

1

Multicultural society

Best of British

Competencies:

Reading (p. 6, 8, 9, 12, 14/15); Reading – Multiple choice cloze (p. 16); Listening comprehension (p. 7, 8, 9); Speaking (p. 15); Speaking – Talking about statistics (p. 13); Writing (p. 7, 16, 17)

Texts and content:

Teenagers in Britain (p. 6); What do you think about England? (p. 9); Cultural influences (p. 12); Extract from a novel (p. 14/15); Explosive message (p. 16); Song lyrics (p. 17)

Language (linguistic) focus:

Grammar

Present simple vs. present continuous (Review) (p. 7); Present perfect simple with *for* and *since* (Review) (p. 10), Present perfect simple with *just*, *already*, *yet* and *still* (p. 10), Present perfect simple with *for*, *since*, *yet* and *already* (p. 10), Grammar for communication: *How long...?* questions (p. 11)

Vocabulary

Giving statistics and making generalisations (p. 8); Making new friends (p. 11); Expressions about Britain (p. 19)

Pronunciation

The schwa /ə/ (p. 11)

Exam task types: **M**

Reading: Multiple choice cloze (p. 16); Language in use: Multiple choice cloze (p. 16)

This unit includes a look at Britain from a British as well as a foreign point of view. The opportunities and problems a multi-cultural society has is touched upon in the texts. It reviews the present tenses in the grammar sections, reviews vocabulary on making new friends, and on the *Int. Communication* page focuses on vocabulary that deals with statistics and generalisations. The *Language in use* page provides exam practice.

1 Read

This section includes a quiz for students about teenagers in Britain. It focuses on reading and listening, but also provides a helpful starting point for theme-related discussion and comparisons between Britain and the students' country.

The grammar is presented in context and the students look back at the text to identify the functional differences between the present simple and present continuous. The grammar review activities are designed to offer students the necessary language to write a 200-word description of their own daily routines, trends, hobbies, and interests.

a This activity can also be done in pairs. Quickly monitor and get voluntary feedback. Write interesting suggestions and adjectives on the board. These adjectives can also be reviewed in future lessons to develop the students' range of vocabulary.

➔ Optional activity

To set the scene, tell the students that you are going to show them a series of pictures about a country. They have to guess where it is. These could be unusual pictures or images that the students might not instantly recognise as British and include *mountains such as Ben Nevis; curry, surfing and sandy beaches in Newquay; Chinatown in London; and windmills on the Norfolk Broads.*

At this point, students may not be able to accurately use modal verbs of deduction, which is covered in more detail in Units 10 and 11, so there's no need to correct the grammar too much. It's a warmer, and the main idea is to engage the students as much as possible.

b Put students in pairs to read the quiz and guess the answers. This should generate a discussion and create interest before the listening section that follows. Get feedback and ask students to explain the reasons behind their choices.

c Play the audio for the students to listen and check their answers. Monitor carefully to check students' understanding. Play again and pause as needed.

Answer Key: 1b, 2a, 3c, 4c, 5a, 6c, 7a, 8c, 9c

BACKGROUND INFORMATION

Paper round: Traditionally many newspapers were once delivered to people's houses by boys, sometimes also girls. It was a fairly easy job (apart from delivering the bulky Sunday papers), but it never paid much. Paper rounds done by (underage) kids have steadily declined. These days, papers are delivered mostly by adults.

d This activity can also be done in pairs. Get feedback.

Answer Key: 1T, 2T, 3F girls spend £2 a week more than boys, 4F £14 a week

Discussion box

Put the students in pairs or small groups. Have them look at the discussion box at the bottom of page 6 and ask each other questions. Model the activity so they have a clear idea of what to do. Depending on the ability of the class, you could also quickly write the phrases on the board and highlight the use of gerunds after phrases like *I really enjoy listening to music, I quite like reading in my free time.* It is also possible to use the infinitive, which is typical in American English, *I really like to dance.* Monitor and maybe give helpful correction when needed, as students often use the base form of the verb and make mistakes such as *I like ~~play~~ my guitar.* Gerunds and infinitives are covered in more detail in Unit 8, so it's not important to correct too much at this point. After they have finished, get feedback and extra details from students.

2 Grammar Present simple vs. present continuous (Review)

Students often have difficulty with the present tense for a number of reasons. Some languages do not have an equivalent of the present continuous, so mistakes are inevitable due to first language (L1) interference. It is also hard to realise that the present tense is not always about the present! At lower levels, students are often taught that the present continuous is something 'happening now', but that is not always true, so this section takes a more detailed look at habits and routines, facts, things happening now, and changing situations and trends.

a The students discuss and complete the rules.
Answer Key: present simple, present simple, present continuous, present continuous

b This activity can also be done in pairs. Ask the students why they think each example is used.

Answer Key:

The present simple is used in questions 1, 3, 6, 7, 9: to talk about facts

The present simple is used in question 2: to describe regular habits and routines

The present continuous is used in questions 4, 5, and 8: to describe changing situations / actions happening around now

Optional activity

For variety and a more kinaesthetic activity, make a quiz with sentences. Have the students place them in the correct column.

columns:

Present simple – facts

Present simple – habits and routines

Present continuous – changing situations / actions happening around now

Possible sentences:

About 20% of the population is under the age of 16.

School-age teenagers say that they enjoy going to the cinema most.

Only one in five 15–16-year-olds have Internet access on their mobile device.

The average 11–16-year-old is spending about £12 a week.

These days, teenagers are spending most of their money on clothes and music.

Two million of Britain's schoolchildren have part-time jobs.

The most common part-time job is babysitting.

25% of young people under 19 are living with just one parent.

About 100,000 young people run away from home every year.

Monitor and check their answers afterwards.

For a downloadable worksheet, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

c This activity offers an opportunity for personalisation and gets students to compare their own lives with teenagers in Britain. Monitor and then get class feedback.

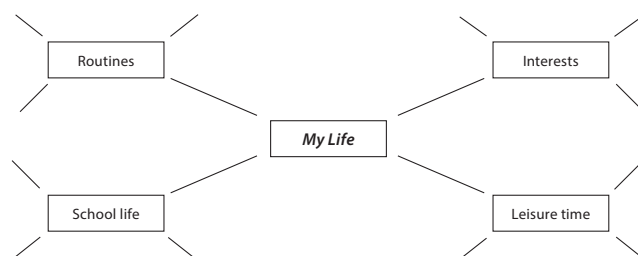
3 a Monitor silently and then let students check their answers together before getting class feedback.

Answer Key: 1 don't have, 2 am / 'm not doing, 3 work, 4 is / 's getting, 5 need, 6 am / 'm starting, 7 get, 8 are getting, 9 are using, 10 prefer

Ask students to read the completed text in 3a again. This is a good model for the writing task that follows. Before the students start writing, elicit some of the topics that are mentioned in the text. This provides a helpful list of ideas that the students can refer to as they write. They can also use some of the ideas they talked about earlier and some of the phrases from the Discussion box on page 6.

For weaker students

Sometimes students find it difficult to write quickly, so providing thinking time and making notes in pairs beforehand helps to generate ideas. Get students to write bullet points under headings or draw a mind map (see below). This also introduces a helpful note-taking strategy that they can use in future.



As the students write, monitor and help as needed.

Then put students in pairs so that they can read their partner's work. Get class feedback. Try not to ask students to read aloud as this tends to put them on the spot. Instead, get them to discuss things that were the same or different and get them to comment on interesting or surprising things they found out about their partner. For example, *I found out that Anna wakes up really early to walk her dog* or *I found out an interesting fact about*

Stefan – he has football training for two hours every day.
If the students complete the task for homework, encourage them to add pictures that relate to the things they write about.

4 Vocabulary Giving statistics and making generalisations

a Play the audio. Pause if necessary to give students time to write. Get them to check with a partner before getting class feedback.

Answer Key: 1 under 10% of, 2 tend to spend, 3 quite common for

➔ Optional activity

Ask students to look at the table on page 8 and write a sentence such as *A lot of teenagers have a mobile phone.* Ask the students if this is a general or a specific statement and what word / words show/s this.

b First, ask students to get together in pairs and choose two categories. They should then write three questions for each category on their own, using the phrases provided. Monitor and correct as necessary.

c This is a follow-up activity to 4b. Now, students ask their questions to five of their classmates. Tell them to note down the answers for later. Students often speak more if they are standing up and walking around the room. Once they have finished, the students look at their classmates' answers and write sentences about them using the generalisation words from the table on page 8. Then get some feedback and ask the students to present the answers to the class.

d Encourage students to check their answers together and then get class feedback. Students may not know phrases like *slightly higher* and *roughly*. If they ask, elicit synonyms such as *a little* and *about*, using hand gestures.

