us about the day that Mount Rainier blew up, and the devastation from the volcano. So I told the bookmobile person that I was a little nervous about the mountain blowing up. And he said, "You know, the more you know about something, the less you will fear it." And then he gave me a book about volcanos. And then I saw a book about dinosaurs. I said "Oh, that looks neat." So he gave me a book about dinosaurs. And I took them home, and I devoured them. I didn't just read them, I devoured them. And I came back in two weeks and had more questions. And he gave me more books and that started it. That taught me that hope was not just a word. And it gave me the courage to leave the camps. That's where the books made the difference. By the time I was 15, I knew there was a world outside of the camps. I believed I could find a place in it. And I did.

Key and notes

1

The first time you play the video (without sound), don't tell the students if their guesses are right or not. Let them watch again to check.

2

- 1 She grew up in a poor family- True. Storm says that she was often hungry.
- 2 She owned a lot of books- false. Storm says that she wasn't allowed to have books because they weren't portable enough.
- 3 She found volcanoes really exciting.- false- she was anxious about them.
- 4 She didn't really enjoy reading.- false- she says she 'devoured' the books, meaning that she read them so fast it was like eating them.
- 5 When she was 15 she left the migrant camps.- true.

3

- 1 In what ways was Storm's childhood difficult?- she says she learnt to fight with a knife before she learnt to ride a bike, she had to work hard every day and was often hungry.
- 2 How did Storm react at first when she saw the book mobile?- She assumed that it was not something she could use.
- 3 How did reading change Storm's life?- It taught her to hope and showed her that there was a world out there, which gave her the courage to leave and eventually get a good job in a library.

4a

1 was 2 to 3 And 4 have 5 that 6 to 7 because 8 are 9 and 10 you're 11 lot 12 as 13 as

4b What do all the missing words in exercise 4a have in common?- They are all pronounced 'weakly'.

5a

Using 'Fortunately' tells us that she thought what happened was lucky.

5b

1 clearly	Used to emphasize that something is obviously true.
2 undoubtedly	Used to say that you are sure about what you are saying.
3 naturally	Used to say that you would expect something to happen that way.
4 honestly	Used to emphasize that what you are saying is truthful.
5 luckily	Used to say that you think it was a good thing that something happened.
6 foolishly	Used to say that you think what you or someone else did was stupid.
7 apparently	Used when someone has told you something and you're not sure if it's true.

5c

1 The people next door are moving away. Apparently she has a new job in a different city.

2 Josie is so clever. Naturally she got very good results in her exams.

3 Malcolm just got a promotion and a pay rise. Clearly he is good at his job.

4 I left my purse in the back of a taxi. Luckily the driver found it and rang me.

5 Foolishly I agreed to see the film. What a mistake, it was terrible!

6 Honestly, I have no idea where he is.



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Pay it Forward

1 READING What do you think 'pay it forward' means? How is it different from 'paying someone back'? Read the article and check your ideas.

The man at the front of the queue for coffee was surprised. 'Why is my coffee free?' 'The woman ahead of you paid for it,' replied the server. So the man paid the bill for the next customer in the queue. And she did the same. Amazingly, people just carried on buying coffee for the customer behind them for three hours, and 288 people.

'There was a great feeling in the coffee shop,' said Maria LaTrobe, one of the servers at the café in Winnipeg, Canada. 'Something like this just makes you feel happy all day.'

It seems to be a growing trend in Canada, with more and more stories of strangers paying for others' groceries, parking tickets, train tickets and even meals, and leaving without being thanked.

But the idea isn't a really a new one. It's often called 'paying it forward', which means that instead of paying someone back for their loan or favour, you pay it forward to someone else, creating a chain of generosity. One famous example from the past was the famous American, Benjamin Franklin, who in 1784 lent money to a man on the condition that he helped another person at some point in the future.

Of course, it doesn't have to be about money. Any act of kindness, such as helping someone carry something heavy, or picking something up for them can make both you and the person you helped feel good. And when this happens to you, pay it forward!



2 Discuss the following questions in pairs or small groups.

A What examples are there in the text of someone 'paying it forward'?

B What do you think makes people want to do this?

C What effect do you think it might have on the person receiving the favour?

D What examples of small kindnesses from strangers can you think of which have happened to you?



3 VIDEO Make a list of different ways of doing something kind for a stranger. Compare your ideas with a partner. Link: <https://youtu.be/qZMEIPCVgXY>

Then watch the video. How many of your ideas did you see? What other kind things did people do?

Do you think receiving a kindness makes someone want to 'pay it forward'?

4 GRAMMAR Watch the video again to 1.36, and put the following actions in order

- A Moving a suitcase out of the way of a blind woman.
- B Catching a rubber ring which has blown away.
- C Letting someone go in front in a supermarket queue.
- D Giving someone some paint.
- E Painting graffiti
- F Riding a bike
- G Cleaning up a mess on the floor
- H Helping someone pick up papers.
- I Helping someone get up from the floor
- J Raking leaves

Now complete the following summary with the correct relative pronoun : *who, which, that, where or whose*. [More than one answer may be possible]

The boy 1_____ sees the other boys painting graffiti decides to do something about it. On the way he sees a girl 2_____ paint pot is empty, so he gives her some of the paint 3_____ he is carrying.

Then we see a man 4_____ moves a suitcase 5_____ is in the way of a blind woman. A man 5_____ sees this then helps up a football player 6_____ plays for the other team. A woman 7_____ is watching this then helps a man 8_____ papers blow away. A man 9_____ sees her do this then lets a woman in front of him at the supermarket 10_____ he is doing his shopping.

At the beach, a man 11_____ works at the supermarket catches a rubber ring 12_____ has blown away. A woman 13_____ is riding a bike notices his kindness. Next we see the woman at home, 14_____ she is raking leaves. She helps a neighbour 15_____ lawn is covered with leaves.

Another neighbour sees this and, when he goes to work, he cleans up something 16_____ has spilt on the floor.

We can use relative clauses to explain which one we are talking about. Which relative pronoun(s) do we use to talk about:

A person? A possession? A thing? A place?

Watch a bit more of the video and write your own description, using relative clauses as appropriate.

5 WRITING Read the following start to a story. What do you think might happen next? Imagine how the favour might be paid forward and complete the story. When you need to explain which person, thing or place you mean, use a relative clause.

It was a cold and rainy day. In fact, it was pouring rain and I was on my way to a job interview. Suddenly my umbrella blew inside out. I tried to fix it, but it was completely broken. I couldn't believe it. I was going to arrive at my job interview looking like a drowned rat! 'Here', said a voice, 'take my umbrella. My office is here, so I don't need it anymore.' I turned around to see who was speaking and saw a kind face.....

When you have finished, read each other's stories. How are they different, or the same?

Key, Notes and Links

1 'Pay it forward' means 'that instead of paying someone back for their loan or favour, you pay it forward to someone else, creating a chain of generosity.'

2

A Paying for coffee, groceries, parking tickets, train tickets and even meals, but also any act of kindness, such as helping someone carry something heavy, or picking something up for them.

B/C Perhaps because it makes them feel good. Research shows that carrying out small kindnesses like these has a positive effect on people's happiness- the person who does it and the person who receives.

D There are lots of other ideas at <http://payitforwardday.co.uk/ideas-to-get-involved/>

4

E Painting graffiti

D Giving someone some paint.

A Moving a suitcase out of the way of a blind woman.

I Helping someone get up from the floor

H Helping someone pick up papers.

C Letting someone go in front in a supermarket queue.

B Catching a rubber ring which has blown away.

