

Intermediate Self-Study Pack

Pack A: Weeks 1 – 6

Welcome to TREE's Intermediate Self-Study Pack A

Introduction

This pack offers links to a range of content, organised according to level and theme.

For each week we provide a link to at least three specially selected activities which you can work through in your own time. You can check answers at the end of each activity and re-do any activities which you found challenging.

If you are not sure of your level, you can do this quick online test:

<https://learnenglishteens.britishcouncil.org/content>

Organise your time



We suggest you set aside regular short periods of time during the week to work on your English. The schedule we provide allocates tasks for you to complete on Mondays, Wednesdays and Fridays, but please feel free to change the days and times to suit your schedule.

Keep a notebook



Remember to record new words and phrases in your notebook during each session. Try to include an example of the new word in a sentence, or maybe include a drawing, or translate the word into Myanmar. All of these things will help you to remember them.

Keep any written work in this notebook too, so you can refer to it and see how your English has improved over time.

Record your progress



On the contents page, there is a chart like this one:

Task	Completed √ / x
LISTENING: Transport Announcements	
READING PRACTICE- Bangkok	
LISTENING: Panama Canal	

You can record your progress by ticking off the tasks as you complete them.

If you complete all of the tasks in 6 weeks, **CONGRATULATIONS!** Give yourself a reward before you move on to the next level.

Additional Materials



When you have finished **Pack A**, you can move onto **Pack B** which contains another 6 weeks' worth of materials.

You can also find additional free resources at
<https://learnenglishteens.britishcouncil.org/> and
<https://learnenglish.britishcouncil.org/>

If you are teacher, you can find resources and information about teaching English at
<https://www.teachingenglish.org.uk/>

Links to Listening Files

Where there is a listening option, the links to the sound files are included on the contents page. If you don't have internet access, don't worry! We have also included the tapescript in the materials so you can read the dialogues instead.

Contents and Progress

Task	Completed v / x
Week 1- Getting Started and the Way Forward	
READING: Study Tips for Learning a Language	
READING and GRAMMAR: The Bike Race https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/future-forms	
Week 2- Teaching and Learning	
WRITING: Reflecting on a Learning Experience	
READING: Robot Teacher	
Week 3- Work-Life Balance	
READING: Motivation https://learnenglish.britishcouncil.org/skills/listening/upper-intermediate-b2/a-talk-about-motivation	
READING: Work-Life Balance	
Week 4- Speculating about Food and Life on Mars	
GRAMMAR and READING: What's for dinner tonight? https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/modals-deduction	
Week 5- Celebrations	
READING: Celebrations https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/celebrations	
READING and GRAMMAR: Chinese New Year https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/can-could-would-invitations-offers-requests-permission	
Week 6- Fake News	
READING: How to Spot Fake News	
READING: How to be a Safe Searcher	

Study skills tips

Read the study skills tips to practise and improve your reading skills. You'll learn some great study tips at the same time!

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Write the words in the correct box.

progress	extra practice	group activities
mistakes	your homework	notes
		a list

Make	Do

Reading text: Study skills tips

Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they don't do. Here are some of the most useful suggestions from studies.

- Don't be afraid of making mistakes. People often get things wrong. Good language learners notice their mistakes and learn from them.
- Do group activities. People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students.
- Make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework.
- Use a dictionary. Good language learners often use dictionaries to check the meaning of words they don't know. They also make their own vocabulary lists.

- Think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases. Sometimes, when you're at home, say new words to practise your pronunciation.
- Do extra practice. Test and improve your language, reading and listening skills with self-study material. You can find a lot of this online.
- Imagine yourself speaking in the language. Many good language learners can see and hear themselves speaking in the language. This helps their motivation.
- Enjoy the process. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games or read a book. It's never too late to become a good language learner.

Tasks

Task 1

According to the text, are the sentences true or false?

	Answer	
1. Good language learners don't make mistakes.	True	False
2. It's a good idea to talk with other students.	True	False
3. Take notes only before an exam.	True	False
4. Good language learners write down the words and expressions they learn.	True	False
5. Think of language you know when you are outside the classroom.	True	False
6. Don't take tests outside of class – it's very stressful.	True	False

Task 2

Write the noun forms of the verbs. For example, 'imagination' is the noun form of the verb 'imagine'.

- learn
- suggest
- communicate
- mean
- pronounce
- motivate

Discussion

What other tips do you have for learning a new language?

Answers

Preparation task

Make	Do
notes	your homework
a list	group activities
mistakes	extra practice
progress	

Task 1

1. False
2. True
3. False
4. True
5. True
6. False

Task 2

1. learning | learner
2. suggestion
3. communication
4. meaning
5. pronunciation
6. motivation



Watch the video on our website!



- Daisy:** Oliver'll be back soon. Did he know you were coming?
- Alfie:** Yes, we spoke earlier. We're going to do a bike race so we want to plan our training schedule.
- Daisy:** That sounds serious. When is it?
- Alfie:** In about a month. It'll be hard, but we're going to do loads of training – long-distance rides at weekends and shorter rides during the week.
- Daisy:** Wow! But you won't be training every day, will you?
- Alfie:** That's what we're going to talk about now.
- Daisy:** In here. Want some tea? Do you want some, Alfie?
- Alfie:** Yeah, please. No sugar for me – I'm in training!
- Oliver:** Right. I'm just going to get a pen so we can write our plan down.
- Daisy:** Amy's coming round. We're going to watch a film – want to join us?
- Oliver:** Yeah, maybe.

(Later ...)

- Oliver:** What are you going to watch?
- Daisy:** We haven't decided. Maybe the new Matt Damon one ... or a romcom.
- Alfie:** If you choose the Matt Damon, I'll stay, but I won't if it's the romantic one.
- Oliver:** What's the Matt Damon one about?
- Daisy:** The Second World War.
- Oliver:** A war film! Oh no.
- Amy:** Come on, it'll be good. It's had great reviews.
- Oliver:** Ah, all right then.

- Daisy:** Mum'll be phoning soon. Should we wait until after her call?
- Amy:** Good idea. Where is she?
- Oliver:** Egypt. In Alexandria, but she's going south tomorrow. To Luxor, I think.
- Amy:** Isn't she stopping in Cairo?
- Daisy:** I think so, yeah. How's the planning?
- Oliver:** Ah, well. We're not going to do the race! We won't be ready. And Alfie wants to put sugar in his tea again!
- Daisy:** That'll be Mum.
- Oliver:** I'll get it.
- Alfie:** And we'll get the popcorn ready, right Amy?
- Amy:** Let's do it.



Remember to watch the video first! Then read the conversation between Sophie and Tomas, a student that Sophie met on her travels. Sophie's helping Tomas understand how to use future forms.



**Grammar
Snacks**

We have different ways of talking about the future. We often use *going to* (+ infinitive), the present continuous (*to be* + *-ing*) or *will* (+ infinitive). The structure we use depends on the function of what we want to say, whether we are talking about arrangements, plans, predictions, etc.