Answer Key: 1B, 2C, 3A, 4A, 5A

e Ask students to tick each word in the box before they complete the sentences. Get feedback from the class.

Answer Key: 1 half, 2 prefer, 3 tend ... more, 4 lot ... think, 5 majority, 6 common

5 Read

In this section, students read about a boy from Italy and his experiences of visiting England. It describes his expectations, feelings and things that he has found interesting and surprising. The text should prompt plenty of discussion about the differences between England and the students' own country.

In terms of grammar, the text presents the present perfect simple and adverbs in context and highlights the difference in meaning between *for*, *since*, *just*, *already*, *yet* and *still*. The grammar is presented in a learner-centred way, but extra concept checking can also be done to clarify meaning if needed.

BACKGROUND INFORMATION

A-Levels: Advanced Level. These British exams are usually taken in the final year of school at the age of 18. They are taken in a particular subject, such as History, English Literature, Chemistry, etc., and are required for students who attend university.

IELTS: The International English Language Teaching System is a test required by many Australian, British, Canadian and New Zealand academic institutions before accepting a non-native English speaker on a course. It assesses the range of skills students need to study a subject such as Maths or Economics in English.

This activity can also be done in pairs. Get feedback.

Answer Key: 1F, 2E, 3A, 4C, 5B, 6H, 7G

➔ Optional activity

To set the scene, put the students in pairs or small groups. Show a picture of England and a picture of Italy and ask students to make a list of the things that they think are different about the two countries. Introduce the text by talking about Pietro. Tell the students that he is a boy from Italy who is studying in England. *What things might Pietro like and dislike?* Tell students to think about things like *homesickness*, *English food*, *weather*, *studying in a foreign language*, *spending* and *making friends*. Take quick feedback and then get students to read. This list of notes should prepare students well for reading the text and encourages them to see if their predictions were correct.

6 Listen

Before they listen, have the students think about their reasons for visiting, the things they like and dislike. Play the audio, monitor and pause as needed. Then ask students to check their answers together and get class feedback.

Answer Key: Gözde: family, cafés / shops / weather; Marco: football, fashion, food; Chris: holiday, architecture, public transport; Rebecca: English (lessons), music, expensive

➔ Optional activity

If you would like to do the activity differently, for more heads-up learning, write the answers on the board before you play the audio. The students do not open their books. Tell them that the interviews are with Gözde from Turkey, Marco from Germany, Chris from America, and Rebecca from Venezuela. Ask the students to listen. Which person talks about which things? Have the students tell you so you can add the names to the list.

7 Grammar Present perfect simple with *for* and *since* (Review)

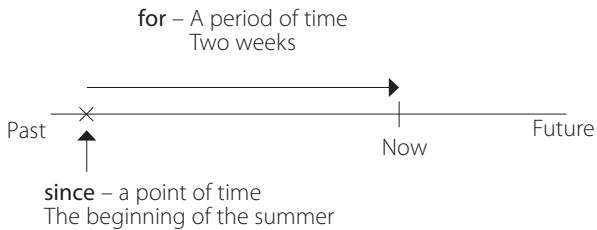
a This activity can be done in pairs. Ask students to look at the examples and discuss when we use *for* and when we use *since*. Monitor and listen carefully to see if the students can

work out the difference in meaning. Then get class feedback and write the rule on the board. This helps students who need to learn things visually.

◆ **For weaker students**

If the students need a little bit more guidance, you could use some of the following questions to concept check the difference in meaning. It is also helpful to draw timelines on the board to show the difference.

- Where is Pietro now? (in England)
- When did he arrive? (at the beginning of the summer)
- What word shows us when something started? (*since*)



- What about Pietro's mother? Where is she now? (in England)
- How long has she been there? (two weeks)
- What word shows us how long something has been happening? (*for*)

b Students are often confused by the use of *for* and *since* so this activity gets students to differentiate between points in time and periods of time. Do the first sentence together with the students as an example.

Answer Key: 1 more than a month, 2 I was born, 3 the first time I saw you, 4 as long as I can remember

Present perfect simple with *just*, *already*, *yet* and *still*

c Check the answers in a feedback session.

Answer Key: 1 just, 2 still, 3 yet, 4 already

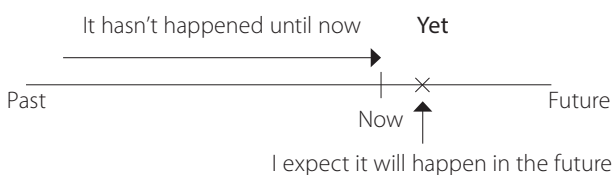
d Try to get students to see things for themselves. Encourage them to work in pairs and complete the rules.

Answer Key: 1 yet, 2 just, 3 already, 4 still

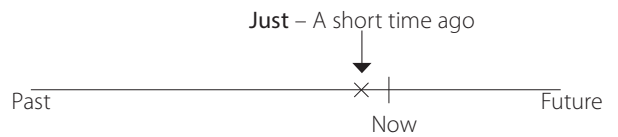
◆ **For weaker students**

If some students in the class need more help, ask the following questions to concept check and clarify the meaning of the different adverbs.

- Has Pietro been to a football game in England? (no)
- What does the sentence say? (*I haven't been to a football game yet*)
- Does he expect to go to a game in future? (yes)
- What does he say? (*but I'll go soon*)
- What word tells us he hasn't been until now but expects to go in future? (*yet*)



- Is Pietro doing an English course now? (no)
- Did he do an English course before? (yes)
- What sentence tells us that? (*I've just finished an English course*)
- Did the course finish a long time ago or a short time ago? (a short time ago, recently)
- What word in the sentence tells us that? (*just*)



- What did people tell Pietro about making new friends? (it was hard to make friends in England)
- Does he have new friends? (yes)
- What sentence tells us that? (*I've only been here three months and I've already made some really good mates*)
- Does he think this happened quickly or took a long time? (it happened quickly)
- What word tells us that he is surprised? (*already*)



- Surprising
- Expected

- Is it normal to eat fish and chips in England? (yes)
- How long has Pietro been in England? (three months)
- Has he eaten fish and chips? (no)
- What sentence tells us that? (*I still haven't had any!*)
- What word tells us that he is surprised? (*still*)



- Surprising
- Expected

e This activity can also be done in pairs. Encourage the students to refer to the rules above if they have difficulty. Monitor quickly and get feedback.

Answer Key: 1 just / already, 2 yet, 3 still, 4 already / just, 5 yet

➔ **Optional activity**

Boo!

To liven up the class, put students in small groups. Dictate the sentences out loud but shout *Boo!* instead of the adverb. The first group to shout out the correct adverb gets a point. The activity can also be extended with extra sentences if the students seem engaged and motivated.

Present perfect simple with *for*, *since*, *yet* and *already*

f This activity can also be done in pairs. Monitor and get class feedback afterwards.

Answer Key: 1 for, 2 since, 3 for, 4 since, 5 since, 6 for

g This activity is a multiple choice activity that practises adverb choice in present perfect simple sentences. The students circle the correct answer and check with a partner afterwards. Monitor and then get class feedback.

Answer Key: 1B, 2C, 3C, 4A, 5A, 6C

h This activity can also be done in pairs. Write the first sentence on the board and ask the students if they can rewrite it to include the adverb yet. This provides a clear model of the activity. Get class feedback and correct any word order mistakes.

Answer Key:

- 1 We haven't had our results yet.
- 2 I've already seen the film.
- 3 I've been doing this course since last week.
- 4 Joy still hasn't used her new mobile.
- 5 I've / I just told you that.
- 6 You've had that computer for (x) years.
- 7 Your friends haven't called you yet.

8 Grammar for communication

a Put students in pairs. Model the activity and then monitor as the students talk together. Get class feedback and extend the activity by asking students to give more details. Examples:

A: *Who's your best friend? And how long have you known her?*

B: *I've been best friends with Lisa since primary school.*

A: *Wow! Is this your bike? How long have you had it?*

B: *Yes, it is. I've had it for a week.*

b Students get together with a partner and do the activity. Do an example with one of the students. Monitor gently and get class feedback afterwards.

To extend the task, encourage the students to write their own lists and then set up a class mingling activity.