F Riding a bike

J Raking leaves

G Cleaning up a mess on the floor

The boy 1 who/that* sees the other boys painting graffiti decides to do something about it. On the way he sees a girl 2 whose paint pot is empty, so he gives her some of the paint 3 that/which** he is carrying.

Then we see a man 4 who/that moves a suitcase 5 which/that is in the way of a blind woman. A man 5 that/who sees this then helps up a football player 6 who/that plays for the other team. A woman 7 who/that is watching this then helps a man 8 whose papers blow away. A man 9 who/that sees her do this then lets a woman in front of him at the supermarket 10 where he is doing his shopping.

At the beach, a man 11 who/that works at the supermarket catches a rubber ring 12 which/that has blown away. A woman 13 who/that is riding a bike notices his kindness. Next we see the woman at home, 14 where she is raking leaves. She helps a neighbour 15 whose lawn is covered with leaves.

Another neighbour sees this and, when he goes to work, he cleans up something

16 which/that has spilt on the floor.

* It is possible to use 'that' instead of 'which' or 'who' in defining relative clauses such as these. However, if we use 'that' all the time, the text will become quite confusing, so, in this case, who and which might be clearer.

** In some cases a reduced relative clause might sound more natural 'The paint he is carrying.' There is also a higher level version of the lesson, which asks about this point and reduced relative clauses (as well as a slightly simpler version). If you have a mixed level class, you could use all three versions with different students.

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Q & A

1 Watch the first section of the video (to 0.29). What five things do you find out about Joshua? Link:
<https://youtu.be/eO7sKVKMO2s>



1 Now watch the rest of the video. Note down the 5 main questions that Joshua asks his mum.

3 Watch again.

- What do you think each question Joshua asks might tell you about his life?
- What do Sarah's answers tell you about the relationship between her and Joshua?

4 AVOIDING REPETITION: We often miss out words or phrases if the meaning is clear (ellipsis). Look at the following extract. What words are 'missing' that could be in the brackets [] ?

J: Have you ever lied to me?

S: I probably have [], but I try not to lie to you even though sometimes the questions you ask me make me uncomfortable.

In fact, Sarah often includes words or phrases where others might miss them out. People with Asperger's can have difficulties in inferring meaning, and this may be a strategy she has developed. Look at these examples and bracket [] any words or phrases Sarah uses which could be omitted without changing the meaning.

1 J: On a scale of 1 to 10 how do you think your life would be different without animals?

S: I think it would be about an 8 without animals because they add so much pleasure to life.

2 J: Have you ever lied to me?

S: I probably have, but I try not to lie to you even though sometimes the questions you ask me make me uncomfortable.

3 J: I think it feels like everyone seems to like Amy more. Like, it seems like she's, like, the perfect little angel.

S: Well, I can understand why you think that people like Amy more....

5 READING Read the following short text about Asperger's. Which features of the syndrome does Joshua appear to have?



Children with Asperger's syndrome are just as intelligent as other kids but they can have problems communicating with others, and with social skills. Although they understand what people are saying perfectly well, they often only understand the literal meaning of what is said. This means they may not 'get' jokes, or understand non-verbal communication.

It may be hard for them to understand if someone is just teasing them in a friendly way, or being unkind. They can also be very blunt, not realising that while what they are saying may be true, it may not be polite or tactful. Because of these communication difficulties, they can have problems making friends, though as friends they tend to be very loyal.

They often have particular interests, such as dinosaurs, collections, space etc. Most kids are interested in these things, but a child with Asperger's is REALLY interested, and may find it hard to understand that other people aren't as interested as they are. Kid's with Asperger's like things to happen the same way all the time, so they may get upset or even angry and aggressive if things change too much. They are often targeted by bullies because it's easier to upset them.

- Why do you think children who are different can have 'a tough time socially'?
- Sarah says 'The people who take the time to get to know you, love you.' How can schools help children to understand and get to know each other better?

6 SPEAKING Imagine you were going to interview a parent (or other close family member or friend) for Storycorps. What questions would you like to ask? Write at least 5.

- Can you guess at any of the answers to your questions? How would you or your partner answer these questions?
- If you're a parent, what have you learnt from your child?
- If you're not a parent, what do you think your parents have learnt from having you?



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Key

1

Joshua is in the 7th Grade (12-13years old)

He's an honors student (doing very well academically)

He is having a tough time socially (having some problems with his social life)

He has Asperger's Syndrome, which affects ability to socialise.

He is obsessed with animals.

2

On a scale of 1 to 10 how do you think your life would be different without animals?

Have you ever felt like life is hopeless?

Do you have any mortal enemies?

Have you ever lied to me?

Ha|e Ljou e|eɗ felt like Ljou ɗouldŷ't ɗope ||ith ha|iŷg a ɗhild?

3 This is obviously subjective, but here are some suggested answers:

On a scale of 1 to 10 how do you think your life would be different without animals?

Joshua is obsessed with animals, so obviously wants to talk about them.

Have you ever felt like life is hopeless?

He's having a tough time socially and may be a bit depressed. That's clearly how his mum interprets the question.

Do you have any mortal enemies?

Mortal enemies are enemies who want to kill you (or you want to kill them). Probably he is thinking about someone at school who has been bullying him.

Have you ever lied to me?

He needs to know he can trust his mum. Also, people with Asperger's tend to be very truthful and find it hard to distinguish when others are lying or telling the truth.

Have you ever felt like you couldn't cope with having a child?

This is a typically blunt question (people with Aspergers are often very blunt). He is clearly feeling insecure.

His mother's answers are both honest and very loving.

4

J: Have you ever lied to me?

S: I probably have [*lied to you*], but I try not to lie to you even though sometimes the questions you ask me make me uncomfortable.

1 J: On a scale of 1 to 10 how do you think your life would be different without animals?

S: I think [it would be] about an 8 [without animals] because they add so much pleasure to life.

2 J: Have you ever lied to me?

S: I probably have, but I try not to [lie to you] even though sometimes the questions you ask me make me uncomfortable.

3 J: I think it feels like everyone seems to like Amy more. Like, it seems like she's, like, the perfect little angel.

S: Well, I can understand why you think that [people like Amy more....]

5

Just as intelligent as other kids (or more)

Problems communicating and with social skills

Being blunt

Particular interests (animals)

Targeted by bullies

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Secrets of a long and happy marriage



1a SPEAKING The following statements are based on research into British couples*. One statement is false- which one?

A Being married is 20 times more important to your happiness than how much money you earn.

B The average age for a woman to get married for the first time is 21.

C People aged between 25 and 29 are twice as likely to get divorced as those in other age groups.

D The average British wedding costs around £20,000.

E 92% of 15 year olds want to get married one day.

b Do any of the statements surprise you? Why?

- 2 What do you think are the secrets of a long and happy marriage? In pairs or small groups, write a list of 5 tips.
- 3 VIDEO Watch the video of an elderly couple's advice to their grandson on his marriage. Is any of their advice the same as yours? Link: <https://youtu.be/cjnwUt59gas>



4 Watch the video again and answer the following questions.

1. What examples does Selma give of how to keep a clean house?
2. Why does Kenny say he doesn't always pick up things he's dropped on the floor?
3. What happened on Kenny and Selma's trip to Italy?
4. How long does Selma say it's been since they kissed like that?

5a VOCABULARY Look at the idiomatic language in bold and check you understand the meaning. Then answer the questions.

1. What was Selma's reaction to Kenny **making eyes at** the topless lady in Italy?
2. Why did Selma and Kenny always **make up** before they went to bed?
3. How long is it since Selma and Kenny **tied the knot**?
4. Do you think Kenny and Selma are **made for each other**? Why/why not?

b Which of the idioms can you replace with the following idioms also related to love and marriage?