Tomas

I thought *will* was the future tense in English.

It's one of the ways of talking about the future, but there are a few others. Let's look at *will* to start with. We use *will* / *won't* (= *will not*) + the infinitive for predictions about the future.

Oliver'll be back soon.
We won't be ready.
Do you think it'll rain this afternoon?

We also use *will* when we decide something at the moment of speaking.

(The doorbell rings) I'll get it.



Sophie

So, you sometimes use the verb *think* before *will*?

Yes, that's very common. We also use: *don't think*, *expect*, *be + sure*.

I'm sure you'll have a good time.



You said *will* is used for decisions made at the moment of speaking. What about decisions made before the moment of speaking?

Then we can use either the present continuous or *going to* (+ infinitive).

Amy's coming round.
We're going to watch a film – want to join us?
What are you doing this evening?





Is there a difference between them?

We use the present continuous more for arrangements with other people and *be + going to + infinitive* for intentions. Sometimes it's important to choose the right structure, but often we could use either because many events are both arrangements and intentions.

*Amy's **coming** round.* (= arrangement between Amy and Daisy)

*Amy's **going to come** round.* (= Amy's intention)

*I'm **going to clean** my room tonight.* (= intention)

~~I'm cleaning my room tonight.~~ (not an arrangement)



So could I say 'I'm going to go to the cinema with Alex'?



Yes, that's correct. But we usually avoid saying *going to go*, just because it doesn't sound very elegant. We normally use the present continuous with *go*.

*I'm **going to** the cinema with Alex.*

And 'I will go to the cinema with Alex'?

No. We don't use *will* for arrangements or intentions if the decision was made before the moment of speaking.

Oh, yes, you told me that before. Anything else?



Yes, there's another use of *going to*. We use it for predictions too, especially when you can see something happening or about to happen.

*Look out! You're **going to spill** that coffee.*



Can you use *going to* for other predictions?

Yes, sometimes both *will* and *going to* can be used.

*I think the Green Party **will win** the election.*

*I think the Green Party **are going to win** the election.*





OK, and one last thing! Is it correct to say, 'When's the race?' That's present simple, isn't it?

Yes. You can use present simple for timetabled events.

*My plane **leaves** at 4pm tomorrow.*

*The match **starts** at 8pm.*



Phew! So sometimes you can use *going to* or the present continuous and sometimes you can use *will* or *going to*. And you can also use present simple for timetabled events. *I'll never understand* the future!



I'm sure you will! You're using it correctly already.

Watch the video on our website!





Watch the video on our website and read the conversation between Sophie and Adam. Then do these exercises to check your understanding of future forms.



**Grammar
Snacks**

1. Check your grammar: grouping

Write the sentences in the correct group.

I don't think I'll ever be famous.	I'll hold the door for you.	I'll wash. You dry.	I'm seeing Jenny on Sunday.
We'll help you!	I'm sure you'll enjoy it.	It won't take long to get there.	What are you doing next week?
You'll feel better soon.	Are you going to the cinema tomorrow night?	I'm playing basketball tonight.	I'll ask him.

Predictions and hopes	Spontaneous ideas	Plans and arrangements

2. Check your grammar: multiple choice

Circle the best future form to complete these sentences.

- Don't worry about your driving test! I'm sure **you'll pass** / you're passing .
- I **won't come** / 'm not coming on Friday, sorry. I have a doctor's appointment.
- Are you hot? OK, **I'm going to** / I'll open the window.
- Don't leave your bike there! Someone **'s stealing it** / 'll steal it .
- Good morning and welcome to our school. In this talk **I'll** / I'm going to tell you about ...
- Look at the traffic! **We're going to be** / We're arriving late for school.
- Oops, I forgot your drink! **I'm going to** / I'll go and get it now.
- I **don't think he'll** / think he won't go to the party.

3. Check your grammar: error correction

Correct and write these sentences on the line below.

1. That looks heavy. I help you.

.....

2. I'll play at a music festival this weekend.

.....

3. He's playing really badly. There's no way he's winning this match.

.....

4. I'll meet Charlie and Anna later.

.....

5. Let's not go to that beach. I think it's too full of tourists today.

.....

6. I'll start piano lessons on Monday. I'm really looking forward to it.

.....

7. I think it won't rain today.

.....

8. Ask her! I'm sure she isn't minding.

.....

Discussion

What are your plans for this weekend?

Answers to Future forms – exercises

1. Check your grammar: grouping

Predictions and hopes	Spontaneous ideas	Plans and arrangements
<p>I don't think I'll ever be famous.</p> <p>I'm sure you'll enjoy it.</p> <p>It won't take long to get there.</p> <p>You'll feel better soon.</p>	<p>I'll hold the door for you.</p> <p>I'll wash. You dry.</p> <p>We'll help you!</p> <p>I'll ask him.</p>	<p>I'm seeing Jenny on Sunday.</p> <p>What are you doing next week?</p> <p>Are you going to the cinema tomorrow night?</p> <p>I'm playing basketball tonight.</p>

2. Check your grammar: multiple choice

- | | |
|------------------|----------------------|
| 1. you'll pass | 5. I'm going to |
| 2. 'm not coming | 6. We're going to be |
| 3. I'll | 7. I'll |
| 4. 'll steal it | 8. don't think he'll |

3. Check your grammar: error correction

- | | |
|--|---|
| 1. That looks heavy. I will / I'll help you. | 5. Let's not go to that beach. I think it will / it'll be too full of tourists today. |
| 2. I am / I'm playing at a music festival this weekend. OR I am / I'm going to play at a music festival this weekend. | 6. I am / I'm starting piano lessons on Monday. I'm really looking forward to it. OR I am / I'm going to start piano lessons on Monday. I'm really looking forward to it. |
| 3. He's playing really badly. There's no way he is / he's going to win this match. OR He's playing really badly. There's no way he will / he'll win this match. | 7. I do not / don't think it'll rain today. |
| 4. I am / I'm meeting Charlie and Anna later. OR I am / I'm going to meet Charlie and Anna later. | 8. Ask her! I'm sure she will not / won't mind . |

Reflective writing

Learn how to write a reflective text about a learning experience.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. an individual
2. to volunteer
3. a challenge
4. focus
5. in general
6. to adapt

Definition

- a. to work for an organisation without being paid
- b. to change something to make it suit different conditions
- c. a single person, not a group
- d. something new and difficult to do
- e. a point to think about or concentrate on
- f. overall

Reading text: Reflective writing

In January I spent three weeks volunteering as an English teacher in my town. I've been thinking about becoming an English teacher for a while so it was a good opportunity to see what it's like. The students had all just arrived to start a new life in the UK and they had a range of levels from beginner to intermediate. They came from a variety of countries and had very different backgrounds and experiences.

