

1 SOCIAL NETWORKS



1 a Work in pairs. Look at the images. Answer the questions.

- 1 What situations do the images show?
- 2 What do they have in common?
- 3 Who do you spend most of your time with: friends, family or people at work?

b Work in pairs. Complete **A** in the **KEY VOCABULARY PANEL**.

2 **1.1** Listen to six people talking about the images. Match speakers 1–6 to images a–f.

3 Work in pairs. Complete **B** in the **KEY VOCABULARY PANEL**.

4 a Use the phrasal verbs in **B** to complete the sentences.

- 1 We always in the station when we go out.
- 2 The only time I see my other friends is when I them at the supermarket.
- 3 You don't have to come every week, you can just when you like.
- 4 I think he'd like to me, but he's a bit shy!
- 5 When I with my last boyfriend, I thought I'd never meet another nice guy.
- 6 I really well with all the guys in the team.

b Listen to **1.1** again and check.



e



f

5 Work in pairs. Discuss the questions.

- Where do you usually meet up with friends? Why?
- Do you have any friends who always turn up late? Does this annoy you? Why/Why not?
- When did you last run into someone you know? Were you pleased to see him/her?
- Do you know anyone who has split up recently? What are the most common reasons for people splitting up?
- Who do you get on with best: friends or family members? Why?

KEY VOCABULARY

Relationships

A People you know

- Describe the difference between the words in each pair. Use a dictionary to help you.
 - 1 boss / line manager
 - 2 parents / parents-in-law
 - 3 acquaintance / stranger
 - 4 passenger / passer-by
 - 5 colleague / team-mate
 - 6 couple / partner
 - 7 close friend / best friend
 - 8 flatmate / classmate
- Answer the questions about pairs of words 1–8.
 - 1 Which ones can you match to the people in the images?
 - 2 Do any of the words apply to you?
 - 3 Which words relate to
 - a people who are close / not close to you?
 - b people who you live with / see when you're out?
 - c people who you work or study with / spend your free time with?

NOTICE *EX-*

We often put *ex-* before relationship nouns when we no longer have that relationship with the person:

ex-boyfriend/girlfriend, ex-colleague, ex-boss, ex-flatmate, ex-father-in-law

B Phrasal verbs

- Match the phrasal verbs in the box to definitions 1–6. Use a dictionary to help you.

ask out get on (with) meet up (with)
run into split up (with) turn up

- 1 invite someone for a drink, etc. because you want to start a relationship with them
- 2 separate (from someone), end a relationship
- 3 meet by accident
- 4 have a friendly relationship (with someone)
- 5 arrive, appear
- 6 get together to go on somewhere else



a



c



b

SPEAKING

1 a Work in pairs and look at the images. They are all profile photos on social networking sites. What do you think they say about the person who posted them?

b Do you have a personal profile photo? If yes, what does it say about you? If no, what photo would you use? Why?

2 Look at photo b. Answer the questions.

- Do you think it's a good profile photo? Why/Why not?
- Where do you think it was taken?
- Why do you think she chose it?

LISTENING

1 a 1.2 Suzanne has a webpage with a weekly podcast. Listen to the introduction and check your ideas in **SPEAKING 2**.

b 1.3 Listen to the rest of Suzanne's podcast. Number photos a, c and d in the order she talks about them.

2 a Work in pairs. Can you remember the answers to the questions?

- 1 Why didn't Jacques put up a photo of himself?
- 2 What did he do at the Eiffel Tower?
- 3 Where were Dave and Suzanne when the photo was taken?
- 4 What happened to the man in the blue T-shirt that day?
- 5 Who took the photo of Gemma?
- 6 Who can look at Gemma's photos online?

b Listen again and check.

GRAMMAR

1 a Complete the extracts from the audio with the correct form of *be*, *have* or *do*. Leave one gap empty.