To walk down the aisle
 To be a match made in heaven
 To be right for each other
 To say 'I do.'
 To bury the hatchet

6a GRAMMAR Watch one last time, and complete the following extracts.

- A Number 1. _____ good to each other.
 B Number 2. _____ you have food in your Frigidaire.
 C Number 3. _____ each other in every way.
 D Number 4. _____ a clean house. E
 _____ that your laundry is done..
 F _____ to have a happy marriage.....travel.
 G Number 5. _____ with each other.

b Now rewrite your tips from exercise 2 using some of these imperative structures.

c Add one more tip beginning 'Never.....'



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Transcript

K&S: Hello everybody, we are so happy that you are all together and witnessing my Michael's and Sue's wedding.

S: Mike and Sue, I'd love to give you 5 tips to a warm and healthy marriage. Number 1. Be good to each other.

K: I agree.

S: Number 2. Make sure that you have food in your Frigidaire because you do not want to be hungry or starved.

K: Correct.

S: Number 3, help each other in every way, financially..

K: Yes, yes..

S: Financially...

K: Put away a couple of dollars, whatever you make, put away a couple of dollars. That's what we did, we saved up by putting away one of the salaries..I don't know, should I say that?

S: No, no...Number 4. Always keep a clean house. Make sure that your laundry is done, that your kitchen is clean, and this too would help you in a healthy...

K: Hang on a minute, why don't you tell him that I throw things on the floor because it falls on the floor and you yell at me very....for everything. You drop something, pick it up, don't do this, don't do that.

S: But you have to wait for me to tell you to pick it up, Kenny.

K: I don't know I drop it.

S: Number 4. If you really want to have a happy marriage and you both want to get together and be with each other....travel. Go to as many places that you can so be together. And you've got to watch your husband though because on one of the trips in Italy I remember..

K: Oh yes..

S:...Kenny was flirting with one of the ladies at the..

K: At the pool, I was surprised she had..

S: She didn't have a top on, and there he was standing over her like she died..

K: And I told somebody to take a picture of me.

S: And we did! So that's number 4... Number 5. Just don't argue with each other. If your wife...

K: I don't argue with you.

S: No, you do argue with me!

K: No, you always pick on me, but we never..

S: But if I didn't argue with you, if I didn't fight with you, we wouldn't be there together for..how many years?

K: Seventy two years, it's gonna be.

S: But here we are, the two of us together.

K: We went to bed happy....after our fights.

S: That's because we were tired of fighting!

K: No,no, no..

S: No, no.

K&S: Mike and Sue, we'd like to wish you a long and happy marriage. We are now making a toast to the bride and groom for a long and happy marriage.

[They kiss]

[Laughter]

S: I haven't kissed him like that in 25 years!

Key and Notes

1

All the statements are true except 'B'. This was the average age in 1960, but the average age now in the UK is 30.8 for men and 28.9 for women.

*Sources for statements

<http://www.telegraph.co.uk/news/politics/10090130/Marriage-makes-people-happier-than-six-figure-salaries-and-religion.html>

<http://www.telegraph.co.uk/news/uknews/8331027/Couples-who-marry-young-are-most-likely-to-divorce.html>

<http://www.2-in-2-1.co.uk/images/factsheet.pdf>

<http://www.stylist.co.uk/life/the-way-women-were-60-years-ago#image-rotator-4>

3

The key pieces of advice are about being kind to each other, always having food, helping each other, having a clean house, travelling and not arguing.

4

1. Doing the laundry and having a clean kitchen.
2. Because he doesn't realise he has dropped them.
3. Kenny was amazed to see a topless lady and had his photo taken with her.
4. 25 years.

5a and b

Idioms:

Making eyes at – flirting

Make up – stop fighting, make peace (also bury the hatchet)

Tie the knot – get married (also say 'I do', walk down the aisle)

Be made for each other – be a happy couple (also be a match made in heaven, be right for each other)

Questions:

1. She laughs about it and still has the picture, so presumably she wasn't really upset.
2. She says because they got tired of fighting, but this is a joke.
3. 72 years.
4. The answer to this is subjective, but probably yes, they seem very happy despite the arguments.

6a

A Number 1. Be good to each other.

B Number 2. Make sure that you have food in your Frigidaire (fridge).

C Number 3. Help each other in every way.

D Number 4. Always keep a clean house.

E Make sure that that your laundry is done..

F If you really want to have a happy marriage.....travel.

G Number 5. Just don't argue with each other.

This is a good reference for imperatives for advice

<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode161/languagepoint.shtml>

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The Chicken Nugget Experiment Lower Intermediate

LEAD IN Watch the video and answer the following questions. Link: [blob:https://www.youtube.com/b6ea5b2c-c94a-4486-a5fd-105bed9af961](https://www.youtube.com/b6ea5b2c-c94a-4486-a5fd-105bed9af961)

What different kinds of fast food are the kids singing about?

What other kinds of fast food can you think of? Do you enjoy eating fast food? Why/why not?



1 VOCABULARY Check the meanings of the words in the box. Then discuss the questions, using the vocabulary where appropriate.

cheap	convenient	processed	home-cooked	nutritious	overweight		
ingredients	additives	colouring	flavouring	fat	salt	sugar	balanced diet

1. Why do some people eat a lot of fast food? Try and give at least three reasons.
2. Why do some people try and avoid it? Try and give at least three reasons.

2 VIDEO In this video clip, Jamie Oliver, a British Chef, is trying to persuade American school-kids to eat more healthily. Watch to 0.56 and answer the following questions. Link: <https://youtu.be/S9B7im8aQjo>



3. What choice did the kids make last time Jamie cooked for them?
4. Has Jamie done this experiment before? How do you know?
5. What kind of processed food does Jamie mention as being one of the 'worst'?
6. What does Jamie want to achieve with this experiment?



2 Now watch the next section, from 0.56-3.40.

5. In what ways does Jamie try hard to shock the children?
6. Did you find it disgusting? Why/why not?
7. Why do you think the children still wanted to eat the nuggets?

3 Watch the final section. Why does Jamie think the kids still ate the nuggets?**4 SPEAKING****a) Look at the following phrases and put them in the right place in the table.**

I think that.... I'm sorry, but I can't agree with that... I'd probably say that..... Yes, that's just what I think.

I've always felt that..... I'm not sure about that... That's true.

Giving an opinion	Agreeing	Disagreeing

b) Discuss the following questions, Try to use some of the useful phrases from 6a.

Which of the following factors do you think encourage people to eat processed and 'fast' food?

Poverty Not learning to cook properly Working long hours Laziness Addiction to salt and sugar

What, if anything, do you think the Government should do about helping people to eat more healthily?



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Key and Notes

1

The song goes 'A Pizza hut, a Pizza hut, Kentucky Fried Chicken and a Pizza Hut. McDonalds, McDonalds, Kentucky Fried Chicken and a Pizza Hut.' Obviously, Pizza Hut sells pizza, KFC fried chicken (including chicken nuggets) and McDonalds is famous for burgers, though they also sell chicken nuggets and fried fish.

Students might also mention fish and chips, kebabs, and many other foods, depending on your context. Incidentally, at time of writing, there is a big scandal in the UK about 'ready meals' (microwaveable), that have been found to be made with horsemeat instead of beef. People in the UK don't usually eat horsemeat, but the biggest problem is that the horses may have had dangerous drugs in their systems.