For me, the most important thing was the relationship with the students. I was nervous at first and did not feel confident about speaking in front of people. However, I found it easy to build good relationships with the students as a class and as individuals and I soon relaxed with them. It was a challenge to encourage the lower-level students to speak in English, but at least they understood a lot more at the end of the course.

At first, planning lessons took a really long time and I was not happy with the results. Classes seemed to be too difficult for some students and too easy for others, who finished quickly and got bored. I found it was better to teach without a course book, adapting materials I found online to suit their needs. I learned to take extra activities for students who finished early and that was much better.

I still need to continue improving my lesson planning. I would like more ideas for teaching mixed-ability groups and I want to plan the whole course better next time. That way students have a focus for each lesson and a sense of progress and of what they've covered. I'm also

going to put more confident students with beginners when they work in pairs so conversation activities give everyone more chance to speak and students can help each other.

Overall, it was a really positive experience and I learned a lot. I've decided that I would like to become an English teacher in the future.

.....

Tips

1. Reflective writing is more personal than other types of academic writing. You can use the first person (*I ... , My ... , etc.*) and explain how you felt.
2. Think about the experience in detail. Explain what went well and what was challenging, and say what you learned in the process.
3. Use a structure:
 - Short introduction to the situation
 - Evaluate the most important things about the experience, including solutions to problems
 - Say what you would do differently next time
 - Say what you learned overall.
4. Keep the focus on your learning process and what you will do better in future.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. You should keep your writing impersonal.	True	False
2. It is better not to say if something was difficult.	True	False
3. You should say what went well and what could be improved.	True	False
4. You do not have to describe the experience in detail – just the important bits.	True	False
5. You should include solutions to problems you had.	True	False
6. You should finish by describing exactly what you did.	True	False

Task 2

Write the sentences in the correct group.

I was nervous at first.	At first, planning lessons took a really long time.	I found it was better to teach without a course book.
I did not feel confident about speaking in front of people.	I learned to take extra activities for students who finished early.	It was a challenge to encourage the lower-level students to speak in English.
I'm going to put more confident students with beginners so they can help each other.	I spent three weeks volunteering as an English teacher.	I soon relaxed with them.

Experience	Feelings	Solutions/Learning

Task 3

Write one word in each gap to complete the sentences.

- I spent two months volunteering a medical assistant.
- I helped with a variety tasks.
- They had a range of patients young children to adults.
- It was a challenge finish all the work in one day.
- There were a lot of things I didn't know, but least I could help the nurse, who was on her own most of the time.
- I would like more first-aid training I can help in a medical emergency.

Discussion

What was your last challenging learning experience?

Answers

Preparation task

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

Task 1

1. False
2. False
3. True
4. True
5. True
6. False

Task 2

Experience	Feelings	Solutions/Learning
<p>At first, planning lessons took a really long time.</p> <p>It was a challenge to encourage the lower-level students to speak in English.</p> <p>I spent three weeks volunteering as an English teacher.</p>	<p>I was nervous at first.</p> <p>I did not feel confident about speaking in front of people.</p> <p>I soon relaxed with them.</p>	<p>I found it was better to teach without a course book.</p> <p>I learned to take extra activities for students who finished early.</p> <p>I'm going to put more confident students with beginners so they can help each other.</p>

Task 3

1. as
2. of
3. from
4. to
5. at
6. so

Robot teachers

Read an article about robot teachers to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. a takeover
2. to adapt
3. to underestimate
4. empathy
5. to diagnose
6. creative

Definitions

- a. the ability to think of new ideas
- b. to think something is less than it is
- c. to work out what kind of illness someone has
- d. when someone takes control of something, like a job or a place
- e. to change something so that it fits better
- f. the ability to deeply understand someone's situation or feelings

Reading text: Robot teachers

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question

is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. Most jobs seem as if they can be done by robots or computers.	True	False
2. Robots are always better at diagnosing illness than doctors.	True	False
3. Many experts agree robots will replace teachers by 2027.	True	False
4. One advantage of robot teachers is that they don't need to rest.	True	False
5. Robot assistants could help teachers by marking homework.	True	False
6. Some teachers use robots to reduce their time answering emails and marking homework.	True	False

Task 2

Choose the best answer.

- It's easy to think robots ...
 - will replace people even if we don't like the idea.
 - are more capable than people and it's true.
 - can do less than people but it's not always true.
- Anthony Seldon thinks teachers in the future will ...
 - help robots in class.
 - teach knowledge to students.
 - no longer exist.
- Robots will probably never ...
 - have human understanding of emotions.
 - be a popular choice for teachers.
 - be intelligent enough to work in education.
- Some parts of the world ...
 - pay robots to teach.
 - already use robots in teaching jobs.
 - have a shortage of teachers.

5. Teachers ...
- a. work harder than office workers.
 - b. have less help than office workers.
 - c. leave their jobs to become office workers.
6. Robots could ...
- a. empathise with students.
 - b. mark homework.
 - c. prepare lessons.

Discussion

Would you like to have a robot as a teacher?

Answers

Preparation task

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

Task 1

1. False
2. False
3. False
4. True
5. True
6. False

Task 2

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

A talk about motivation

Listen to the talk about motivation to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. an incentive
2. to motivate
3. a promotion
4. complex
5. automated
6. a social psychologist

Definition

- a. having many related parts; difficult to understand or solve
- b. done by a machine or computer
- c. something that encourages a person to do something
- d. someone who studies how people behave in social situations
- e. to make someone want to do something
- f. the act of giving someone a job which is higher status than their current job

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. We try to motivate workers in the same way that we try to motivate our children.	True	False
2. In the Glucksberg experiment, the people who were offered a reward finished faster than people who were not offered one.	True	False
3. The people who were offered smaller rewards in Ariely's experiment performed better than those offered bigger rewards.	True	False
4. In Ariely's experiment, people were more creative when they were concentrating on achieving a goal.	True	False
5. In the future, jobs will require workers to be more creative.	True	False
6. People always work better when they start the day later and work into the night.	True	False

Task 2

Match the two parts of the sentences.

First part

1. Glucksberg's experiment shows that people solve a problem faster when
2. Ariely's experiment shows that people are less creative when
3. The same results as Glucksberg's experiment have been found when
4. An incentive works for people when
5. Incentives will no longer work for motivating people at work when
6. The example of the big tech companies shows that people work better when

Second part

- a. the experiment is repeated.
- b. they are not given an incentive.
- c. they can make choices about their work.
- d. they are doing a simple task.
- e. they are doing the jobs of the future.
- f. they are offered a bigger reward.

Discussion

What motivates you in your job or studies?

Transcript

So, we think we know how to motivate people, right? Offer them a reward. Do this and you'll get this. Do this faster, earn more money. Do this better than everyone else, here's a promotion. We offer incentives when we want people to do things. We do it at work, at school, even at home with our kids. Tidy your room and you can watch TV.