→ Optional activities

Things I've already done / things I want to do

Dictate a list of five things about your life. Each sentence should be in the present perfect and contain adverbs such as *for, since, yet, already, just* and *still*. Get the students to read the sentences back to you to check they are correct. Then put the students in pairs and tell them to guess whether the sentences are true or false. Get feedback and check the students' ideas. Ask the students to write their own true and false statements. Monitor carefully to check that the students' sentences are written correctly in the present perfect. Tell the students to walk around the room (mingling activity) and ask each other about the things they have already done or want to do in future. They have to guess whether their partner's statements are true or false and also ask extra questions to get more details.

My life

Write a short description of some of your life experiences and ambitions and give each student a copy. Include present perfect sentences to review the grammar. Have students read the story and ask you questions

about your past and future expectations. This provides a model for the students' writing. Get the students to write about themselves and hand their writing in to you. Read the students' work and write down one interesting fact about each student. Create a *Find someone who* worksheet and copy it for students. In class, hand out the worksheet and get students to walk around the room and try to find out who each sentence refers to. The activity works well because the information is created by the students themselves and is more personalised.

9 Pronunciation The schwa /ə/

Students are often too careful when pronouncing certain words and this can make their speech sound slow and unnatural. As a result, it is useful to practise the schwa in class. This helps students recognise weak forms and increases the fluency and speed of their speech.

a Play the audio. After the students have listened to the audio twice, they should repeat it using the schwa and more natural pronunciation.

b For further practice, get the students to say the sentences out loud, then listen, check and repeat. If the students find it difficult to pronounce the schwa in sentences, isolate the sound and backchain (start at the end of the sentence and work backwards). Then repeat from the beginning.

→ Optional activities

The schwa /ə/

Put students in pairs and tell them to look at the example sentences again. What do they notice about the words in italics? What types of words often use the schwa?

Answer Key: prepositions, articles, verb *to be*, conjunctions

Unnatural pronunciation

Write the following sentence on the board to show unnatural pronunciation:

I can speak English and I can speak French.

/aɪ kæn spi:k ɪŋɡlɪʃ ænd aɪ kæn spi:k frentʃ/

Get the students to say the sentence out loud, as fast as they can with no vowel reduction or use of the schwa. They'll actually find it quite difficult to do!

Now show them the same sentence but replace some of the vowels with the schwa as below.

I can speak English and I can speak French.

/aɪ kən spi:k ɪŋɡlɪʃ ənd aɪ kən spi:k frentʃ/

Model the pronunciation and get the students to say the sentence as quickly as possible. They'll find it much quicker and easier.

10 Vocabulary Making new friends

This activity introduces new phrasal verbs in context. Students often find phrasal verbs difficult and even if they learn them initially, they often forget them. As a result, it is often a good idea to note down the vocabulary you cover,

include it in your classroom chat and review recently learned lexis on a regular basis.

Answer Key: 1 bond with, 2 join in, 3 settled in, 4 fit in, 5 feel left out

11 Read

This section of the unit looks at the positive effects of immigration and how people from around the world have influenced British culture in film, music and literature. The text provides some interesting background knowledge for students and sets up theme-related discussion about cultural influences in the students' own country and places they might like to emigrate to.

BACKGROUND INFORMATION

Levi Tafari: born in Liverpool; author of poetry collections and plays; leading exponent of Black and politically conscious performance writers who have developed a hybrid form of poetry containing elements of both mainstream English and black cultural references.

a Students read the text quickly for gist and answer the question.

Answer Key: ten countries: Britain, Iraq, Afghanistan, Bosnia, Germany, Italy, France, Spain, Bangladesh, Pakistan, (England), (Jamaica), (India)

Optional activity

To set the scene, ask students to look at the title of the article. What do they think it is about? Get feedback.

b Monitor the activity and then get students to check their answers together. Check in class feedback.

Answer Key: 1 The Romans, 2 Iraq, Afghanistan, Bosnia, 3 over 300, 4 *Bend it like Beckham*, *East is East*, 5 weather report, 6 UB40

Optional activity

The theme could also be extended to a writing assignment, which could be done at home. It could be about either cultural influences or any important and positive influences in the students' own lives. The assignment could be done digitally or in handwriting. If it is done digitally, students should email it to you. Use the 'comments' function to give helpful correction and encouragement. Students can then do a second draft of their writing and keep their best work in a student portfolio.

Discussion box

The reading sets up good opportunities for more personalised theme-based speaking. After the students look at the questions in the Discussion box, give them thinking time and the opportunity to write some notes beforehand. Then ask them to discuss the points mentioned. Encourage the students to use some of the new vocabulary such as the phrasal verbs on the previous page. Monitor and take class feedback.

Into Communication

Talking about statistics

The *Into Communication* page provides useful language and conversational strategies for real-life tasks that will be useful for learners both during and after their studies. This section focuses on ways of adding further information which is highlighted in the context of presentations. This section also reviews vocabulary for giving statistics and making generalisations, and provides helpful language that can be used in the *Into Literature* section on pages 14/15.

a Students look at the bar graph. This could be done as a classroom activity, in pairs, or silently.

Optional activity

To set the scene, ask students whether they like school or not. What are the reasons for this? How many of the students would like to continue in education and go to university? Encourage conversation and get class feedback.

b Students then do the activity. This shows how we can direct attention to certain statistics and offer comments about data when presenting visuals. Get feedback.

Answer Key: number, nearly a third, the first eight countries, as you can see from the graph, above the 33% level, coming close to the 50% mark, looking at the bottom of the bar graph, only one in five kids, age group, percentage, male and female, surprised by the results

c Put the students into groups of four. Make sure that each group of students has at least one PC, laptop or tablet with Internet access between them. Alternatively, one smart phone per group could be used.

The activity is usually easier if you provide a short list of possible topics and choices and have already checked the Internet to make sure the information is there. A list of hyperlinks is also helpful. This saves time and stops the students losing motivation or becoming frustrated. Before the presentation, get the students to look back at the language in **b** again and use some of the expressions to structure their talk.

Into Literature

Ruby Tanya by Robert Swindells (a novel)

BACKGROUND INFORMATION

Robert Swindells (born 1939 in Bradford) is an English author of children's books and young adult novels. He first worked for a newspaper, then held various jobs before he trained as a teacher. He published his first book in 1973 and has since then written numerous novels of which *Stone Cold* (1993) won the

Carnegie Medal. Swindells is also politically active and stood for Parliament as a member of the Green Party.

For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

More books by Swindells

Abomination (Doubleday 1998; 12-year-old Martha grows up in a very religious group)

Blackout (Corgi 2011; at the beginning of WWII children slowly realise what is about to come)

Blitzed (Doubleday 2002; George is fascinated by WWII, but when he sees the real thing he is shocked)

Daz 4 Zoe (Longman 1990; love story in a mixture of two styles)

Smash! (1997; against a racist background, friends Steve and Ashraf have to take opposite sides)

Stone Cold (Heinemann 1993; thriller alternating between homeless Link and ex-soldier Shelter)

The Shade of Hettie Daynes (Corgi 2008; Hettie's ghost appears to Bethan and her brother – but why?)

Wrecked (Puffin 2001; teenagers take to drinking)

More books on racism

Blackman, Malorie: *The Noughts & Crosses Series* (Random 2001ff., black vs white but this time the white people are the underdogs)

Bradman, Tony (ed.): *Give Me Shelter: Stories About Children Who Seek Asylum* (Frances Lincoln Children's Books 2007; very straightforward stories about asylum seekers)

Martin, S. I: *Jupiter Williams* (Hodder 2007; black communities in the London of 1800; rich Jupiter has to look for his brother among the poor)

Tan, Shaun: *The Arrival* (Arthur A. Levine Books 2007; stunning graphic novel about immigrants)

Volponi, Paul: *Homestretch* (Simon & Schuster 2009; racist ex-prison boy learns the truth about his mother's death)

Zephaniah, Benjamin: *Refugee Boy* (Bloomsbury 2001; young man from Ethiopia finds himself in the hands of the Refugee Council)

The *Into Literature* section offers an insight into the story of an asylum seeker from Eastern Europe. It gives students ideas for reading outside of class and also provides a good lead-in to the topic of immigration, refugees and asylum seekers.

a The students do the activity. Tell them that they do not have to understand every word and guide them to the glossary at the bottom of page 14.

Answer Key: Ruby: sympathises with and feels sorry for the asylum seekers

her mum: thinks asylum seekers should be allowed to stay (but economic migrants should be sent back)

her dad: detests (hates) asylum seekers

→ Optional activity

To set the scene, show students the cover of the book and get them to guess what it is about. There are clues such as the British flag, a young girl and barbed wire in the picture.

b This activity can also be done in pairs. Get class feedback.