2

1. Why do some people eat a lot of fast food? Convenience, because it's cheap, because the fat and salt and sugar make it taste good.

NB This question is explored more fully in the final speaking activity, so no need to pull out every possible reason here.

2. Why do some people try and avoid it? Not very nutritious, processed, too much fat, salt and sugar...

3

- 1 They chose processed food over home-cooked food
- 2 He says he's done it many time before 'back home'- in the UK, and that it always worked.
- 3 Chicken nuggets
- 4 To make the kids think about what they are putting in their bodies.

4

- 5 He waves the bones at them, he keeps repeating bones, skin, connective tissue etc, he uses words like 'horrible' and 'disgusting'
- 6&7 are subjective questions.

5

Because even though they knew they were bad, they looked familiar.

6

Giving an opinion	Agreeing	Disagreeing
I think that... I'd probably say that..... I've always felt that....	Yes, that's just what I think. That's true	I'm not sure about that... I'm sorry, but I can't agree with that...

The Chicken Nugget Experiment Upper Intermediate

1 LEAD IN Watch the video and answer the following questions.

What different kinds of fast food are the kids singing about?

What other kinds of fast food can you think of?



2 VOCABULARY Check the meanings of the words in the box. Then discuss the questions, using the vocabulary where appropriate.

inexpensive nutritious convenient processed home-cooked
 ingredients saturated fat additives: colouring flavouring stabiliser preservatives
 balanced diet obesity

1. Why do some people eat a lot of fast food? Try and give at least three reasons.
2. Why do some people try and avoid it? Try and give at least three reasons.

3 VIDEO In this video clip, Jamie Oliver, a British Chef, is trying to persuade American school-kids to eat more healthily. Watch to 0.56 and answer the following questions.



1. What choice did the kids make last time Jamie cooked for them?
2. Has Jamie done this experiment before? How do you know?
3. What kind of processed food does Jamie mention as being one of the 'worst'?
4. What does Jamie want to achieve with this experiment?



4 Now watch the next section, from 0.56-3.40.

In what ways does Jamie try hard to shock the children?
 Did you find it disgusting? Why/why not?
 Why do you think it didn't stop the children wanting to eat the nuggets?

5 Watch the final section. Why does Jamie think the kids still ate the nuggets?

6 GRAMMAR

a) Look at the following quote from the video. Which of the words and phrases in the box could you use to replace 'even though', *keeping the same meaning*?

'Even though they know it's disgusting and gross, they'll still eat it if it's in that friendly little shape.'

Even if Although However Despite the fact But In spite of the fact

b) How would you have to change the sentence to use 'despite' and 'in spite of' (without using 'the fact') ?

c) Rewrite each of the sentences below, using the word in capitals.

1 The experiment was a failure, even though it had succeeded with British kids.
 DESPITE

2 Although Jamie tried his best to shock the kids, they still wanted to eat the nuggets.
 BUT

3 Despite the fact that the kids found the mixed up bones and skin disgusting, they still wanted to eat it.
 FINDING

4 In spite of recent health scares, most people will continue to eat processed meat.
 FACT

5 The experiment was a failure, despite Jamie claiming that it 'never failed'.
 ALTHOUGH

7 FURTHER DISCUSSION QUESTIONS

Which of the following factors do you think encourage people to eat processed and 'fast' food?

Poverty Not learning to cook properly Working long hours Laziness Addiction to salt and sugar

What, if anything, do you think the Government should do about helping people to eat more healthily?



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Key and Notes

1

The song goes 'A Pizza hut, a Pizza hut, Kentucky Fried Chicken and a Pizza Hut. McDonalds, McDonalds, Kentucky Fried Chicken and a Pizza Hut.' Obviously, Pizza Hut sells pizza, KFC fried chicken (including chicken nuggets) and McDonalds is famous for burgers, though they also sell chicken nuggets and fried fish.

Students might also mention fish and chips, kebabs, and many other foods, depending on your context. Incidentally, at time of writing, there is a big scandal in the UK about 'ready meals' (microwaveable), that have been found to be made with horsemeat instead of beef. People in the UK don't usually eat horsemeat, but the biggest problem is that the horses may have had dangerous drugs in their systems.

2

[Stabiliser is a kind of additive which is used to stop parts of a food separating, such as oil and water.]

1. Why do some people eat a lot of fast food? Convenience, because it's cheap, because the fat and salt and sugar make it taste good.

NB This question is explored more fully in the final speaking activity, so no need to pull out every possible reason here.

2. Why do some people try and avoid it? Not very nutritious, processed, too much fat, salt and sugar...

3

- 1 They chose processed food over home-cooked food
- 2 He says he's done it many time before 'back home' - in the UK, and that it always worked.
- 3 Chicken nuggets
- 4 To make the kids think about what they are putting in their bodies.

4

- 5 He waves the bones at them, he keeps repeating bones, skin, connective tissue etc, he uses words like 'horrible' and 'disgusting'
- 6&7 are subjective questions.

5

Because even though they knew they were bad, they looked familiar.

6 GRAMMAR

- a) 'Although', 'Despite the fact' and 'In spite of the fact' all have the same meaning as 'even though'

'Even if' is often confused with 'even though' but it is a conditional phrase, meaning whether or not. E.g. Even if it was sunny, I still wouldn't want to go out for a walk today.'

'However' and 'but' could be used with the second clause, though 'However' would need to start a new sentence.

'They know it's disgusting and gross, but they'll still eat it if it's in that friendly little shape.'

'They know it's disgusting and gross. However, they'll still eat it if it's in that friendly little shape.'

b)

'Despite/in spite of knowing it's disgusting and gross, they'll still eat it if it's in that friendly little shape.'

Despite and in spite of are followed by a noun, noun phrase (e.g. the fact [that]) or a gerund.

c)

- 1 The experiment was a failure, despite succeeding/having succeeded with British kids.
- 2 Jamie tried his best to shock the kids, but they still wanted to eat the nuggets.
- 3 Despite finding the mixed up bones and skin disgusting, they still wanted to eat it.
- 4 In spite of the fact that there have been recent health scares, most people will continue to eat processed meat.
- 5 The experiment was a failure, although Jamie (had) claimed that it 'never failed'.

The icing on the cake

1. Claudia Alvarez' parents came to the US as poor immigrants. You are going to hear Claudia and her mother, Blanca, talk about the family's early days in the country, and the difficulties they had. Look at the pictures and try to guess what Claudia and Blanca will say about them.



2 Now watch the video and put the pictures in the order you hear about them. Were your guesses correct? Explain the meaning of each picture in the story. Link: <https://youtu.be/jZK7rayEptw>



2 Watch and listen again and answer the following questions.

- 1 Why did Claudia's parents take her to the office?
- 2 Were they allowed to take the children with them?
- 3 Why did the family eat a lot of bean tacos?
- 4 What does Blanca regret about Claudia's childhood?
- 5 How does Claudia feel about her childhood?



4 Discussion questions

- 1 Do you admire what Claudia's parents did? Why/why not?
- 2 Why do you think her parents didn't explain why they were having tacos every night? Would you do the same?
- 3 Look at this quote from Claudia. What does she mean by 'icing on the cake'? How important is education to you? Why?

'So, it's the most important thing for me having gone to college and I feel like anything I do from here on out is ok because I've already achieved my dream. Everything else is icing on the cake.'

5 Grammar

What words can you make by combining the words in the two boxes?

any	some	every	no
one	body	thing	where

Do these pairs of sentences have the same meaning, or different meanings?