- 1 **S** This is an interesting photo – it's your profile photo, it? But why you use one of yourself?
J Well, I think about it, but I felt a bit shy, especially as I changed a lot since university.
- 2 **S** I seen this photo before.
D You seen it – you're in it! That's you in the middle! you remember?
S Oh yeah, I !
- 3 **D** He climbed a tree for a dare and fell out on the way down.
S Oh, yes! He hurt himself though, he?
- 4 **S** Well, everyone look like they having fun. So... who took the photo?
G My sister-in-law

b 1.4 Listen and check your answers.



d

- 2 Read the **GRAMMAR PANEL**. Complete 1–5 with examples from 1a.
- 3 a Complete the questions with an auxiliary verb in the correct place. Which two questions do not need an auxiliary?
- Are you on a social networking site? How long you been on it for?
 - You've met all your online friends, you?
 - Have people ever put photos of you online without asking? How you feel about this?
 - Which of your friends puts the most photos online?
 - You don't worry about who sees your online photos, you?
 - What happens if I 'google' your name?

b Work in pairs. Answer the questions in 3a. Remember to use the auxiliary in short answers.

PRONUNCIATION: emphatic stress

- 1 a 1.5 Listen to sentences 1–3. Are the words in bold stressed or unstressed?

- I **did** think about it, but I felt a bit shy.
- You **have** seen it – you're in it!
- Yes, something **did** happen.

b Read transcript 1.3 on page 162. Which sentence in 1a

- contradicts something that was said before?
- confirms that something is true?
- says that the speaker changed his/her mind?

- 2 Listen again. Practise saying the sentences with the correct stress.

- 3 a Write two statements and responses with emphatic stress.

You never put photos online.

I do put photos up. Look at my Facebook page!

b In pairs, practise reading your exchanges.

AUXILIARY VERBS

We use auxiliary verbs

- 1 to form some tenses, e.g.:

be: They're talking about profile photos.

have: (1)

- 2 to form the negative:

I don't remember him.

- 3 in Yes/No questions and short answers. The auxiliary verb always comes before the subject in questions:
(2)

In short answers, use the pronoun + auxiliary:

Yes, I have. No, he didn't.

- 4 in object questions:

What did you do? (What is the object of the question, you is the subject.)

(3)

NOTE: in subject questions, we do not use a pronoun or *do, does, did*:

Who took the photo? NOT Who did they take the photo?

Sometimes we use an auxiliary in short answers to *wh*-questions too:

Who took the photo? My sister did.

- 5 in question tags. We form question tags with an auxiliary verb and a pronoun. They usually follow this rule:

+ statement, – tag *You sold tickets, didn't you?*

– statement, + tag (4)

- 6 to add emphasis to the main verb:
(5)

NOTE: *do/does/did* are always followed by the infinitive:

Everyone does look like they're having fun!

NOT *Everyone does looks...*

See page 140 for grammar reference and more practice.

SPEAKING

- 1 Work in small groups. Discuss the questions.
- Imagine you're putting together a photo gallery about your everyday life to post online. What sort of photos would you put up? What would they tell people about you?





SPEAKING

1 Work in groups. Look at the images and answer the questions.

- 1 Do you know all of these websites? What do people use them for?
- 2 Do you use any of these websites? If yes, which ones? How often? Which is your favourite? If no, why not?
- 3 All these websites have been banned by a government or an organisation. Can you guess why?

READING

1 a Read the article and check your ideas in **SPEAKING** question 3.

b According to the article, in which countries were these websites banned?

1 Facebook 2 Flickr 3 MySpace 4 YouTube

2 Read the article again and answer the questions.

- 1 What kind of criminals were Twitter users protecting?
- 2 Why did Turkey change its mind about the ban?
- 3 Why has there been a mixed response to YouTube by the Russian authorities?
- 4 How much time were workers spending on Facebook at Portsmouth Council?

3 Work in groups. Discuss the questions.

- Do you think it was the right decision to ban the websites? Why/Why not?
- Should governments control the internet or should it be available to everyone?
- What other risks can you think of in allowing completely open access to internet sites?

Broad Banned!

We normally associate the internet with freedom of expression and open access to information. However, it seems that now many countries have run out of patience with the unrestricted freedoms of the web.

In Mexico, the government has been thinking of banning the instant-messaging site Twitter. It seems that some people are avoiding police traps for drunk drivers by writing 'tweets'. These messages warn people about where the police are waiting.

Another site to suffer from this is Flickr. The popular photo-sharing website is used by both professional

and amateur photographers. This makes it difficult to control, and some inappropriate images appear there. One country that decided to act against the site is the United Arab Emirates. Its citizens were forbidden from accessing the site for five years.