But when social psychologists test whether incentives work, they get surprising results. Sam Glucksberg, from Princeton University, America, set people a problem to solve and told them he was going to time them to see how long they took. Then he put them in two groups. He offered one group a reward for finishing fast. Five dollars for anyone finishing in the top 25 per cent and 20 dollars for the person who finished the fastest of all. To the other group he offered no incentive, but he told them he was going to use their times to calculate an average time.

The first group, the ones with the reward, solved the problem faster, you'd think, right? Well, no, they actually took three and a half minutes longer than the group who just thought they were being timed. Incentive didn't work. In fact, it made them slower. This experiment has been repeated, with the same results, many times. But in business we still offer bonuses, promotions and rewards to staff.

That's fine if we want them to do something simple, like chop wood. We'll pay you more if you chop the wood faster. An incentive works then. But if we want someone to do something complex, something creative, something where they have to think, rewards don't work. They might even have the opposite result, and make people perform worse. Another study, by Dan Ariely, showed that the bigger the reward, the worse the subjects performed on a complex task. The reward made them focus so hard on the result that they couldn't think creatively any more.

And this all matters because more and more simple jobs will become automated. We'll be left with creative, problem-solving jobs that computers will never do. And we need to find a way to motivate people to do those jobs when we've proved the traditional incentives don't work.

So what does work? Giving your workers freedom; freedom to work on the things they want to work on, freedom to choose when, where and how they work. Want to work from home three days a week, get up late and work into the night instead? Fine. Just do the job well. And evidence shows people who choose the way they work get results. Companies that give employees time during the week to work on things that interest them and are not part of their regular job achieve amazing things. Some of the big tech companies are good examples of this, with ping-pong tables and areas to relax in ...

Answers

Preparation task

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

Task 1

1. True
2. False
3. True
4. False
5. True
6. False

Task 2

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

Work–life balance

Read what four people have to say about their working hours to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–j) with the vocabulary (1–10).

Vocabulary

1. idle chit-chat
2. maternity leave
3. to bounce ideas off someone
4. to wear someone out
5. to clock in
6. to make a concession
7. paid on a pro-rata basis
8. a freelancer
9. a commute
10. to be left to your own devices

Definitions

- a. a regular journey between work and home
- b. to be allowed to decide what to do by yourself
- c. to record the time you begin work
- d. a period of time a woman takes off work due to the birth of a child
- e. calculated according to how many hours you work
- f. to make someone very tired
- g. to give or allow something in order to end an argument or conflict
- h. talk that is informal and irrelevant to work
- i. a person who sells their services or work by the hour or day
- j. to share ideas with someone in order to get feedback on them

Reading text: Work–life balance

Ronan

I work in a fairly traditional office environment doing a typical nine-to-five job. I like my job, but it's annoying that my commute to work takes an hour and a half each way and most of my work could really be done online from home. But my boss doesn't seem to trust that we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It's frustrating that they feel the need to monitor what we do so closely instead of judging us based on our task performance, like most companies do these days.

Jo

I used to do a typical five-day week, but after I came out of my maternity leave, I decided that I wanted to spend more time with my children before they start school. After negotiating with my boss, we decided to cut my working week down to a three-day work week. This of course meant a significant cut in my pay too, as I'm paid on a pro-rata basis. I've since noticed, though, that my workload hasn't decreased in the slightest! I'm now doing five days' worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels as if he's made a huge concession letting me come in only three days a week.

Marcus

I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chit-chat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues.

Lily

I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well.

Tasks

Task 1

Circle the best answer.

1. Ronan would prefer it if he ...
 - a. wasn't left to his own devices.
 - b. could spend more time commuting and less time in the office.
 - c. could work from home and be judged based on task performance.
 - d. could trust his boss more.
2. Jo wanted to reduce her working hours because she ...
 - a. thought she would be more efficient and productive when she was at the office.
 - b. wanted to bring her work home.
 - c. wanted to go on maternity leave.
 - d. wanted to spend time with her children.
3. Jo is unhappy with her three-day work week because ...
 - a. she didn't realise how much the change would affect her economically.
 - b. she now has to spend more time looking after her children and her family.
 - c. she has more deadlines to meet.
 - d. her workload has remained the same although she's reduced her hours.
4. In Marcus's opinion, which of these is a disadvantage of working from home?
 - a. You spend a lot of time in the house.
 - b. It's easy to get distracted by your family.
 - c. You tend to work later.
 - d. You end up eating more as you have access to the fridge all day.
5. Why did Lily not like working from home?
 - a. She found it lonely.
 - b. Her family didn't like her working.
 - c. She didn't have a good Wi-Fi connection.
 - d. There were a lot of distractions.
6. What solution did Lily find most suitable for her working needs?
 - a. Renting an office space to work from.
 - b. Working from a café.
 - c. Working for an employer.
 - d. Working for other freelancers.

Task 2

Are the sentences true or false?

	Answer	
	True	False
1. Ronan's boss thinks his employees will not be as productive if they work from home.	True	False
2. Ronan thinks that the performance of employees should be judged according to how much time they spend in the office.	True	False
3. Jo is paid the same for a five-day work week as she is on a three-day week.	True	False
4. Jo feels exhausted trying to manage both a five-day workload and childcare.	True	False
5. Although Marcus sees the benefit in not having idle chit-chat, he misses interacting with his colleagues.	True	False
6. Lily didn't like working from the café because the coffee wasn't very good.	True	False

Discussion

What are the advantages and disadvantages of your working situation? What would you change if you could?

Answers

Preparation task

1. h
2. d
3. j
4. f
5. c
6. g
7. e
8. i
9. a
10. b

Task 1

1. c
2. d
3. d
4. c
5. d
6. a

Task 2

1. True
2. False
3. False
4. True
5. True
6. False



Watch the video on our website!



- Daisy:** This is so good. I ... Oh, that might be Mum phoning from Bali. I'll put her on speaker. Hi, Mum!
- Ollie:** Hi, Mum!
- Sophie:** Ah, you're both there, good. Hi, how are you doing?
- Daisy:** We're fine. Just having some pizza. And you?
- Sophie:** Really good. I'm about to eat too. I've just been walking round this amazing market and it's made me hungry. I'm going to order a big bowl of spicy noodles.
- Ollie:** Don't make us jealous, Mum! You're always doing that.
- Sophie:** Sorry, love. I was thinking about you just now, actually, and I've got a little quiz prepared for you.
- Daisy:** A quiz?
- Sophie:** Yeah. Can you both see the phone? I'm going to send you some photos of Indonesian food. Tell me what the food is.
- Daisy:** OK, fire away.
- Sophie:** Right, picture number 1.
- Daisy:** Ooh, that looks a bit like pasta, burnt pasta, but it isn't, is it?
- Ollie:** Nah, that's a kind of insect. A kind of worm?
- Sophie:** Yes, very good. One point to Ollie, but that was an easy one. Next.
- Ollie:** They're weird. They might be some kind of small pig.
- Daisy:** I don't know. Are they little dogs?
- Sophie:** Ah, they're actually a lot smaller than that. They're bats.
- Daisy and Ollie:** Bats!
- Sophie:** Yeah, without wings. I haven't seen anyone eating them, but someone must do. OK, next.