Answer Key: 1 went off, 2 was due at, 3 lined up, 4 popping into, 5 packed, 6 will start going downhill, 7 a half-day off, 8 slammed

c This activity can also be done in pairs. Alternatively, you can discuss the graph in class and then pair off the students for Internet research.

Answer Key: Most asylum seekers were previously from Iraq, Afghanistan and places like Serbia and Montenegro. But after the wars there, conditions improved in those countries and fewer people fled to Britain.

d Students use the data they collected in **c** to discuss the issue of asylum seekers and refugees. Remind the students that they can structure their discussion / presentations by using the phrases and generalisations on page 8. This activity can also be done in pairs.

e Play the audio and monitor, pausing as necessary. As students may not get all of the answers the first time, play the audio again and get students to check their answers together. Then get class feedback. Ask students if the story has changed their ideas in any way about the topic. If so, how?

Answer Key:

1 a hotel in Datchet, a children's home in Reading, a hotel in Forest

2 a student, a lover of literature, a friend, a budding architect, symbol of hope

3 he would prefer to be back home, it was not his free choice to come to England

4 there is a war in his country and his parents have been killed

5 he has some good friends and a family that cares about him

6 he is ambitious and planning to repay all that the country has given him

→ Optional activities

Discussion

Put students in pairs and ask them to think about the difficulties refugees and asylum seekers face. Get quick feedback before playing the audio. This should create interest and prepare students well for the listening task.

Benjamin Zephaniah

Introduce Benjamin Zephaniah to the students. Tell them that he is a writer from London who wrote a book called *Refugee Boy*. You can also explain his reasons for writing the book or show an edited version of the following text to set the scene.

'It's a hard life being labelled 'political'. It seems that because I'm constantly ranting about the ills of the world I'm expected to have all the answers, but I don't, and I've never claimed to, besides I'm not a politician. What interests me is people. When I hear politicians saying that we are being 'flooded' by refugees, I always remind myself that each 'refugee' is a person, a person who for some reason has left everything they know and love to find safety in a strange, and sometimes hostile country. I wrote 'Refugee Boy' because I realised that every day I was meeting refugees, and each one of them had a unique, and usually terrifying story to tell. I have seen refugee camps in Gaza, Montenegro and other places around the world but when I met Million and Dereje Hailemariam, two teenagers who were being denied asylum in Britain, I knew that I had to write a story that would illustrate the suffering and the struggles that many asylum

seekers have to endure. Million and Dereje's parents feared for the lives of their boys, they did not want them to grow up in an environment where they would witness war on a daily basis. I have also met children whose parents were executed in front of them, or who themselves had been kidnapped and tortured. For 'Refugee Boy' I borrowed from the many stories that I have heard and created a story that I believe many refugees would recognise. I would like to know that anyone who reads the book would think before they accuse refugees of looking for a free ride. We all want to live in peace, we all want the best for our families. The Celts, the Angles, the Saxons, the Jamaicans are all refugees of one sort or another. What kind of a refugee are you? And what are you scared of?' – Benjamin Zephaniah

The complete text could be used for extra reading practice.

For a downloadable worksheet, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

Into Competencies

Reading

The *Into Competencies* section of the unit gives students helpful training for the *Matura* exam and enables them to practise typical task types so there are no surprises on the day of the test. There are also a series of strategies and useful reading tips.

READING TIP

Focus specifically on the tips in the Reading tip here. When the students read the text and attempt to answer the questions.

- M a** This activity provides useful exam practice of a typical reading *Matura* task type. Explain the task clearly. Check the students' answers in class afterwards and also get feedback about the advice and whether it was helpful for them.

Answer Key:

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
F	K	D			C	H	B	L	A

- b** Firstly, tell the students to brainstorm ideas with a partner. After they have finished, ask them to exchange work with their partner to provide extra reading practice and possible peer correction. Get class feedback.

Into Music

Common People – Pulp

The *Into Music* section provides a multi-skills focus with listening, speaking, reading and writing.

BACKGROUND INFORMATION

Pulp: The city of Sheffield in the north of England has produced a number of great bands over the years (Joe Cocker, The Human League, Def Leppard, Moloko, Richard Hawley and The Arctic Monkeys, to name a few). But for many, the greatest of all are Pulp.

In 1995 they released the album *Different Class* which reached number one in the UK album charts and produced four top ten singles, including *Common People* which reached number two in the singles charts. The album also won the coveted Mercury Music Prize in 1996. Suddenly Pulp were a household name in the UK and they headlined at the Glastonbury music festival twice. However, what many people didn't realise is that the band had actually formed almost twenty years earlier in 1978 and had spent the past decade struggling to find success.

The band are led by the charismatic singer Jarvis Cocker, perhaps most famous for his stage invasion at the 1996 Brit Awards when he ran on and interrupted a performance by Michael Jackson, much to the displeasure of the American superstar.

- a** First, students watch the music video and do the activity. Play once without pausing and then get the students to check their answers together. If needed, play the video again so that they can check their answers and complete the task correctly.

Answer Key: correct order: 4 8 5 7 1 6 3 2

- b** Play the video again and monitor. Play again as needed. Tell the students they should focus on listening to rather than watching it. Get the students to check their answers together and get class feedback.

◆ For weaker students

Make a word bank on the board with the answers and let students scan the possibilities before they watch.

Answer Key: 1 Greece, 2 sculpture, 3 rum, 4 thirty, 5 supermarket, 6 money, 7 funny, 8 smiling, 9 understand, 10 hand, 11 flat, 12 hair, 13 Smoke, 14 school, 15 bed, 16 wall, 17 dad, 18 fail, 19 drink, 20 stupid, 21 poor

- c** The students discuss the questions in pairs or groups. There are no definite answers, but encourage the students to guess. Monitor and listen to see which of the students have a good interpretation of the song. Then get feedback.

Possible answers:

- 1 She might have had enough of her rich and over-protected life; she might feel attracted to 'normal people' and their way of life; she wants the singer to show her his world.
- 2 The singer seems to think rather scornfully about this kind of 'class tourism'. This time spent in the 'real world' won't make her a common person, especially when her rescue is only a phone call away.
- 3 The video shows everyday things common people do.

- d** The students write an email; this can also be done as homework. In class, form pairs so that students share their emails with each other and then get class feedback.

Language in use

This section focuses on practice for the *Matura* test. It also gives a series of helpful exam strategies for students to use.

- M** Read through the exam tips together. Then get students to do the activity and check together in pairs. Get class feedback about the answers and also students' opinions about the strategies they practised.

Answer Key:

0	Q1	Q2	Q3	Q4	Q5
B	D	A	A	A	A

Q6	Q7	Q8	Q9	Q10
D	D	C	B	C

Wordwise Expressions about / in Britain

The final part of the unit introduces typical vocabulary and phrases that you may hear in Britain.

- b** Play the audio. Ask the students to discuss what the phrases mean with a partner.

- b** Students do the activity. Check together in feedback.

Answer Key: a4, b8, c9, d3

- c** Monitor, check and get class feedback.

Answer Key: a8, b1, c3, d7, e9, f4, g6, h10, i5, j2

Possible projects and research tasks

Trips abroad

Interview members of the class about a trip to a foreign country. Sum up the interview in not more than 150 words.

Support groups

Working in small groups, find out about immigration or asylum seekers' support groups, such as the Red Cross in Austria. Then give a short presentation of the results of your research.

Foreign cultures

Working in small groups, research the influence of foreign culture on Austrian culture (e.g. music, literature, film, language etc.). Then present your findings in class.

Sharing cultures

Students with different cultural backgrounds: bring an example of the music / literature / art etc. of your country and share it with the class.

Being Austrian

What does it mean to be Austrian? Get together in groups and interview students from other classes, parents, people in the streets, etc., and sum up your findings for a short presentation in class.

Create a poster

Get together in groups of three to four and make a collage with pictures that are representative of Austria / Austrians. Then explain your poster in class. (Alternatively: Ask another group to interpret your poster.)