File-sharing of video and music has been a huge problem for the entertainment industry. Many younger people have never even bought a CD, and expect to get music free online. One of the most popular sites for sharing music is MySpace. The number of uploaded tracks on the site is always increasing. In 2009, Turkey finally took action against the site, prohibiting users from accessing

it. However, once the news of the ban had spread, many local musicians protested, because they use MySpace to promote their songs. Fortunately, the ban ended very quickly once discussions were held between MySpace and the authorities.

YouTube too has been banned in several different countries. Despite the fact that the then Russian president had a channel on the site, YouTube was eventually banned by a Russian court in 2010 for showing videos by an extreme right-wing political organisation.

Another website has had its activities stopped, not by central government, but by an ordinary

GRAMMAR

- 1 a**  Work in pairs. Which websites from the article do the words in bold refer to?
- Another website** has had its activities stopped... by an ordinary company.
 - The popular photo-sharing website** is used by both professional and amateur photographers.
 - It had learnt that they were using **the site** for more than 400 hours a month!
 - The number of uploaded tracks on **the site** is always increasing.
- b** Underline the past participle(s) in each sentence in **1a**.
- 2** Complete 1–4 in the **GRAMMAR PANEL** with the sentences in **1a**.
- 3** Look at the article again and answer the questions.
- Underline three other past participles. Which uses, 1–4, do they match?
 - Are the past participles regular or irregular?
- 4 a** Complete the sentences with the correct form of the verbs in brackets.
- I my password once and someone else started using my email account! (*steal*)
 - I a computer virus in my life. (*never/have*)
 - My website by lots of people every week. (*visit*)
 - All the music on my MP3 player is from albums from the internet. (*download*)
- b**  Work in pairs. Discuss the sentences in **4a**. Are they true for you or someone you know?

company. In Portsmouth, in the UK, the local council decided to prevent its employees from using Facebook. It had learnt that they were using the site for more than 400 hours a month! Although the managers don't know whether users are logging on in work time or during their breaks, they have decided that enough is enough.

It seems that governments, websites and individuals will continue to struggle for many years in deciding who really controls the internet. The question is, how long will governments continue trying to hold back the tidal wave of online content before they give up the fight for good?

PAST PARTICIPLES

The past participle of regular verbs is made by adding *-ed* to the infinitive.

There are also many irregular past participles, e.g. *eaten*, *seen*, *taken* (see page 168 for a full list of common ones).

Uses

We use the past participle

- with *have* to form the present perfect and past perfect tenses:
I've finally signed up to Facebook.
(1)
- with *be* and a verb in the passive voice:
He was sent an email by a stranger.
(2)
- as adjectives:
This is our new, improved website.
(3)
- with *have* in sentences that show someone does an action to or for you, e.g. when you pay someone for a service:
He's (has) had his hair cut.
- or when something bad happens to you:
I had my car stolen.
(4)


See page 140 for grammar reference and more practice.

NOTICE LEARNED/LEARNT


A small group of verbs have two alternative past simple / past participle forms: *-ed* and *-t*, e.g. *learned/learnt*. Other verbs in this group are: *burn*, *dream*, *lean* and *spill*.

Oh no, you've spilled/spilt coffee everywhere.



SPEAKING

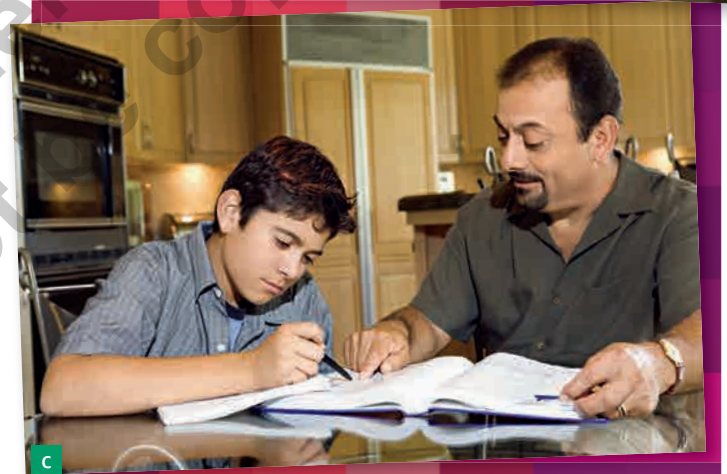
- 1 a**  Work in groups. Think of two reasons for these opinions, and two against.
- Companies should check the internet activity of every employee once a week.
 - People who illegally download films, music or video should have their internet access blocked.
 - Criminals like drunk drivers should have their photos put on a police website so that everyone knows who they are.
- One reason against this is that it could encourage a hate campaign against the person.*
- b** Compare your ideas with other groups. Do you have similar opinions?