Grammar videos: Modals of deduction – transcript

- Ollie:** That looks like tomato juice, but it can't be, that would be too easy.
- Daisy:** It could be some kind of exotic fruit juice like papaya or mango.
- Sophie:** Nowhere near. I'll give you a clue. It isn't made from fruit or vegetables.
- Ollie:** So, it must come from an animal.
- Daisy:** I know, it's blood!
- Sophie:** Yes, half a point to Daisy. Another half a point for the animal.
- Daisy:** A fish? A snake? A crocodile?
- Sophie:** Yep, a snake. It's cobra blood, very good for the health, they say.
- Ollie:** Yeeuch, you've put me right off my pizza!



Remember to watch the video first! Then read the conversation between Sophie and Nur, an English language student that Sophie met when she was travelling in Indonesia.



**Grammar
Snacks**

We use the modal verbs *might*, *may* and *could* + an infinitive form without *to* when we think it is possible that something is true. We use *must* when we are sure it is true and *can't* when we are sure it isn't true.



Nur

So, we can use *might*, *may* and *could* for making guesses?

Yes. They're all used when we are not sure about something, but we think that it is possible that it is true.

*They **might be** some kind of small pig.*

But could I also say, '*They **could be** a kind of pig*' or '*They **may be** a kind of pig*'?



Yes, you could. The meanings are really similar. You can choose whether to use *may*, *might* or *could*.



Sophie

Ah, OK. So if I'm *not sure* about something I can use *may*, *might* or *could* and the meaning is almost the same. That's easy to remember.

Yes, that's right. But there's something else which affects the meaning, and that's *how* you say it; the 'intonation'. If you stress *may*, *might* or *could* it sounds less probable.

*It **could** be mango juice.* (less likely)

*It **could** be mango juice.* (more likely)



OK, and if I'm *sure* about something, what modals do I use?

We use *must* if we think something is true and *can't* if we think something isn't true.

*So, it **must** come from an animal.*

*That looks like tomato juice, but it **can't** be, that would be too easy.*





Do the verb forms change in the third person?

No, they don't change. They are the same in the first, second and third person.

Great! I think I like these *modals*!

You're right. Once you know the rules, they're pretty easy. Don't forget they are always followed by the infinitive form without *to*. We also use *may/might + be + -ing* for something happening right now or a possible future arrangement.

*That **might be** Mum **phoning** from Bali.*

*She **might be going** to Australia.*



You also used '*it **could be** a kind of pig*' for describing something in the present.

Yes, but that was with the verb *to be*, a stative verb. We use the *-ing* form with active or dynamic verbs.



I see. Is there anything else to be careful about?

Yes, if you are talking about possibility in the past you need the modal + *have* + past participle.

*She **might have taken** those photos in China.*

*I **may have thrown** it away by mistake.*



Hmm. I think I *may* need to practise these verbs a bit.

Yes, you *might* be right!



Watch the video on our website!





Watch the video on our website and read the conversation between Sophie and Nur. Then do these exercises to check your understanding of modals of deduction.



**Grammar
Snacks**

1. Check your grammar: matching

Draw a line to match the sentences that have the same meaning.

- | | | | |
|-----------------------------------|---|---|-------------------------------|
| 1. I'm sure that's Katie. | ○ | ○ | a. That must have been Katie. |
| 2. I'm sure that isn't Katie. | ○ | ○ | b. That girl must be Katie. |
| 3. It's possible that it's Katie. | ○ | ○ | c. It might not be Katie. |
| 4. Maybe that isn't Katie. | ○ | ○ | d. That girl can't be Katie. |
| 5. I'm certain that wasn't Katie. | ○ | ○ | e. It may be Katie. |
| 6. Perhaps that was Katie. | ○ | ○ | f. It can't have been Katie. |
| 7. It was definitely Katie. | ○ | ○ | g. It could have been Katie. |

2. Check your grammar: gap fill

Write a modal verb to fill the gaps.

- She's won prizes for her research. She _____ be really intelligent.
- I'd take an umbrella if I were you. It looks like it _____ rain.
- It _____ be him. He's on holiday until next week.
- Hey guess what?! I _____ be getting a car for my birthday! It's not completely definite yet though.
- I can't believe you've been waiting all this time! You _____ be really bored.
- His car's not here. He _____ have gone out.
- Look how much sugar and salt it's got in it! It _____ be good for you.
- Have you looked next to your computer? I think you _____ have left your keys there.

3. Check your grammar: error correction

Correct and write these sentences on the line below.

1. It mays be him. He's about that height.

.....

2. You could to be right. Let's check on the internet.

.....

3. It's six o'clock. She must have leave work by now.

.....

4. That can't being them. Their car's yellow.

.....

5. Joe might be to play football at the moment.

.....

6. That virus may of come from an app.

.....

7. This writing is terrible. That can be an 'e', but I'm not sure.

.....

8. I don't believe it! You can't had failed your exam!

.....

Discussion

What might you have for supper tonight?

Do you think you may visit the UK one day?

Answers to **Modals of deduction – exercises****1. Check your grammar: matching**

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

2. Check your grammar: gap fill

- | | |
|--|--|
| 1. must | 5. must |
| 2. might OR may OR could | 6. must |
| 3. can't | 7. can't |
| 4. might OR may OR could | 8. might OR may OR could |

3. Check your grammar: error correction

- | | |
|---|---|
| 1. It may be him. He's about that height. | 5. Joe might be to playing football at the moment. |
| 2. You could to be right. Let's check on the internet. | 6. That virus may have come from an app. |
| 3. It's six o'clock. She must have left work by now. | 7. This writing is terrible. That might OR may OR could be an 'e', but I'm not sure. |
| 4. That can't be them. Their car's yellow. | 8. I don't believe it! You can't have failed your exam! |

Listening skills practice: Celebrations – transcriptTranscript for **Celebrations****A**

It was Nicky's idea, but we all think it's going to be brilliant. As soon as the last exams have finished, we're going to decorate the main hall at school with paper streamers and Chinese lanterns and things. Steve had this idea of projecting photos of everyone onto a wall, like a slide show. And we've got Jo's brother, who's a professional DJ, coming along. Then there are three different bands lined up to play. Ours is the best, because we've been together longest and we've got a great bass player, (*coughs*) although I say so myself, so we're on last. It's going to be cool.

B

Every year there's a carnival in August in London. You've probably heard of it, the Notting Hill Carnival? So this year, me and my friends are going again. We went last year and we had such a fantastic time. It's all Afro-Caribbean, with people in amazing costumes and these brilliant steel bands. We don't go in costume, but we do dance a lot. It does get quite crowded, so you have to make sure you stick together. And you have to watch out for pickpockets when there are so many people in the same place. But it's really good fun; it's like London becomes a different country. Even the police dance sometimes.