- 1 I have memories of running into everyone's office and eating candy..
I have memories of running into someone's office and eating candy..
- 2 Is there anything you've never told me, but want to tell me now?
Is there something you've never told me, but want to tell me now?
- 3 If you could do everything again, would you raise me differently?
If you could do anything again, would you raise me differently?
- 4 I thought there's nothing that could stand in my way.
I thought there isn't anything that could stand in my way.
- 5 I feel like anything I do from here on out is ok.
I feel like everything I do from here on out is ok.
- 6 Everything else is icing on the cake.
Something else is icing on the cake.

6 Complete the sentences in ways that are true for you. Compare your ideas with a partner.

- 1 Someone I really admire is.....
- 2 Everywhere in my country is...
- 3 Everyone in my class is.....
- 4 Nobody in my class is....
- 5 Something I'd really like to do in the future is to..
- 6 I don't really like anyone who....

7 What do you think are the most important qualities you would like to pass onto your children? Check the meaning of the words in the box and discuss in pairs. Add any other qualities you like.

patience working hard self-confidence determination kindness enthusiasm ambition



Transcript

A: What kinds of jobs did you have since first arriving in the country?

BA: We were gardeners. And we were cleaning offices.

CA: I remember the offices.

BA: You remember that? We had the night shift cleaning that's why you know we had to take you and your brother. I didn't have a babysitter.

CA: I have memories of running into **everyone's** office and eating candy from their candy dishes. I remember being with my brother in our pajamas with the little plastic feet. And I also remember you would always buy us a cup-of-noodle from the vending machine, like a snack, and then put us to bed on people's office couches and then you'd carry us to the car when you guys were done cleaning the offices. I remember that. Did they ever know? Did your bosses ever know that you took your kids?

BA: No, I don't think so.

CA: Is there **anything** that you've never told me but want to tell me now?

BA: When we first came here we went through a lot of things like not eating...

CA: Oh...

BA: I guess for 6 months your father lost his job but we never told you that.

CA: I do remember a lot of beans. Bean tacos.

BA: But when you ask us why the same thing... remember?

CA: Yeah yeah.

BA: I didn't want to tell you why.

CA: If you could do **everything** again would you raise me differently?

BA: I would dedicate more time I guess. You know, I was so busy going to school too that I guess I neglected you a little bit.

CA: No. For me watching you go to school with 2 kids and trying to make ends meet that was the biggest inspiration for me to finish college. I thought there's **nothing** that could stand in my way that didn't stand in yours more. So. it's the most important thing for me having gone to college and I feel like **anything** I do from here on out is ok because I've already achieved my dream. **Everything else** is icing on the cake.

Key and notes

2

C (Blana and her husband worked as gardeners during the day), D (they cleaned offices at night), E (the kids ate candy from people's candy bowls), G (Blanca bought them pot noodles from the vending machines), A (they went to sleep on the office couches), B (Claudia finished college)

3

- 1 Because they had to work the night shift and couldn't pay a baby-sitter
- 2 Probably not- Blanca says the bosses didn't know.
- 3 Because they couldn't afford anything else.
- 4 Not spending more time with the children.
- 5 That her mother was an inspiration to work hard and achieve.

4

'icing on the cake' means something good that happens in addition to a situation which is already good.



5

anybody/one (no difference in meaning) anything anywhere

We use any in negative sentences (I don't want anything) and when it doesn't matter which person, place or thing.

sombody/one (no difference in meaning) something somewhere

We use some when talking about a more specific person, place or thing.

everybody/one (no difference in meaning) everything everywhere

*Note that everyone etc takes a singular noun. E..g. everyone **is***

Nobody/one (no difference in meaning) nothing nowhere

We use no to give a negative meaning. If the sentence is already negative, then use 'any' - see question 4 below.

1 I have memories of running into everyone's office and eating candy.. (all the offices)

I have memories of running into someone's office and eating candy.. (one office in particular)

2 Is there anything you've never told me, but want to tell me now? (I don't have a specific thing in mind)

Is there something you've never told me, but want to tell me now? (I do have a specific thing in mind)

3 If you could do everything again, would you raise me differently? (I'm talking about all the things you did)

If you could do anything again, would you raise me differently? (I'm asking you to think of one thing, though I don't have a specific thing in mind)

4 I thought there's nothing that could stand in my way. (these two have the same meaning)

I thought there isn't anything that could stand in my way.

5 I feel like anything I do from here on out is ok. (It doesn't matter what thing I do)

I feel like everything I do from here on out is ok. (all the things I do)

6 Everything else is icing on the cake. (all the other things- note that we often use 'else' with these words)

Something else is icing on the cake. (a specific thing)

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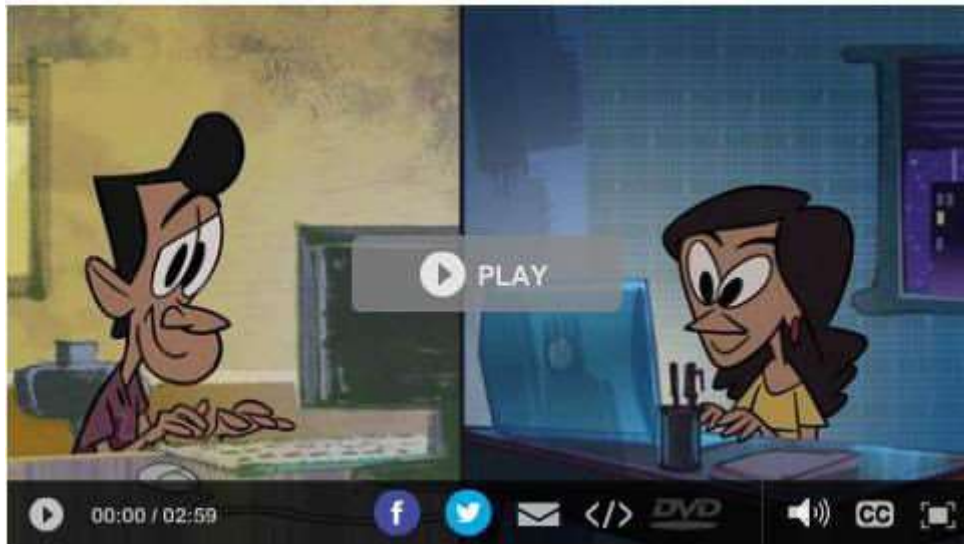


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To R.P. Salazar, with love.

1 LISTENING You're going to hear a true story, a love story. It starts with a small mistake and two very similar email addresses. Read the extracts from the story and try to put them in the correct order. Then watch and listen to check your ideas. Link: <https://youtu.be/Nf3MM7jzkZw>

- A And so I forwarded it, I wrote a little message
- B And so I got on my knee and asked you to marry me.
- C Get to work, first thing I do is turn on my email, and I discovered this one. I didn't know who it was from.
- D I would stay up late at night, which was your morning and we would chat.
- E I finalized my plans to visit the U.S.
- F My co-worker sent you that email by mistake.
- G So began a chain of emails.
- H They now all tell us, "You're perfect for each other. You found the right match!"



1 Listen again and decide if the following statements are TRUE or FALSE, or if the information is NOT GIVEN.

- 1 Rubin lived in Bangkok, Thailand.
- 2 Rubin found out what Rachel looked like by mistake.
- 3 Rubin asked Rachel to come and visit him in the US.
- 4 Rachel kept her travel plans a secret.
- 5 Rubin kept Rachel's visit a secret.
- 6 Rubin proposed after less than a week together.
- 7 Rachel was completely surprised by the proposal.
- 8 Rubin's parents didn't approve at first.