2

Communication

Ways of talking

Competencies:

Reading (p. 20/21, 27, 28/29); Listening comprehension (p. 21, 25); Writing (p. 24); Writing an email (p. 30); Speaking – A monologue (p. 27)

Texts and content:

Sharing Silence (p. 20/21); Communicating with deaf people (p. 21); Interview about body language (p. 25); Wordsmithery (p. 28/29); Film work (p. 31)

Language (linguistic) focus:

Grammar

Past simple vs. present perfect simple (p. 22/23); Time expressions (p. 22)

Grammar for communication: present perfect simple with *just* (p. 23)

Vocabulary

Body language (p. 25); *say* and *tell* (p. 26); Phrases with *talk* and *speak* (p. 33)

Pronunciation

Sentence stress: rhythm in questions (p. 29)

Exam task types: **M**

Language in use: Unnecessary word (p. 23); Listening: Multiple choice (p. 25)

This unit focuses on the topic of communication in its various contexts, whether verbal or nonverbal, human or animal. The vocabulary section focuses on the topic of body language and the grammar section reviews the present and past tenses. The *Into Film* page includes *Children of a Lesser God*, which addresses the topic of the deaf.

1 Read

This section focuses on reading and listening skills. It introduces the topic of communication through a text about two deaf teenagers and how they have overcome their difficulties. It provides a different perspective for students and also an interesting topic for discussion and pair work. The text also contains helpful examples of the past simple and present perfect simple and highlights their differences.

a Get students to look at the words in the box and discuss. Get voluntary feedback.

Answer Key:

whales: make noises like clicks and whistles, sing, use body language like moving their tails

people and their animals: speaking, gestures, touching (patting, stroking), whistles

deaf people: sign language (making symbols with their hands), lip-reading, body language, writing

➔ Optional activity

To set the scene, ask the students to look at the picture. *Where are the boys? What do you think the title means?* Take feedback and see if the students can guess what the article is about. Tell them that the text is about students that are deaf. Put the students in pairs and get them to imagine what it would be like to be deaf. What difficulties would they have? Ask students to read the article and see if their predictions were correct.

b Students read the text and find the answers to the two questions. Give a short time limit so that students read for gist and do not focus too much on vocabulary. (This is covered in 1d.) Monitor gently and get feedback.

Answer Key: 1 Since the first day of kindergarten.

2 They put food in bags at a local supermarket.

c First, students read the statements quickly before they listen so they know what information they are listening for. Play the audio and monitor carefully to see how they are doing. Then ask the students to discuss their answers and play again as needed. Get class feedback.

Answer Key: 1F Orlando lost his hearing at the age of one, 2NG, 3NG, 4T, 5F The other employees even sign sometimes, 6F After high school, they hope to attend the National Technical Institute for the Deaf in New York

d In this vocabulary activity, students read the text again and find words or phrases that match the definitions. Do the first definition with them and show how to work out meaning through contextual inference. Monitor and get class feedback. This activity can also be done in pairs.

Answer Key: a majority, b deaf, c sign language, d regular, e emergency service, f attend, g provide, h contractor

➔ Optional activity

To review the vocabulary in later lessons, give students the crossword below.

across:

3 a chance

5 more than half the number in a group

6 normal

7 to give someone the things they need for living, such as money or food

9 an organisation that helps when there is an accident, illness or crime

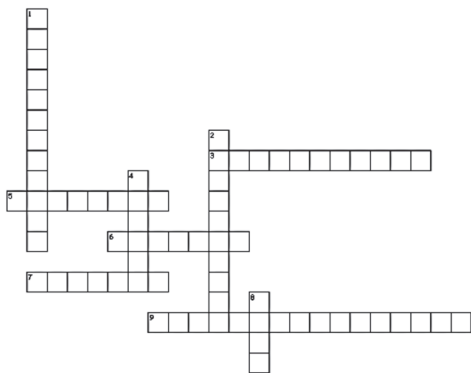
down:

1 movements of hands or body to communicate

2 a person or company that manages and organises workers and materials to do a job

4 to go to an event or place

8 unable to hear



Answer Key: across 3 opportunity, 5 majority, 6 regular, 7 provide, 9 emergency service; down 1 sign language, 2 contractor, 4 attend, 8 deaf

For a downloadable worksheet, go to <http://www.hellinenglishzone.com> → INTO ENGLISH Teacher's Resources.

Discussion box

Put students in pairs or small groups and encourage them to look at the questions. Tell them to discuss their ideas together using the functional phrases in the Discussion box. Monitor and listen to the students' conversations. Get students' ideas in feedback and give helpful correction and praise.

2 Listen

a Play the audio. Listening and writing notes is often difficult for students so try to monitor and pause as needed. Play again to give students more time to write their answers. Get class feedback.

Answer Key:

1 Look at the person.

2 Don't cover your mouth with your hand.

3 Use your hands.

4 Speak more slowly and more clearly than normal.

b Play the audio again, students complete the sentences. Play again as needed and get feedback.

Answer Key:

1 ... also lip-read – they watch your mouth and see the sounds that you are making.

2 ... that the person is looking at you, and you are looking at them.

3 ... the deaf person can't see your lips move (and can't "read" what you're saying).

4 ... your hands – point with your fingers, point to yourself and the other person, make shapes and so on.

5 ... you move your mouth more slowly and clearly.

6 ... the others in the group shake their right hands to tell the person who interrupts that he or she must wait until the "speaker" is finished.

3 Grammar Past simple vs. present perfect simple

a Get feedback from the class.

Answer Key:

have been – present perfect simple, *met* – past simple, *lost* – past simple, *has worked* – present perfect simple

b This activity can also be done in pairs. Check in feedback.

Answer Key:

Past simple: when he *got* meningitis; German *was* born deaf; his parents *moved*; where he *could* learn; he *met* Orlan; We *were* in a special class; I *didn't know* I was deaf/different; *was* very hard; other kids *didn't understand* us; she *didn't understand* them; they *got* their job;

Orlando *started* in November; we *were* nervous;

Present perfect simple: *have had* the difficult job; *we've all grown up* together; *have found* work; other people who work here *have been* very nice; *we've learned* a lot;

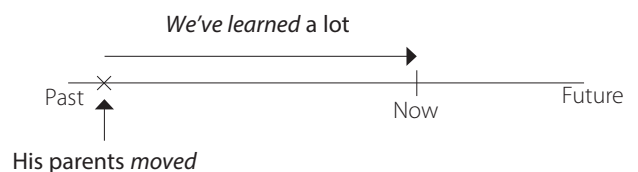
opportunity to earn money *has been* exciting

c Once students have found the examples and identified them correctly, they complete the rule in the grammar box.

Answer Key: 1 past simple, 2 present perfect simple

◆ For weaker students

For extra guidance, write a similar timeline on the board and use other examples from the text. Concept check to show the difference in meaning.



When did the boys start learning? (in the past)

Are they still learning now? (yes) – So the action started in the past and is connected to the present.

When did his parents move? (in the past)

Is this finished? (yes)

Is it connected to the present or separate from now? (separate from now)

Time expressions

d Students complete the rule. Get feedback.

Answer Key: 1 past simple, 2 present perfect simple, 3 present perfect simple, 4 present perfect simple

e Remind students to look at the completed grammar rules above to offer help before doing the activity.

Answer Key: 1 left, 2 got, 3 Did ... learn, 4 didn't / did not learn, 5 has / 's worked, 6 has / 's written, 7 Has ... visited, 8 spent, 9 have not / haven't gone, 10 have / 've saved

M f This activity gives students valuable practice of a typical task type from the *Matura* exam. Tell them to read the rubric carefully. Get feedback.

Answer Key:

✓	0	to (my)	Q6
is	00	for	Q7
have	Q1	✓	Q8
to (learn)	Q2	did	Q9
✓	Q3	since	Q10
have	Q4	have	Q11
✓	Q5	a (horses)	Q12

g Monitor the activity and get feedback.

Answer Key: 1 Have ... met, went; 2 have ... known, met; 3 Did ... see, have not / haven't gone; 4 Have ... finished, took; 5 Did ... speak, have not / haven't seen; 6 Have ... bought, got; 7 did ... learn, have / 've never driven; 8 have not / haven't given, sent

4 Grammar for communication

a This is a two-stage activity. The first part provides thinking time and allows the students to write notes before the follow-up speaking activity.

b Put students in pairs. Model the activity and monitor it. Get a selection of the funniest ideas in feedback.

5 Write

This part of the unit focuses on writing and offers a good opportunity for using the past simple and present perfect simple in a natural and personalised context.

a The students read the text and answer the question. Get feedback.

Answer Key: Yes, but not very much. They have hardly seen each other since Rebecca moved to another town last year.

b Get feedback and quickly review the difference in meaning.