C

We're going to hire a boat for the day and take it up the river. It's my grandparents' golden wedding anniversary, so the whole family is getting together. I'm really looking forward to seeing my cousins again. I haven't seen them for ages. We've got this huge picnic planned, with loads of different types of sandwiches and salads and an enormous cake. My dad has borrowed an ancient gramophone player, you know, what they had before CD players, and some old records. So as we go up the river we're going to listen to music from the time my grandparents got married – the swinging sixties!

D

Two of my best friends have their birthday in the same week, so some of us have decided to have a surprise party for both of them. One of my friends, Sandra, has a big house, and her parents say we can use it. They're going away, luckily. It's at the end of October, so we're going to decorate the house with Halloween things, you know, spiders' webs and spooky things. We're going to make up an excuse to get the birthday girls to come round to the house – say we're going to help Sandra move some stuff, or something. Then, as soon as Sandra lets them in, we're going to turn the lights out and jump out at them! We just have to make sure nobody mentions anything on Facebook and gives away the surprise.

E

There's a Royal wedding in June – one of our princes is getting married – so it's a public holiday. Lots of people are having parties in squares and parks and places, and the people in our street decided to have one too. Well, it's a good excuse to have a party, isn't it? We're all going to take out tables and chairs and put them together in the middle of the road. We're going to stop cars coming through, obviously. We're all going to bring different dishes and share them round. There are quite a lot of different nationalities living on our street – people from India, China and different African countries – so the food should be really interesting. It'll be good to get to know more of the neighbours too.

Listening skills practice: Celebrations – exercises

Listen to the speakers and do the exercises to practise and improve your listening skills.

Preparation

Do this exercise before you listen. Match the events with the definitions and write a – e next to the numbers 1 – 5.

- | | | | |
|--------|--|----|-----------------------------|
| 1..... | a party to celebrate the anniversary of someone's birth | a. | golden wedding anniversary |
| 2..... | the marriage of a king, queen, prince or princess | b. | Notting Hill Carnival |
| 3..... | a West Indian carnival held in London every August | c. | end of term party at school |
| 4..... | a celebration of 50 years of marriage | d. | birthday party |
| 5..... | a party normally organised by students to celebrate finishing the school year and completing their exams | e. | Royal wedding |

2. Check your understanding: matching

Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.

- | | | | |
|--------|-----------|----|-----------------------------|
| 1..... | Speaker A | a. | golden wedding anniversary |
| 2..... | Speaker B | b. | Notting Hill Carnival |
| 3..... | Speaker C | c. | end of term party at school |
| 4..... | Speaker D | d. | Royal wedding |
| 5..... | Speaker E | e. | surprise birthday party |

3. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with the speaker.

A (x2)	B (x2)	C (x 2)
D (x2)	E (x2)	

1. Speaker _____ will see people dressed in amazing costumes.
2. Speaker _____ is going to decorate the venue with Chinese lanterns and projections on the wall.
3. Speaker _____ is worried about someone on Facebook spoiling the surprise.
4. Speaker _____ is going to be careful of people stealing things.
5. Speaker _____ is going to listen to old-fashioned music played on an old-fashioned machine.
6. Speaker _____ is in one of the bands that are playing.
7. Speaker _____ is going to taste food from all over the world.
8. Speaker _____ is going to celebrate with the whole family.
9. Speaker _____ is organising a party for her two best friends.
10. Speaker _____ is going to make sure there is no traffic on her street,

Do you have any celebrations planned?

What are you celebrating?

What are you going to do?

Vocabulary Box

Write any new words you have learnt in this lesson.

Answers to **Listening skills practice: Celebrations – exercises.**

1. Preparation: matching

1. d
2. e
3. b
4. a
5. c

2. Check your understanding: matching

Speaker A: end of term party at school

Speaker B: Notting Hill Carnival

Speaker C: golden wedding anniversary

Speaker D: surprise birthday party

Speaker E: Royal wedding

3. Check your understanding: gap fill

- | | |
|--------------|---------------|
| 1. Speaker B | 6. Speaker A |
| 2. Speaker A | 7. Speaker E |
| 3. Speaker D | 8. Speaker C |
| 4. Speaker B | 9. Speaker D |
| 5. Speaker C | 10. Speaker E |



Watch the video on our website!



- Daisy:** Wow, it's cold out there! You're home early. Are you alright?
- Oliver:** Never better ... Hey, you couldn't pass me that plate, could you? Please? Thanks. But the heating at college broke down this morning, so when our accountancy lecturer said "Ladies and gentlemen, would you like a free afternoon to study at home?" Well, it was an offer we couldn't refuse really. It was freezing!
- Daisy:** Well, I see you've been busy. What is it? Can I have a taste?
- Oliver:** Yes, of course you can! Here. What do you think?
- Daisy:** Mmmm. Wow, that's really good soup, there, big brother. What is it?
- Oliver:** It's a country recipe. I found it in one of Gran's old cookery books. But I've made a lot. Why don't you call Amy? You can ask her round for dinner, if you like. There's more than enough. I've made bread too, look.
- Daisy:** You are one amazing brother!
- Oliver:** I know. Now go and phone.
- Daisy:** Amy? Oh, hi, Mrs Hao. Could I speak to Amy, please? ... Thank you ... Amy? It's Daisy.
- Amy:** Hi! What's up?
- Daisy:** Would you like to come to our house for dinner?
- Amy:** Ah, yes, that would be really cool. Thank you. And could you say thanks to your mum for me?
- Daisy:** Well, actually, she isn't here. It's Oliver's idea. He's made some wonderful soup. And bread.
- Amy:** Nice! I could bring something for dessert, if you like. I can make an apple cake ... Pardon, Mum? Ah, thanks! It's Chinese New Year, so we've got some special sweets here. My mother says I can take some to your house, so you can try them.
- Daisy:** Oh yes! Chinese New Year! Mum's in Hong Kong this week, writing about the celebrations. She emailed us some photos. But I thought your family's from Cambridge ... ? Do you celebrate Chinese New Year?
- Amy:** Yes, of course! Three of my grandparents are from Hong Kong, in fact – though my mother's father is Scottish. My parents and I are British, but we celebrate as a family. Listen, I'd better go and make that cake, or it'll be too late.
- Daisy:** OK! Oh, Mum's calling. See you in an hour.
- Amy:** Great. See you.
- Daisy:** Hi, Mum!
- Sophie:** Hi! Listen, it's just after midnight here and it's really noisy ...
- Oliver:** Wow, it sounds amazing!
- Sophie:** It is. Plus I've recorded some great interviews and got some fantastic photos for the blog. WOW!
- Daisy:** You couldn't send some photos to Amy too, could you, Mum? Is that OK? Her family's from Hong Kong – I'm sure she'd love to see it.
- Sophie:** Yes, no problem, but don't give me her email address now, I can't hear anything very well! It's too loud!
- Daisy:** OK.
- Sophie:** I'll phone you again tomorrow morning, OK?
- Oliver/Daisy:** OK. Love you.