3 DISCUSSION Work in pairs or small groups and discuss the following questions.

- 1 Do you think it was good luck that Ruben and Rachel met, or was it fate? What is the difference?
- 2 Do you believe that there is one special person for everyone, or are there lots of people we could be happy with?

4a VOCABULARY Look at these different 'slang' examples of 'like' from the story and match them with the uses. Two examples have the same use.

- 1 And I was **like**, 'Here's another R.P. Salazar.'
- 2 It was **like** "Wow, she's really beautiful."
- 3 ..we would chat for **like** four or five hours.
- 4 We were, **like**, dancing one night and...

- A A way of introducing direct speech
 B A 'filler' or hesitation.
 C A way of emphasizing or drawing attention to something.

b What other uses of 'like' do you know? Look at the examples below and explain the use of 'like'.

- 1 I knew immediately that I **liked** her.
- 2 Ruben found out what Rachel looked **like**
- 3 Would you **like** to go out with me?
- 4 It's kind of **like** sending a letter in a bottle.

c Find and correct the mistake in each question. Then answer the questions with another student.

- 1 Would you like making a friend from another country?
- 2 Do you like to chatting with friends on the internet?
- 3 What would your ideal partner looks like?
- 4 Do you know any couples who met online likes Ruben and Rachel?

5a GRAMMAR. Which use of 'would' means the same as 'used to'?

*I **would** stay up late at night, which was your morning and we **would** chat for like four or five hours. You're foolish to go halfway across the world to meet some strange guy you have not met. That **would** be crazy."*

b What is the difference in use between 'would' and 'used to' when talking about past habits? Change 'used to' for 'would' *where possible*.

- 1 Rachel used to live in Bangkok, but now she lives in Waco.
- 2 Ruben used to wonder if he would ever meet the right girl.
- 3 Rachel used to like receiving emails from Ruben.
- 4 Ruben used to miss Rachel when he wasn't chatting with her.
- 5 Rachel used to look forward to their daily chats.
- 6 Ruben used to stay up late to talk to Rachel.

6 SPEAKING Tell the story of how you and your partner, or another couple you know, met. Use the following questions to plan your story.

- 1 Where did each person live at the time, what were they doing?
- 2 Did they/you meet by accident or did someone introduce them/you?
- 3 Did they/you like each other straightaway? Why/why not?
- 4 Did everything go smoothly, or were there some problems at first?
- 5 How long have they/you been together now?



Key and Notes.

The listening comes from www.storycorps.com, which is a fantastic resource of true stories.

1

C Get to work, first thing I do is turn on my email, and I discovered this one. I didn't know who it was from.

F My coworker sent you that email by mistake.

A And so I forwarded it, I wrote a little message

G So began a chain of emails.

D I would stay up late at night, which was your morning and we would chat for like four or five hours.

E I finalized my plans to visit the U.S.

B And so I got on my knee and asked you to marry me.

F They now all tell us, "You're perfect for each other. You found the right match!"

2

1 Rubin lived in Bangkok, Thailand. F (Rachel did)

2 Rubin found out what Rachel looked like by mistake. (True, his mouse hovered over her name and a picture came up)

3 Rubin asked Rachel to come and visit him in the US. NK (It doesn't say)

4 Rachel kept her travel plans a secret. T (she didn't tell anyone n case they thought she was crazy)

5 Rubin kept Rachel's visit a secret. F (Ruben told everyone!)

6 Rubin proposed after less than a week together. F (It was eight days)

7 Rachel was completely surprised by the proposal. F (She says deep in her heart she knew)

8 Rubin's parents didn't approve at first. NK (It doesn't mention his parents- though some people weren't sure it was a good idea)

4a

1 And I was **like**, 'Here's another R.P. Salazar.' - a way of introducing direct speech.

2 It was **like** "Wow, she's really beautiful." - a way of introducing direct speech

3 ..we would chat for **like** four or five hours. - a way of emphasizing or drawing attention (4-5 hours is a long time!)

4 We were, **like**, dancing one night and... - a filler of hesitation like 'um', 'er'

These are all very common in spoken English these days, especially amongst younger people. See

<http://www.onestopenenglish.com/community/your-english/word-grammar/your-english-word-grammar-some-uses-of-like/550265.article> for more examples and explanation.

b

1 I knew immediately that I **liked** her- simple past of verb to like

2 Ruben found out what Rachel looked **like** – look like, how she looked, her appearance.

3 Would you **like** to go out with me?- conditional like- asking if something appeals to you.

4 It's kind of **like** sending a letter in a bottle.- similar to.

c

1 Would you like **to make** a friend from another country?

2 Do you like **chatting/to chat** with friends on the internet?

3 What would your ideal partner **look** like?

4 Do you know any couples who met online **like** Ruben and Rachel?

5a

I **would** stay up late at night, which was your morning and we **would** chat for like four or five hours- this is similar to 'used to', meaning something they did regularly in the past but now don't do anymore.

You're foolish to go halfway across the world to meet some strange guy you have not met. That **would** be crazy." - this is a conditional use of 'would'- if you did that, you would be crazy.

b We can use 'used to' for both past states and past repeated actions that are no longer true. We can only use 'would' to describe past repeated actions that are no longer true (not states). So sentences 1 and 3 have to use 'used to'.

Try something new for 30 days



1 GRAMMAR Complete the following questions using the correct past participle. Then answer the question below.

- 1 Have you ever (take)_____a photo every day?
- 2 Have you ever (eat)_____something unusual?
- 3 Have you ever (bike)_____to school or work?
- 4 Have you ever (climb)_____Mount Kilimanjaro?
- 5 Have you ever (learn)_____to play a musical instrument?
- 6 Have you ever (write)_____a novel?
- 7 Have you ever (give up)_____sugar?

Are these questions about a specific time in the past, or your experience up to now?

2 Work in pairs. Ask and answer the questions in exercise 1. Give further information, or ask 'Have you ever wanted to?'

Have you ever climbed Mount Kilimanjaro?

No, I haven't.

Have you ever wanted to?

Actually, yes, I'd love to, but I don't think I'm fit enough.

3 VIDEO Watch Matt Cutts talking about his 30 day challenges. Which of the activities in exercise 1 has he done? Link: <https://youtu.be/UNP03fDSj1U>



3 Watch the video again and choose which 4 things Matt Cutts says he learnt from the challenges.

- A Doing a challenge helps him to slow down and appreciate his life.
- B Achieving something new made him feel better about himself.
- C He is not really a very adventurous person.
- D Anything is possible for a short period of time.
- E He has the ability to be a great novelist.
- F It isn't a good idea to try to do something very difficult.

5a VOCABULARY Look at some examples of idiomatic language from the video. Can you guess the meaning?

- 1 A few years ago, I felt like I was stuck in a rut...
- 2 So I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock* and try something new for 30 days.
- 3 ...instead of the months flying by, forgotten, the time was much more memorable.
- 4 Every November tens of thousands of people try to write their own 50,000 word novel, from scratch, in 30 days.
- 5 So why not think about something you have always wanted to try, and give it a shot for the next thirty days?

*Morgan Spurlock is an American film-maker, well-known for documentaries where he tries something for 30 days.

5b Now answer the following questions in ways which are true for you. Compare your ideas with a partner.

- 1 If I feel stuck in a rut, I usually....
- 2 I'd love to follow in the footsteps of...
- 3 Time always flies by when I'm...
- 4 Cooking from scratch...
- 5 I've always wanted to give..... a shot.

6 SPEAKING Look at Matt Cutt's list of challenges and write your own. Then compare your ideas in pairs or small groups. Choose a challenge each.