Answer Key:

past simple: met, found out, liked, invited, listened, became, invited, was, spent, loved, took, had, spent, came, changed, moved

present perfect simple: have known, haven't seen, have talked, have written

c After the students have read the model text, elicit what kind of information is included in each paragraph. Then ask them to think about a person or friend that they have known for a long time and write a text.

Monitor and offer help when needed. Encourage the students to share their writing by either reading each other's stories or through pair discussion. Get voluntary feedback to finish.

d Monitor the question-and-answer process. After the students have written their stories and ideas, have them share in class.

6 Vocabulary Body language

a Do the first item with the class. Model the activity. Get students to discuss their ideas together. After the students have finished the activity, play the audio so that they can check their answers.

Answer Key: 1 2f, 3e, 4i, 5b, 6a, 7d, 8j, 9c, 10g

b Put students in pairs and ask them to discuss different types of body language. Then have them do the activity.

Answer Key:

body language that helps communicate: 2, 4, 5, 6, 8, 10

body language that does not help to communicate: 1, 3, 7, 9

c This activity provides useful exam practice of a typical *Matura* task type, as well as useful strategies they can use. Tell them to carefully read the rubric. Then play the recording as mentioned.

After checking the answers with students, discuss the task and identify useful strategies. When they read the questions before listening, was it possible to see which answers were wrong? Was it possible to guess the correct answer? How important was it to check the answers afterwards?

Answer Key:

0	Q1	Q2	Q3	Q4	Q5
C	C	A	A	B	B

7 Vocabulary say and tell

a Complete the first sentence with the class as an example. Monitor and get class feedback.

Answer Key: 1 say, 2 tell, 3 telling, 4 say, tell, 5 say

b Play the interview again so that students can check their answers to 7a.

◆ For weaker students

It is often helpful to give students a useful portable rule that usually works. This can either be reinforced by repetition drilling, i.e. *say something, tell someone*, or

through guided discovery. Write the following sentences on the board and concept check. Get the students to complete the rule.

She *said goodbye* to him.

He *told her* the truth.

Look at the examples and complete the rule with *some-one, something, direct object, or indirect object*.

We say _____. We tell _____.
Say is followed by the _____.
Tell is followed by the _____.

Alternatively, ask the students to circle the direct object and underline the indirect object in the sentences above.

Optional activity

Put the students in pairs. Play the students a short video clip that includes a lot of dialogue. As they watch the clip, get the students to make short notes together. Then get them to report exactly what the people said in the clip. Play the first section and model the activity. To create a competitive activity, give students points for things they remembered correctly. At this point, there may be a few little mistakes; students often have difficulty following the one-step-back feature of most tenses in reported speech. It might be helpful to offer some gentle correction. Reporting verbs are covered in detail in Unit 12.

- c** Model the activity and do the first item with the class. Monitor and get feedback.

Answer Key: 1 said goodbye, 2 say a prayer, 3 say the truth, 4 saying sorry, 5 say it out loud, 6 say it again

- d** Model the activity and do the first item with the class. Monitor and get feedback.

Answer Key: 1 told ... a joke, 2 tell ... the difference, 3 told ... a lie, 4 tell the difference, 5 told ... a secret, 6 telling the truth, 7 tell ... a secret, 8 tell ... a story

- e** Put the students in pairs. Monitor and then collect some of the most interesting and funny answers with the whole class.

Answer Key: Student A (p. 174): 1 say, 2 said, 3 tell, 4 say, 5 told; Student B (p. 174): 1 say, 2 said, 3 tell, 4 telling, 5 told

Into Communication

A monologue

This page shows useful conversational strategies and highlights useful words and discourse markers that enable students to play for time and rephrase things.

- a** This activity can also be done in pairs. Write useful words and phrases on the board.

Answer Key: 1a playing for time, 2a playing for time, 3a rephrasing

- b** Ask the students to discuss their ideas together and get feedback. Write some of the strategies on the board to prepare students for the follow-up speaking activity.

Answer Key:

playing for time: *anyway (2x), well (2x), you know (2x), actually (2x)*

rephrasing: *I didn't know what to do really ... snorkelling, swimming, diving ... All you hear is the sound of water ... they had been canoeing for years*

- c** Tell the students to work with a partner. They can look at the vocabulary collected on the board in **a** to help them. This activity provides good practice for extended speaking in the exam. Encourage the students to use these conversational strategies in future speaking activities.

Into Culture

Wordsmithery

BACKGROUND INFORMATION

The International Linguistics Olympiad has been held annually since 2003. Each year, young linguists from around the world gather to solve language puzzles. Teams are presented with a bank of linguistic data from rather unknown languages and the challenge is to find the system behind the words. No prior knowledge of linguistics or languages is required: even the hardest problems require only logical ability, patient work, and willingness to think around corners.

Word frequency: 90% of the time, native English speakers use just 7,500 words in speech and writing. In dictionaries, these words can appear coded (ie. with E, I, or A for Essential, Intermediate, or Advanced, or with other symbols).

Word of the day / week: find out definitions, examples, background information of words the students might never have heard of on the Internet.

For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

- 1 a** To encourage skimming for the main meaning of the text, tell students to quickly read and answer the questions.

Answer Key: 1 wordsmiths, wordbuffs, wordaholics;
2 Sputnik, Ground Zero

Optional activity

As a warmer, put the students into pairs or small groups. Write the word 'wordsmithery' on the board and tell them that they have two minutes to make as many words as they can with those letters. Give an example to get them started. Then monitor quickly and shout *Stop* when time is up. Check with each group how many words they have. The group with the most words wins.

Possible answers: wordsmith, horrid, storm, show, time, history, her, story, word, sword, the, them, row, moth, mist, dirt, worried, riot, throw, short, weird, horse, rose, white, wise, hide, store, shy, etc.

b Now the students read the text in detail and check their answers together. Get feedback.

Optional activities

Vocabulary

For more vocabulary work and practice at contextual inferring, students read the text and find words that mean:

- 1 to make something – paragraph 1
- 2 to appear suddenly – paragraph 2
- 3 to be strange – paragraph 2
- 4 a description – paragraph 3
- 5 confused – paragraph 4

Answer Key: 1 set up, 2 turn up, 3 curious, 4 account, 5 mystified

Discussion

For a personalised discussion to end this section, ask the students what languages they know. What things interest them about words? What makes them remember words and which are their favourite words in English? Get students to discuss together in pairs and then get feedback.

Possible answers: strange idioms, colloquial language (slang), natural English, attachment to words, whether they like them (affective depth), onomatopoeia, frequency, something memorable about when they learned it, visualisation

c This activity helps students practise finding and summarising the main ideas of a text.

Discussion box

Ask students to discuss the questions in the discussion box and use the functional phrases of agreement and disagreement. This section should be personalised and may promote use of new words and phrases.

Tip

Read the explanation with the students and discuss the importance of style and levels of formality. This should be easy for European students, as many languages – including German – have a formal and informal ‘you’. However, it is important to highlight differences in things like salutations and the use of phrasal verbs in English.

2 a This activity shows some useful natural English and also prepares the students for the email activity on the next page.

Monitor and get feedback from the class. This activity can also be done in pairs.

Answer Key: 1 no see, 2 How’s things, 3 Anyway, 4 I’ve got to be going, 5 seeing

b Ask the students to look at the phrases and identify the formality and informality of each one. Students discuss together. Then get feedback from the class.

Answer Key: 1a I, 1b F, 2a I, 2b F, 3a F, 3b I, 4a F, 4b I, 5a I, 5b F

Pronunciation Sentence stress: rhythm in questions

3 a Write the first sentence on the board and model it as an example. Try to use word stress drills and highlight the rise and fall with your hand to give students a clear visual clue as well. Remember though, it is important to move your hand from your right to left, when you are facing your students, this will reflect the direction you read things.

Answer Key:

- 1 How long have you had it?
- 2 When did you move?
- 3 What film did you see?
- 4 How long did you live there? How long did you live there?
- 5 When did you start working there? When did you start working there?
- 6 How long have you been here? How long have you been here?

b Play the audio for students to listen, check their answers and repeat the phrases they hear.

Inter-Competencies

Writing an email

This page focuses on informal emails to friends and includes lots of natural English including excellent examples of ellipsis, contraction, short questions, phrasal verbs, informal phrases, abbreviations, vague language, discourse markers and use of the imperative, which is typical in emails and text messages between friends.