SPEAKING


- 1  Work in pairs. What do the images show? What do they have in common? How do you think the people feel?
- 2 **a** Match the statements to images a–d.
- Parents' experience and knowledge can be useful for their children.
 - Teens have more fun with their friends than with their family.
 - Teens are more likely to talk about problems with friends than with their parents.
 - Different generations of a family usually get on well together.
- b** Do you agree or disagree with each statement? Give reasons for your answers.

LISTENING



- 1 **a**  1.6 Listen to an interview on a student radio programme. Write Craig (C) or Marcela (M) for opinions 1 and 2.
- Families are still the most important social unit.
 - Friends are the new family.
- b** Listen to Craig again and tick the points he mentions.
- spending more time with friends than with family
 - finding friends through work
 - discussing relationships
 - having the same interests
 - having fun and socialising
 - going on holiday together
 - making friends online
- 2 Listen to Marcela again and answer the questions.
- Where do Marcela's parents and other relatives live?
 - How long do children usually live with parents in her home country?
 - How many good friends does Marcela have?
- 3  Work in pairs. Are you more like Craig or Marcela? Why?



VOCABULARY: phrasal verbs

- 1 Look at the phrasal verbs from transcript 1.6. Match verbs 1–8 to meanings a–h.
- | | |
|--|--|
| 1 I hang out much more with friends... | a leave an educational institution before you finish your course |
| 2 I can always count on my good friends. | b spend time with someone or in a place |
| 3 When I decided to split up with my girlfriend... I talked it over with a couple of friends first... | c take care of someone or something |
| 4 When I go away ... it's usually with friends. | d start a new interest or activity |
| 5 I often fight with my brother, but we always make up ... | e discuss a problem or plan |
| 6 He can look after himself... | f leave home for a period of time, especially for a holiday |
| 7 I had problems at university and I dropped out for a while... | g depend on someone to do what you want or expect |
| 8 I took up Pilates recently... | h become friends again after an argument |
- 2 a Write two true and two false statements about yourself using the phrasal verbs in 1.
- b  Work in pairs. Read your sentences to your partner. He/She guesses if they are true or false.

GRAMMAR

- 1 a Read sentences 1–3. Cross out one extra word in each sentence.
- We really enjoy us ourselves going to the beach and parties.
 - He can look him after himself.
 - Sometimes I ask to myself if my relationship with my family has changed now that I'm older.
- b Complete 1–6 in the GRAMMAR PANEL  with words from 1a.
- 2 a Complete the sentences with a reflexive pronoun.
- Hi, come in! Make at home.
 - I'm not going to behave differently. I'm just going to be
 - No one else is going to clean up. We'll have to do it
 - Don't worry. The computer can solve that problem
 - When Isabel wants to learn new words, she says them over and over to
- b What do you think the people in 2a are doing?
- 3  Work in pairs. Answer the questions.
- When might you send yourself an email?
 - When was the last time your friends invited themselves round to your house?
 - Have you ever accidentally hurt yourself?
 - Do you know anyone who taught himself/herself to do something, e.g. to speak a language?
 - When there's a problem with your home, do you fix it yourself, or pay someone else to do it?

REFLEXIVE PRONOUNS

We use reflexive pronouns when the subject and object in a sentence are the same person or thing:

Sarah really enjoyed herself at the party.

I	(1)
you	yourself/yourselfs
he	(2)
she	herself
it	itself
we	(3)
they	themselves

Verbs with reflexive pronouns

Common verbs that go with reflexive pronouns are:

(4), *blame*, (5), *express*, *give*, *hurt*, *introduce*, (6) and *teach*.

See page 140 for grammar reference and more practice.

NOTICE OFFERS & ORDERS


We also use reflexive pronouns to make offers:

Help yourself!

or to give orders:

Do it yourself!

SPEAKING

- 1 a  Work in pairs. Talk about the time you spend with friends and family. Take notes on your partner's opinions and experiences as you listen. Find out
- if he/she lives with his/her family
 - who he/she looks to for support with problems
 - what sort of relationship he/she has with family and friends
 - whether he/she agrees that friends are the new family.
- b Report your findings to the class. Are there any similarities?