My 30 day challenges

Add:

Bike to work
10,000 steps/day
Take a picture a day
Write a novel

Subtract:

No TV
No sugar
No Twitter
No caffeine

Then think of a 30 day challenge to set your teacher!



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Transcript

A few years ago, I felt like I was stuck in a rut. So I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock and try something new for 30 days.

The idea is actually pretty simple. Think about something you've always wanted to add to your life, and try it, for the next 30 days. It turns out that 30 days is just about the right amount of time to add a new habit, or subtract a habit, like watching the news, from your life.

There's a few things I learned while doing these 30 day challenges. The first was, instead of the months flying by, forgotten, the time was much more memorable. This was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day.

I also noticed that as I started to do more and harder 30 day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work...for fun. Even last year I ended up hiking up Mount Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30 day challenges.

I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November tens of thousands of people try to write their own 50,000 word novel, from scratch, in 30 days. It turns out all you have to do is to write 16,667 words a day for a month. So I did. By the way, the secret is not to go to sleep until you've written your words for the day. You might be sleep deprived, but you'll finish your novel.

Now, is my book the next great American novel? No, I wrote it in a month, it's awful! But, for the rest of my life, if I meet John Hodgman* at a TED party, I don't have to say, 'I'm a computer scientist.' No, no, if I want to, I can say, 'I'm a novelist.'

So here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of fun. But they're less likely to stick. When I gave up sugar for 30 days, day 31 looked like this..

So here's my question to you, 'What are you waiting for?' I guarantee you the next 30 days are going to pass, whether you like it or not. So why not think about something you have always wanted to try, and give it a shot for the next thirty days?

* John Hodgman is an American author and humourist.

Key and notes

1

1 taken 2 eaten 3 biked 4 climbed 5 written 6 given up 7 learned/learnt

These questions are about experience up to now. If we refer to a specific time in the past we will use present simple or continuous, not present perfect.

3

1,3,4,6,7

4

True

A Doing a challenge helps him to slow down and appreciate his life 'The first was, instead of the months flying by, forgotten, the time was much more memorable. ...And I remember exactly where I was and what I was doing that day.'

B Achieving something new made him feel better about himself. 'I also noticed that as I started to do more and harder 30 day challenges, my self-confidence grew.'

D Anything is possible for a short period of time.' I also figured out that if you really want something badly enough, you can do anything for 30 days.'

F It isn't a good idea to try to do something very difficult. 'There's nothing wrong with big, crazy challenges. In fact, they're a ton of fun. But they're less likely to stick.'

False

C He is not really a very adventurous person (he is now)

E He has the ability to be a great novelist. (he says his novel is terrible)

5a VOCABULARY Look at some examples of idiomatic language from the video. Can you guess the meaning?

1 A few years ago, I felt like I was **stuck in a rut** (in a situation which is boring and difficult to change)

2 So I decided to **follow in the footsteps** (do the same work or achieve the same success as someone before you) of the great American philosopher, Morgan Spurlock* and try something new for 30 days.

3 ...instead of the months **flying by** (going quickly-used about time), forgotten, the time was much more memorable.

4 Every November tens of thousands of people try to write their own 50,000 word novel, **from scratch** (from the very beginning, so you have to do everything yourself), in 30 days.

5 So why not think about something you have always wanted to try, and **give it a shot** (make an attempt to do something) for the next thirty days?

Note that there are transcriptions available on the TED website in a wide range of languages.

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Why do cats miaow?

1 LEAD-IN Look at the different noises people say dogs make in other languages. Which do you think sound most like the noise a dog makes?



WOOF WOOF
or BOW WOW
[English]

GUK GUK
[Indonesian]

HAM HAM
[Albanian]

WAN WAN
[Japanese]

BAU BAU
[Italian]

BUP BUP
[Catalan]

2 VOCABULARY Match the noises animals make (in English!) with the animals. Which noises are similar to those in your language?

NOISES	ANIMALS
1 NEIGH	A owl
2 MOO	B horse
3 BAA	C cockerel (male chicken)
4 MIAOW	D cat
5 TOOWIT TOOWOO	E cow
6 COCKADOODLE DOO	F sheep

3a VIDEO Most languages agree on the sound a cat makes, but in fact, scientists say that cats do not miaow to each other, but only to humans. Why do you think that is? Discuss with a partner.

3b VIDEO Watch the whole video and check your ideas. Don't worry if you don't understand everything this time. Link: <https://youtu.be/qeUM1WDoOGY>



4 VIDEO Watch the first section of the video (to 1.00) again and answer the following questions.

- 1 Why does the first cat, Tigger, make a noise?
- 2 Why does the second cat, Rocky, make a noise?

5a Check the meaning of the words in the box.

gradually effective listening behaviour suddenly vigilant movement responding unique

5b VIDEO Listen to the second section (to 2.00) and complete the summary using the words in the box. Not all the words are needed.

The miaow is something that young cats, or kittens, use to call their mothers. The sound is very ¹_____ in getting their mothers to pay attention. However, as the kitten gets older, it ²_____ stops miaowing. We assume this is because the mother doesn't want to feed the kitten anymore, so she stops ³_____ to the noise. Pet cats continue to miaow at their owners because most people are busy and, the cat thinks, not ⁴_____ enough about noticing what the cat wants or needs. Amazingly, each cat learns independently to miaow so as to get a human's attention.

6 Watch the last section (to the end) and decide if the following statements are true or false.

- 1 All cats make the same noises when speaking to humans.
- 2 All the owners in the study said their cat answered them when they spoke to them.
- 3 Because people talk a lot, cats have learnt to communicate by 'talking' too.

7a GRAMMAR Look at the following sentences (a-g) and answer the questions below.

- a. Kitten miaow **in order to** call their mothers over.
- b. Kittens miaow **to** call their mothers over.
- c. Kittens miaow **so as to** call their mothers over
- d. Kittens miaow **so that** their mothers will come over.
- e. Kittens miaow **in order that** their mothers will come over
- f. Kittens miaow **so as not to** be ignored.
- g. Kittens miaow **in order not to** be ignored.

- 1 Which sentence is less formal than the others?
- 2 What is the difference between 'so as to' and 'so that', and 'in order to' and 'in order that'?
- 3 Which is correct, 'so as not to go' or 'so as to not go'?

7b Read the grammar box and check your answers.

We can use 'in order to' and 'so as to' as an infinitive of purpose (to say why). We often use them before stative verbs such as be, know or have, but can use them in front of any verb when the style is more formal.

It is better to use 'in order' and 'so as' before 'NOT to', rather than 'to'

~~Kittens miaow not to be ignored~~ Kittens miaow to be not ignored

'so that' and 'in order that' are conjunctions of purpose and they are followed by a clause, not just a verb.

~~Kittens miaow so that to call their mothers over.~~

'In order that' is more formal than 'so that'

8 Choose an animal and write down six things that animal typically does. Then write six sentences explaining the animal's behaviour, using 'in order to', 'so as (not) to', 'in order (not) to' and 'in order that'.

E.g. birds build nests- birds build nests in order to protect their eggs.

9 SPEAKING Look at the following saying about cats. Do you agree? Why/why not?

Dogs have owners, cats have servants



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Transcript

Presenter: It's early morning and Tigger spots a strange black cat on a nearby roof. And listen to this.[chittering noise] Chittering may simply be a sound of frustration, but no-one's really sure.

Rocky, our for a stroll in the afternoon, [cat noise] makes this noise when another cat blocks his way.

But the story of cat communication is a lot more surprising than this. There's one noise we've hardly heard. [miaow]. It rarely happens when the cats are out with each other.