WRITING TIP

Before the students do the written production activity, go through the writing suggestions with the class. Highlight important ideas such as who the letter is for, what the relationship is between the reader and writer, level of formality, and how to write the information in a natural way.

a The text provides a helpful model for students. To set the scene and lead into the topic, ask the students how often they email friends. What things do they write about? When they write, do they write everything correctly or is it simpler, and more similar to speaking? Then have them read the email.

b Get students to discuss the email together and get feedback.

Answer Key: yes; the underlined phrases are too formal

c This activity can also be done in pairs.

Answer Key: a3, b5, c1, d4, e6, f2

d Model the opening sentences of the activity and walk around the room, monitoring gently. Offer help and correction when needed. Put students in pairs and get them to read each other’s emails, discuss ideas and offer correction. Get class feedback.

Into Film

Children of a Lesser God (1980)

BACKGROUND INFORMATION

Children of a Lesser God, released in 1980, stars William Hurt (familiar from such films as *The Incredible Hulk* (2008), *A.I. Artificial Intelligence* (2001) and *Lost in Space* (1998) and the newcomer Marlee Matlin. Marlee plays the role of a deaf woman and in real life has actually been deaf since the age of 18 months. It was the first film since the 1926 silent film *You'd Be Surprised* to feature a deaf actor in a leading role. Critics were suitably impressed by her performance. In fact, she won the Oscar for Best Actress, making her not only the first ever deaf person to win an Oscar, but also the youngest person ever to receive one at the time. The film was nominated for a further four Oscars (including Best Film and Best Actor for Hurt). It was directed by Randa Haines, the first woman to direct a Best Film Oscar-nominated film.

The scene chosen (5'45 – 9'13; first lesson) refers nicely to the overall topic of the unit, offers an introduction to film work and also provides possibilities for supplementary listening activities. Play the opening section of the clip, which shows each of the students in class. Then pause the clip and ask questions, such as: *How do the students feel? What can the teacher do to interest them? What do you think is going to happen?* Then watch the whole scene and discuss the questions in groups.

Answer Key:

- 1 First of all, he asks them why they want to speak. He wants to refer to their life world to motivate them.
- 2 The kids all seem bored, uninterested, demotivated and a bit irritated (because the teacher ignores them at the beginning).
- 3 He does not involve two boys who do not want to talk. He does not want to make them feel uncomfortable or embarrassed.
- 4 His approach seems to work because the students immediately show interest and start to talk.
- 5 He does not say anything. He just sits there with his eyes open, so when the teacher's not asleep, then lets himself fall off the chair which is obviously not the usual way to start a lesson.
- 6 They tell him that they cannot read lips. However, when he tells them "Class dismissed" they get up ready to leave the classroom.
- 7 He does not believe they cannot read lips so he wants to test them.
- 8 students' own answers

Optional activity

The students write an informal email to their friend about their first lesson based on the film clip. Remind them that they can look at the informal language on the previous page to help them.

Film Work – Shots

Tell the students that throughout the book, they

are going to see different film techniques and ideas. In this particular activity, they are to look at the pictures and read the descriptions.

Optional activity

Play the clip again and get them to identify any Point-of-View Shots in the clip. Get the students to explain why the director used that type of shot.

Language in use

This activity practises word formation and affixation (using prefixes and suffixes). This helps to develop the students' range of vocabulary and highlights a typical FCE exam task type.

EXAM TIP

Read through the Exam Tip and its strategies with the students. Show the examples and then practise using the suggestions in the following activity.

When doing this activity, the students should try the ideas in the Exam Tip box above. Monitor and then get the students to discuss their ideas and check their answers together. Get feedback about the task and the strategies that the students used and ask how helpful the exam tips were.

Answer Key: 1 comfortable, 2 farmer, 3 translation, 4 organisation, 5 nationality, 6 difference, 7 protection, 8 politician, 9 creative, 10 valuable

Wordwise Phrases with *talk* and *speak*

- a** Get students to discuss their ideas and get feedback.

Answer Key: 1g, 2d, 3f, 4c, 5b, 6e, 7a, 8h

- b** This activity can also be done in pairs. Get class feedback.

Answer Key: 1g, 2c, 3a, 4f, 5e, 6h, 7b, 8d

Optional activity

Both of these matching activities can also be done with cut out slips to provide variety and a kinesthetic task, and include different learning styles in the lesson.

- c** Play the audio for the students to check their answers.

Answer Key:

- A: Talk about, Speak up, talk nonsense, speak my mind
B: talk shop, spoke too soon, talking

Possible projects and research tasks

Being deaf, mute or blind

Working in small groups, find out about what opportunities there are for deaf, mute and blind people. What schools are

there in Austria and other European countries? What are suitable places of support?

Give a short presentation of the results of your research.

For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

Body language

In pairs, research the effects of body language on communication and relationships as well as the possibilities of training one's body language (training courses, literature on the topic) and present your findings in class.

Exploring your senses

You are going to visit the interactive exhibition *Dialogue in the Dark*, where you focus on experiencing smells, tastes, sounds and space. All these senses, like touching and feeling different surfaces, etc. will be used more consciously and thus more intensely in the dark. Afterwards, sum up your experiences of the tour and workshop in not more than 150 words.

Sign language workshop

Try to organise a workshop on sign language for your class.

Communicating in secret

Work in small groups to research secret codes, languages and ciphers. Present your findings in class.

For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

Create your own language

In pairs, invent your own secret code!

Mustersseiten

3

Relationships (1) A true friend

Competencies:

Reading (p. 34/35, 38, 40, 43); Listening comprehension (p. 35, 39, 42); Listening – Matching speakers with opinions (p. 44); Writing (p. 41); Speaking (p. 34); Speaking – Expressing opinions (p. 42)

Texts and content:

Old Shep (p. 34/35); Are you a loyal friend? (p. 38/39); Hugs (p. 40); Extract from a novel (p. 43); Song lyrics (p. 45)

Language (linguistic) focus:

Grammar

Past simple vs. past continuous (p. 36); Time conjunctions *as / then / as soon as* (p. 36); Past simple vs. past perfect simple (p. 37)

Grammar for communication: Past simple and past continuous (p. 36)

Vocabulary

Are you a loyal friend? (p. 38/39); Friends (p. 47)

Exam task types: M

Language in use: Unnecessary word (p. 37); Reading: Completing the sentences in no more than four words (p. 40)

Unit 3 is about relationships and friendships and includes stories for reading practice as well as a questionnaire for personalised speaking. Students also write stories, while listening practice activities are provided in the *Into Music* part of the unit. The grammatical content features narrative tenses with a review of the past simple and past continuous, and a contrast between the past simple and past perfect simple.

1 Speak

a Ask the students what kind of things happen in the stories they mention. This activity can also be done in pairs.

Possible answers:

Films / TV series: *Happy Feet* (penguin), *Wallace and Gromit* (dog, sheep), *Free Willy* (whale), *Antz* (ants), *Ratatouille* (rats), *The Lion King* (lion), *Boyz n the City* (farm animals), *Finding Nemo* (fish, sharks).

Books / Cartoons – *Animal Farm* (George Orwell), *The Jungle Book* (Rudyard Kipling), *Fantastic Mr Fox* (Roald Dahl), *Winnie-the-Pooh* (A.A. Milne), *Garfield*, *Peanuts*, *Aesop's fables*

b Students check their answers together. Get feedback.

Answer Key: a5, b4, c1, d3, e2

c This activity is designed to generate lots of discussion, as the students guess what the story is about. As such, it is probably best if the students cover up the story below the activity and on the following page; otherwise, they may just read and there will be no real reason to speak to each other. The students work in pairs. Monitor as the students work and encourage their ideas. Then get class feedback.

Answer Key: correct order: a e b c d

d At this point, the students will probably be curious about the real story. They should read the text and check if their ideas were correct.

e This activity can also be done in pairs. Encourage the students' predictions again. Ask them what they think happened next and how the story will end. Monitor, listen carefully to their stories and get quick feedback.

f Get feedback. Were the students' predictions correct? Which things surprised them about the story?

g Try to monitor, pause and replay the audio as needed to give students time to write. Ask the students to check their work together and share their answers. Then get class feedback.

Answer Key:

- 1 He was thinking about his mother's home-made ice cream, not apple pie.
- 2 He was taking the bus, not the train.
- 3 The bridge was over a road, not a river.
- 4 When he got home, he met his mother and father, not just his mother.
- 5 The soldier's dog died five years ago, not two years ago.

h After students have done the activity, check the new vocabulary in feedback. This activity can also be done in pairs.

Answer Key: 1 faithful, 2 short cut, 3 furiously, 4 fast-flowing, 5 home-made, 6 bark

i Monitor and get class feedback.