TUNE IN

- 1 Read the definition. What is the link to the image?

small talk conversations about unimportant topics. You *make small talk* when you meet people that you don't know very well.

- 2 Make a list of topics that you would/wouldn't talk about with people you don't know well.

I wouldn't talk about politics because it can be quite controversial.

- 3 a 1.7 Listen to six people making small talk. Number the topics in the order they talk about them. There is one extra topic.

family	sport
holidays	the weather
people they know	food
politics	

- b Which conversation 1–6 does the image show?

FOCUS ON LANGUAGE

- 4 a 1.8 Complete sentences 1–6 from the audio. Listen and check.

- I'm not really a big of , to be honest.
- I went on to once.
- I think you've the with you!
- Talking of , I think I'll get something to
- She's the girl with the , isn't she?
- I have a of them, Would you like to see it?

- b Match sentences 1–6 in 4a to functions a–f.

- changing the subject
- making an offer
- discussing people you know
- finding something in common with the other speaker
- politely rejecting the topic
- talking about the weather

Question tags

- 1.9 Listen to three sentences. Does the intonation rise or fall on the question tags?

- That was a great game last night, wasn't it?
- You don't come from Watten, do you?
- She's the girl with the red hair, isn't she?

Complete the rules. Listen again and check.

Intonation in question tags when we're sure about the statement and we think the listener will agree.

It when we're not sure about the statement.

Practise saying sentences 1–3 with the correct intonation.

OVER TO YOU


- 5 Work in pairs. Imagine you are in these situations and you do not know the person next to you. Think of one 'small talk' phrase for each.


- You're on a long-haul flight from your country to Tokyo.
- You're at a dinner party at your boss's house.
- You're a tourist on a one-day tour of New York.
- It's your first day on a course. You're having a coffee break with the other students.

- 6 a Change partners. Act out two of the conversations in 5. How long can you keep the conversation going?

- b Work with your partner from 5. Which conversation was more successful? Why?

TUNE IN


- 1**  Work in pairs. Look at the image of Carl, who shares a flat with Lydia. Answer the questions.
- Where is he?
 - What do you think has happened?
 - What other problems do flatmates often have with each other?

- 2 a**  **1.10** Listen to Carl telling his friend Denise about Lydia. Does he mention any of your ideas in **1**?

b Listen again. Underline and correct the false information in each sentence.

- Well, the thing is, she's really untidy.
- She's always forgetting to take out the rubbish when she goes out.
- She forgets to buy things like cheese or fruit, even when I ask her to.
- Every time I try to talk to her, she just walks away.
- She won't wash the dishes unless I ask her to.

- 3 a** Carl asks Denise for advice. What suggestions do you think she gives him?

b  **1.11** Listen and check your ideas.




PREPARE FOR TASK

- 4 a** Complete Denise's suggestions 1–5 with the phrases in the box.

One other thing you could do I'm not sure
You could always I suppose I think in that case


-, but I think talking always helps.
-, you have to get angry with her.
- you could do your shopping separately.
- is put a list of jobs on the fridge door, with people's names next to each one.
- try complaining about her on Facebook.

b Listen to **1.11** again and check.


- 5**  Work in pairs. Which of Denise's suggestions is the best? Are any of them bad ideas? Why?

- 6 a** What advice could you give in these situations? Make one suggestion for each, using language from **4a**.

- Your friend always comes to visit you without warning and then you have to chat to him/her for hours.
- You've started a new job. Your colleagues often go for lunch together, but they never invite you.
- Your boss often gives you work at 5 p.m. on Friday afternoon, and she wants it finished by Monday morning.

b  Compare your suggestions with a partner. Were any of them the same?

TASK

- 7 a**  Work in pairs. Choose one of the situations. Then read the instructions for Student A and Student B, and choose a role.


Situation 1 One of your friends is always late when you meet up, or changes the plan at the last minute.

Situation 2 One of your colleagues is really untidy and is always leaving dirty plates and cups on his desk.


Student A Explain what the problem is. Don't accept a suggestion unless you think it's a really good one.

Student B Keep offering suggestions until Student A accepts one.

b Plan three things that you want to say in your role.

- 8**  Act out your situation in **7a**. Then swap roles and act out the other situation.

REPORT BACK

- 9**  Present the best, or most unusual, solution from **8** to the class. The class votes on the best solution.