To understand what's going on, we have to go back to the beginning and the youngest members of the study. Biologist Dr John Bradshaw can explain why these one week old kittens miaow.

Dr Bradshaw: The miaow starts off as a kitten vocalisation. It's something that kittens use in order to call their mothers over, and, as you can see, it's very effective in doing that. The mother is very attentive to those miaows. And then, as the kitten grows up, it gradually stops miaowing. Presumably just because the miaow stops working. The mother wants to wean the kitten and stops responding. With a pet cat, which is constantly miaowing at its owner, it's a way of getting the owner's attention, and that's because we are not very vigilant creatures. We spend a lot of our time with our noses buried in books or computer screens or TVs. And a cat, each cat learns independently we think, that using this piece of kitten behaviour is a good way of getting our attention. So, miaowing is a good way of getting us to look up and find out what they want from us.

Presenter: So cats have two different languages, one for each other and one for us. Scientists have found cats make a huge range of miaows, and they wondered if there was a universal cat/human language.

Speaker 1: There's a trill that Jasper does, isn't there. [his partner makes the sound] yes, that's it.

Speaker 2: They make that funny little noise, they go.. [makes noise]

Speaker 3 [makes meow noises]

Speaker 4 [meow]

Speaker 5 [makes cat noise]

Speaker 4: That doesn't sound anything like it..

Speaker 5 [laughs] I think it does!

Presenter: Scientists have discovered that every cat's miaows are unique. Each cat learns which noises work best in certain situations, developing a special language that only their owner will understand.

Speaker 6: When they want food it's a much more, prolonged, miaow.

Speaker 1: Miss Piggy's learned how to say 'milk' so she does a proper milk miaow. It's like [makes miaowing sound]

Presenter: And when our cats miaow, there's one thing that almost every owner in the study said they did....

Speaker 7 [to cat] Did you go hunting today? [cat miaows]

Presenter: ...talk back....

[people talking to cats, and cats answering]

Talking comes naturally to us and every kitten that spends time with people learns that to communicate with us they have to make a noise.

Key and Notes

2

1B 2E 3F 4D (can also be spelt meow, or sometimes miaou) 5A 6C

3b

Cats have learnt that using what is essentially a baby's cry is a good way of getting humans to pay attention to them and give them what they need.

4

1 He sees a strange black cat on a nearby roof

2 Another cat blocks his way

5a

gradually - slowly, over a long period of time

effective - producing a successful result

listening- paying attention to something you can hear

behaviour - the way that someone/something behaves

suddenly - quickly and unexpectedly

vigilant - quick to notice any problems

movement - act of moving the body or a part of the body

responding - to give an answer to someone

unique – the only one of its kind

5b

1 effective

2 gradually

3 responding

4 vigilant

6

1 All cats make the same noises when speaking to humans- FALSE (They develop a unique way of communicating with their owners)

2 All the owners in the study said their cat answered them when they spoke to them.- TRUE

3 Because people talk a lot, cats have learnt to communicate by 'talking' too.- TRUE

7a

1 Which sentence is less formal than the others?- b

2 What is the difference between 'so as to' and 'so that', and 'in order to' and 'in order that'? – so as to and in order to are infinitives of purpose, followed by an infinitive verb. So that and in order that are conjunctions, followed by a clause.

3 Which is correct, 'so as not to go' or 'so as to not go'?- 'so as not to go'



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You've got to have a dream

1 VIDEO Watch the video (up to 3.50). What do you think the video is advertising? Discuss your ideas with a partner (answer over the page). Link: <https://youtu.be/yCuiAVcDFjo>



- 2 SPEAKING With your partner, try to re-tell the story in the video. Include as much detail as you can remember.
- 3 Watch the video again and check your ideas. Make a note of any parts of the story that you forgot to mention.
- 4 GRAMMAR Work with a partner. Look at the linkers in the box. Which linkers are used to a) talk about when something happened, or put events in order b) give a reason or a result c) make a contrast?

however	even though	because	then	during	so	when
---------	-------------	---------	------	--------	----	------

- 5 Choose the most appropriate linker to complete each sentence.

- 1 It rained heavily, because/so she got very wet.
- 2 I looked across at her during/when the film, and saw she was crying.
- 3 He stopped, took a deep breath and then/when he told me it was over.
- 4 Even though/However I liked her, I didn't want to share a flat with her.
- 5 He was late because/during he hadn't been able to find his keys.
- 6 Then/When I got there, all the tickets had gone.
- 7 He had never been to Morocco. Even though/However he had been to Algeria.



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6 Now use at least 5 of the linkers to write sentences about what happened in the video.

7 VOCABULARY Match the words in the box with the definitions below.

ambitious	unkind	caring	hard-working	determined	jealous	supportive
-----------	--------	--------	--------------	------------	---------	------------

1 unhappy because someone else has something that you would like or can do something you would like to do

2 wanting to be successful, rich or famous

3 not willing to let anything stop you from doing what you have decided to do

4 unfriendly, or cruel

5 putting a lot of effort into what you do

6 kind and sympathetic

7 helpful and encouraging

8 Which words would you use to describe a) the grandmother b) the girl who becomes a dancer c) the other girl who tries to attack her?

9 WRITING Write the story in the video, using the linkers where appropriate and some of the vocabulary from exercise 7.

10 DISCUSSION Work in groups. Discuss the quotes and sayings below. Which do you agree with most? Why? Are there any you don't agree with? Why not?



'There are no secrets to success. It is the result of preparation, hard work, and learning from failure.' Colin Powell

'Think little goals and expect little achievements. Think big goals and win big success. David J. Schwartz

The future belongs to those who believe in the beauty of their dreams. Eleanor Roosevelt

'You always pass failure on the way to success.' Mickey Rooney

Answer to Exercise 1: The video is a Russian advertisement for Pantene, a kind of shampoo



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Key and Notes

- 1 Note that the answer is on the second page, at the bottom, upside down. You could also discuss with your students if they think it is a good advertisement for the product. Certainly her hair looks lovely!
- 4 a) talk about when something happened, or put events in order [then, when, during] b) give a reason or a result [so, because] c) make a contrast [however, even though]

5

- 1 It rained heavily, so she got very wet.
- 2 I looked across at her during the film, and saw she was crying.
- 3 He stopped, took a deep breath and then he told me it was over.
- 4 Even though I liked her, I didn't want to share a flat with her.
- 5 He was late because he hadn't been able to find his keys.
- 6 When I got there, all the tickets had gone.
- 7 He had never been to Morocco. However, he had been to Algeria.

6 Sample answers:

The little girl loved dancing so her grandmother decided to take her to dance class.
 Even though she enjoyed the classes, she wasn't really very graceful.
 When the girl got older, we could see that she had practised a lot because now she was really good.
 The other girl made her fall over. However, she wasn't badly hurt.
 When the girl saw that her costume was ruined, she decided to dance in her ordinary clothes.
 During the girl's dance, everyone stared with amazement, then they stood up to clap her at the end.

7

- 1 unhappy because someone else has something that you would like or can do something you would like to do (jealous)
- 2 wanting to be successful, rich or famous (ambitious)
- 3 not willing to let anything stop you from doing what you have decided to do (determined)
- 4 unfriendly, or cruel (unkind)
- 5 putting a lot of effort into what you do (hard-working)
- 6 kind and sympathetic (caring)
- 7 helpful and encouraging (supportive)

8

Possible answers

a) the grandmother [supportive, caring] b) the girl who becomes a dancer [ambitious, determined, hard-working] c) the other girl who tries to attack her [jealous, ambitious, unkind]

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