Sophie: Love you too.

Oliver: She's having fun.

Daisy: Yes. I miss her.

Oliver: Me too.

Daisy: Amy? Is everything OK?

Amy: Yes, fine. My mother says would you two like to have dinner with us tomorrow? She says we can celebrate Chinese New Year together. And Dad says we can have special food – he'll make it – and we've got fireworks and ... you know ... if you like ...

Daisy: We'd love to!



Remember to watch the video first! Then read the conversation between Sophie and Mei, a student she met in Hong Kong. Sophie's helping Mei understand how to use *can*, *could* and *would* for invitations, offers, requests and permission.



**Grammar
Snacks**

We use the modal verbs *can*, *could* and *would* to offer to do things for people or to invite them to do something. We also use them to make requests or ask permission to do something.



Mei

What are *modal verbs*?

They are a type of *auxiliary verb* we use with other verbs to add more meaning to the verb. After modal verbs we use the infinitive form *without* to.

Modals are *not* used with the auxiliary verb *do*; to form the *negative*, we add *not* after the modal. To ask questions, we put the modal *in front* of the subject.

*Hey, you **couldn't** pass me that plate, could you?*

Can I have a taste?

Modals do not change in the third person singular form (*he/she/it*) in the present simple.

*Sophie **can** send photos.*



Sophie



Modals seem quite easy to use. What do we use them for?

We use them for lots of different things, and the same modal verbs can have several different uses. Today we are just going to look at offers, invitations, requests and permission.



Right, fire away! I mean, you *can* fire away if you like.

Oh, you're giving me permission. Thank you. We use *would + like* a lot for offers. It's very useful for different situations.

Would you *like* to come to our house for dinner?

Would you *like* some cake?

Would you *like* to celebrate Chinese New Year with us?



For more informal invitations you can use *can + get*. Get means buy in this context.

Can I get you a drink?

We also use *would* and *can* for offering to help someone.

Would you like some help?

Can I help you?

Can I give you a hand with that?



That sounds very strange, *Can I give you a hand?*.

It just means *Can I help you?*.

We also use modals for asking for something (making a request or asking permission).

Can you do me a favour? (more informal)

Could you say thanks to your mum for me? (more polite)

I've finished my homework. Can I go now? (more informal)

Could I speak to Amy, please? (more polite)



What's the answer? *Yes, you can.* / *No, you can't.*?

Not normally. Usually the positive answer is:

Yes, sure. / *Yes, of course.* / *Certainly.*

We usually avoid a direct *No* in the negative answer. We'd say something like:

Well, I'm not sure. / *Tomorrow night's a bit difficult.* / *Um, actually, she's not here at the moment.*



Ah, so you need to listen carefully to see if the answer is *yes* or *no*.

Absolutely. We don't like saying *no* in English.

We also like to use longer structures in more formal situations:

*Do you think you **could** do me a favour?*

Would you mind closing the window, please?

Could you tell me how to get to the town centre, please?





Yes, but isn't the pronunciation important too?

Ah, you mean the intonation? Yes, that's very important, I'm glad you mentioned that. It can make all the difference between sounding polite and rude. It's very important to get it right if you want a stranger to do something for you. You need to get 'up and down' movement in your voice.



Right. One more thing, do you think you *could* help me with my homework now? It *would* only take about an hour.

Um, well, actually



Watch the video on our website!





Watch the video and read the conversation between Sophie and Mei. Then do these exercises to check your understanding of modal verbs.



**Grammar
Snacks**

1. Check your grammar: matching – invitations, offers and requests

Match the two sentence halves and write a – h next to the number 1 – 8.

- | | | | |
|--------|--|----|--|
| 1..... | Would you like to come for lunch this weekend? | a. | Oh, yes, please! Could you? |
| 2..... | Can you help me with this table a moment? | b. | Well, actually, my mum's not feeling well. Maybe another time. |
| 3..... | Could you tell me where the nearest bank is, please? | c. | I suppose so. But I need it back before Friday. |
| 4..... | Would you like me to ask my brother? | d. | Yes, of course. Here you go. |
| 5..... | Can I come round to your house later? | e. | Yes, sure. Where do you want to put it? |
| 6..... | Could you lend me £20, please? | f. | I'm sorry, I'm not from around here. |
| 7..... | Can I get you a cup of tea? | g. | No, I'm OK, thanks, I've just had one. |
| 8..... | Would you mind passing me that menu, please? | h. | Oh, I'd love to, thank you. |

2. Check your grammar: gap fill – invitations, offers and requests

Write the word to fill the gaps.

1. Can I _____ you something to drink?
2. Would you _____ if I closed the window?
3. Would you like _____ come skating with us?
4. Can I _____ you a hand?
5. _____ you possibly lend me a pen, please?

6. Dad says we _____ borrow his bicycle if we're careful.
7. You _____ carry this, could you?
8. _____ you be free for lunch on Saturday?

3. Check your grammar: word 2 word – invitations, offers and requests

Write the words in the correct order to make sentences.

1. have some I Can water ?

.....

2. coffee Would like ? you a

.....

3. How ? I help can you

.....

4. do Could a favour me ? you

.....

5. giving a you me mind Would hand?

.....

6. up please? me Can pick you later,

.....

7. explain you Could this, please ?

.....

8. come for you round to like Would dinner?

.....

Answers to Can, could and would – exercises**1. Check your grammar: matching – invitations, offers and requests**

- | | |
|------|------|
| 1. h | 5. b |
| 2. e | 6. c |
| 3. f | 7. g |
| 4. a | 8. d |

2. Check your grammar: gap fill – invitations, offers and requests

1. Can I get you something to drink?
2. Would you mind if I closed the window?
3. Would you like to come skating with us?
4. Can I give you a hand?
5. Could you possibly lend me a pen, please?
6. Dad says we can borrow his bicycle if we're careful.
7. You couldn't carry this, could you?
8. Would you be free for lunch on Saturday?

3. Check your grammar: word 2 word – invitations, offers and requests

- | | |
|------------------------------|---|
| 1. Can I have some water? | 5. Would you mind giving me a hand? |
| 2. Would you like a coffee? | 6. Can you pick me up later, please? |
| 3. How can I help you? | 7. Could you explain this, please? |
| 4. Could you do me a favour? | 8. Would you like to come round for dinner? |

How to spot fake news

Read some tips for spotting fake news to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Complete the sentences with words from the box.

bombard	fooled	unrelated	source
fake	subtle	phenomenon	sure

1. A is something that is designed to look real but isn't.
2. If you someone with messages or information, you give them so much that it is difficult to deal with at all.
3. A is a rare or important fact or event.
4. If something is , it is not obvious and it is difficult to notice.
5. If you are , you are tricked into believing something that is not true.
6. If you are about something, you are confident that it is true or correct.
7. If something is to something else, the two things have nothing to do with each other.
8. A is a thing, person or place that provides information.

Reading text: How to spot fake news

Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Sometimes they want you to click on another story or advertisement at their own site, other times they want to upset people for political reasons. These days it's so easy to share information. These stories circulate quickly, and the result is ... fake news.

There is a range of fake news: from crazy stories which people easily recognise to more subtle types of misinformation. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

1. Check the source

Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other

topics. If you aren't sure, click on the 'About' page and look for a clear description of the organisation.

2. Watch out for fake photos

Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

3. Check the story is in other places

Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.

4. Look for other signs

There are other techniques that fake news uses. These include using ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the news story makes you angry, it's probably designed to make you angry.

If you know these things about online news, and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share. If you find a news story that you know is fake, the most important advice is: don't share it!

Tasks

Task 1

Circle the best title for the text.

- a. Experts share dangers of fake news
- b. Experts share top tips for resisting fake news
- c. How to create fake news: a guide
- d. Tips on how to read the news online

Task 2

Circle the correct answers.

1. Which reason is NOT given for an online fake news story?
 - a. To convince people of a political view
 - b. To make people angry or sad
 - c. To plant a virus in your computer

2. The text says some fake news ...
 - a. is easy to recognise as fake.
 - b. is funny.
 - c. comes from the political right.

3. Which of these may mean that a news site should not be trusted?
 - a. The text is well written.
 - b. The site has a variety of other stories.
 - c. The site's 'About' page does not clearly describe the organisation.

4. Some images on fake news ...
 - a. are real images, but come from a different website.
 - b. are images that have been changed.
 - c. both the above

5. Fake news stories ...
 - a. are usually only on fake news sites or social media.
 - b. are not on any websites, only in social media.
 - c. are often hidden on real news sites.

6. Many fake news stories are written ...
 - a. without capital letters and with terrible spelling.
 - b. in a way that makes people upset.
 - c. inside of advertisements that pop up on your screen.

7. What should you do with fake news?
 - a. Report it to the police
 - b. Make a note of it for reference
 - c. Not show it to other people online

8. What is the purpose of this article?
 - a. To complain
 - b. To inform
 - c. To entertain

Discussion

Have you ever read a fake news story online? Are you worried about this problem?

Answers

Preparation task

1. fake
2. bombard
3. phenomenon
4. subtle
5. fooled
6. sure
7. unrelated
8. source

Task 1

b

Task 2

1. c
2. a
3. c
4. c
5. a
6. b
7. c
8. b

Can you always find what you want to find on the internet? These eight easy-to-remember tips will help you to become a safe and smart searcher!

Preparation

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

- | | |
|------------------------|--|
| 1..... to narrow | a. a word that is important for or 'key' to the topic you are searching |
| 2..... keyword | b. to make a mistake when writing something on a keyboard |
| 3..... several | c. not to be trusted or believed |
| 4..... a search engine | d. to make more limited |
| 5..... to mis-type | e. software for sorting and blocking unwanted online content |
| 6..... unreliable | f. a computer program that is used to look for information on the internet |
| 7..... a filter | g. punctuation marks that look like this: "" |
| 8..... inverted commas | h. more than two or three but not many |

How to be a safe and smart SEARCHER



SEVERAL KEYWORDS WILL HELP TO FIND BETTER RESULTS. Use more than one keyword when you are doing a search. If you want to find out about seagulls, for example, search for **bird seagull** and not just 'seagull' – because seagull might also be the name of just about anything else, from a hotel to a documentary film.

EXACT REFERENCES CAN HELP YOU FIND WHAT YOU'RE LOOKING FOR. If you are looking for an exact phrase or sentence, e.g. **"seagulls are very clever"**, type it between inverted commas (") and only exact matches will be shown. This is useful when you want to find something you've already seen but lost.

AVOID COMMON WORDS like 'a' or 'the' in a search. These aren't always helpful and are usually unnecessary.

REMOVE UNWANTED RESULTS by adding a minus symbol (-). For example, **seagull -hotel -film** would leave out all references to hotels and films.

CHECK YOUR SPELLING. Make sure that you spell every word in the search box correctly. The smallest typing mistakes can bring unwanted results – especially when the mistyped word exists.

HAVE A FILTER. It's a good idea to filter your online searches, especially when you are searching for pictures. Ask an adult to help you add a filtering system. There are lots of filtering software options available.

EXPERIMENT WITH DIFFERENT SEARCH ENGINES until you find the one that's best for you. Some search engines personalise the results, so check out the option of using a search engine that doesn't do this and you will get different results.

RELIABILITY IS VERY IMPORTANT WHEN YOU ARE SEARCHING ON THE INTERNET. Always ask yourself, 'Is this reliable?' Don't make the mistake of believing everything you see. Some websites are unreliable and some information is false. Check your information on other websites before accepting it.

1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- | | | | |
|----|---|-------------|--------------|
| 1. | You should only use one keyword in a single search. | <i>True</i> | <i>False</i> |
| 2. | Inverted commas are a useful way to find something you've already seen. | <i>True</i> | <i>False</i> |
| 3. | Words like 'an' are unhelpful in a search. | <i>True</i> | <i>False</i> |
| 4. | If your keyword could refer to a lot of different things, you can't avoid getting a long list of results. | <i>True</i> | <i>False</i> |
| 5. | Small spelling mistakes aren't important. | <i>True</i> | <i>False</i> |
| 6. | Filter software is especially important for image searches. | <i>True</i> | <i>False</i> |
| 7. | Some search engines give different results to different people. | <i>True</i> | <i>False</i> |
| 8. | Some websites contain false information. | <i>True</i> | <i>False</i> |

2. Check your understanding: grouping

Write the tips in the correct group.

check the spelling of every word.	use words like 'a' or 'the' in a search.	use a filter for each picture search.	use inverted commas in a search.
believe all the information you see on the internet.	always use the same search engine without considering the alternatives.	use a minus symbol to avoid unwanted references.	always use a single keyword.

Do ...	Don't ...

Discussion

What type of information do you search for on the internet?

Answers to How to be a safe and smart searcher – exercises**Preparation**

- | | |
|------|------|
| 1. d | 5. b |
| 2. a | 6. c |
| 3. h | 7. e |
| 4. f | 8. g |

1. Check your understanding: true or false

- | | |
|----------|----------|
| 1. False | 5. False |
| 2. True | 6. True |
| 3. True | 7. True |
| 4. False | 8. True |

2. Check your understanding: grouping**Do ...**

- use inverted commas in a search.
- use a minus symbol to avoid unwanted references.
- check the spelling of every word.
- use a filter for a picture search.

Don't ...

- always use a single keyword.
- use words like 'a' or 'the' in a search.
- believe all the information you see on the internet.
- always use the same search engine without considering alternatives.