Answer Key: 1 short cut, 2 fast-flowing, 3 barking, 4 furiously, 5 home-made

How many things happened? (two)
 When? (in the past)
 Are they finished or still happening? (finished)
 Did the detectives catch the thieves? (no)
 Why not? (they weren't there)
 So what happened first? (the thieves had left)
 What other word tells us that? (*already*)

Optional activity

To include different learning styles in the lesson, give the students a timeline on a piece of paper and a series of slips with actions and events from the story. Ask the students to read the story and arrange the slips on the timeline in chronological order. This adds a kinesthetic element and could also be done as a listening task with the track from 1g. The correct sequence of events is shown below.

*When Hugh left, it broke the dog's heart.
 Shep died two years ago.
 The middle part of the bridge fell.
 Hugh looked down.
 The dog disappeared.
 He turned round to thank Shep for saving his life.
 She cooked him a wonderful dinner and his favourite dessert – apple pie.
 Hugh and his mother hugged each other.
 He sat down for supper.
 Hugh told her how Shep saved his life.
 He looked up at his mother.
 Her face went white.*

Ask students to check together. Then get them to retell the story and add the past perfect in the correct place. For a downloadable worksheet, go to <http://www.english-ezone.com> → INTO ENGLISH Teacher's Resources

c Do the first one with the class as an example. Get feedback. This activity can also be done in pairs.

Answer Key: 1 arrived, had left; 2 had finished, turned; 3 got, had eaten; 4 had gone, got; 5 pushed / 'd left; 6 had / 'd seen, didn't / 'd not know; 7 had / 'd just locked, rang; 8 said, had / 'd made

M d This activity gives the students helpful *Matura* exam practice. Tell the students to read the rubric carefully. Get feedback.

Answer Key:

being	0	having	Q5
✓	00	being	Q6
had	Q1	✓	Q7
been	Q2	did	Q8
✓	Q3	were	Q9
have	Q4		

5 Vocabulary

This section offers a good opportunity for student interaction, personalisation and speaking and also introduces some useful phrasal verbs.

a In pairs, have the students read the questionnaire together and mark their answers with a cross.

Optional activity

Ask the students to work together and to swap their books. Tell them that they are going to do a questionnaire to find out about their partner. Student A reads the situation and asks the question. Student B gives an answer. Then student A puts a cross in the appropriate box. Tell the students to take turns asking and answering the questions and model the activity so they know exactly what to do.

b This activity gives a helpful repetition of the phrasal verbs and prepares the students for the next activity. Monitor and pause as needed to get the students to check their answers together afterwards.

Answer Key: Mark: c, c, b, a, a; Rachel: b, b, c, c, c

c The students check their scores from the questionnaire with a box at the top of page 39. Ask them if they agree with their description.

d Get class feedback. This activity can also be done in pairs.

Answer Key: 1b, 2b, 3a, 4b, 5a, 6b, 7b, 8b

e Monitor and get class feedback.

Answer Key: 1 down, 2 on, 3 out, 4 round, 5 on, 6 by

f After the students have thought of a question, get them to ask the question to their partner. Monitor and get feedback from the class.

Optional activity

To extend the activity with stronger students, adapt the activity. Put the students in pairs. Ask them to write two new questions that test how good a friend they are. Everyone should write because they will talk to different partners in a minute. Monitor and check that their questions are appropriate and correct. Then count the students into new groups of four. They ask and answer each other's questions. Alternatively, get the students to stand up and walk around the room asking and answering each other's questions. This is often fun and provides a more active and dynamic task that increases the amount of student interaction and speaking practice.

6 Read

- M** This activity provides useful exam practice of a typical *Matura* task type. Tell them to read the rubric carefully. Monitor and get feedback from the class.

Answer Key:

0	he was in love.
Q1	for a while. / for a short while.
Q2	she seemed too good.
Q3	this / the boy had problems. / he had some problems.
Q4	she liked hugging.
Q5	got on Celia's / her nerves.
Q6	split / broke up with him.
Q7	she hugged him.

7 Write

a Monitor and help when necessary. Then get the students to exchange emails and read each other's work. Get feedback from the class and share the funniest and most interesting ideas. Remember, at this point, it is probably best to get third-person feedback from the students about their partner's work. This gives them a reason to read and interact together more.

b Ask students to share their ideas and then get feedback from the class.

Possible answers: a good friend should be considerate, honest, kind, loyal, reliable, supportive, understanding, etc.

Optional activity

Write the first part of a sentence on the board and get the students to call out possible endings. Alternatively, the students could come to the board and write their ideas. *A true friend is ...* Once there are about ten ideas on the board, put the students in pairs and ask them to arrange the sentences in order of importance. This often depends on the personal viewpoint of the students, so it should create plenty of opportunity for discussion, agreement and disagreement.

c Get quick feedback after the activity.

Answer Key: They met in London. She had an accident.

d Monitor and help the students as needed. Then let the students share their ideas and correct their work. Get feedback from the class.

Into Communication

Expressing opinions

This section offers some useful conversational strategies so that students can effectively introduce what they are going to say, as well as politely giving different opinions and trying to get people to agree with them.

a Ask students to look at the Useful phrases box and put the three phrases into the correct place.

Answer Key:

- 1 What I was going to say was ...
- 2 You know what I'm saying?
- 3 You've got a point there. But don't you think ...

b Get feedback.

Answer Key: 1 ✓, X, X; 2 ✓, ✓, ✓; 3 ✓, ✓, ✓

c Remind the students to use the conversational strategies they have learnt. Before the students start the activity, get them to write notes about points about the things they want to say. This helps to generate ideas and provides thinking time. Also, it should increase the amount of speaking that the students do. Monitor gently, maybe note down little mistakes as well as examples of good English you hear.

Optional activity

If there is time after the activity, write down a selection of correct and incorrect sentences on the board. Get the students to identify the good sentences and ask them to find and correct the mistakes in the incorrect sentences. This models good examples of English grammar and vocabulary and also helps students' accuracy and awareness.

Into Literature

Girls in Love by Jacqueline Wilson (a novel)

This section introduces the teenage novels of Jacqueline Wilson and reflects the confusing and difficult feelings of adolescence. The activities include a back-cover blurb about the book, reading comprehension and a vocabulary activity that practises finding meaning from contextual inference.

BACKGROUND INFORMATION

Jacqueline Wilson (born 1945 in Bath) is an extremely successful writer of novels and series for children and young adults. She started writing when she was still a child, later worked briefly as a journalist and has since then published numerous books, most of them bestsellers. From 2005–2007 she was Children's Laureate and in 2008 she was made Dame Commander of the Order of the British Empire.

For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

More books by Jacqueline Wilson

Double Act (Doubleday 1995; twins take turns to tell their story)

Four Children and It (Doubleday 2012; reworking of Nesbit's classic novel)

Kiss (Doubleday 2007; best friends Sylvie and Carl become estranged – for good reason it seems)

Lily Alone (Doubleday 2011; Lily is trying to take care of her siblings)

Lola Rose (Doubleday 2003; Jayni and her family flee from an abusive father)

Midnight (Doubleday 2003; the story of dreamy Violet and her brother Will)

My Sister Jodie (Doubleday 2008; two very different sisters and a tragedy)

Queenie (Doubleday 2013; in 1953 Elsie finds herself ill with tuberculosis and ends up in the children's ward of a hospital. There she befriends patients and the hospital cat, Queenie)

The Girls Series (Corgi 1997–2002; follows the adventures of teenagers Ellie, Magda and Nadine)

The Hetty Feather Series (Doubleday 2009–2012; the adventures of Hetty who was abandoned by her mother)

The Illustrated Mum (Doubleday 1999; two girls look after their manic-depressive mum)

The Tracy Beaker Series (Doubleday 1991–2012; the adventures of naughty Tracy)

The Worst Thing About My Sister (Doubleday 2012; another story of sisters who are very different)

More books on love

Belbin, David: *Love Lessons* (Five Leaves Publications 2009; Rachel has a crush on her new English teacher)

Gordon, Jacqui: *Flanders Point* (St. Martin's 1997; Charlotte falls in love with her English teacher)

MacLean Christine Kole: *How It's Done* (Llewellyn Publications 2006; Grace has an affair with her college professor)

Nelson, R.A.: *Teach Me* (Razorbill 2005; Nine has an affair with her teacher)

Sparks, Beatrice: *Treacherous Love: The Diary of an Anonymous Teenager* (Avon 2000; Jenny falls in love with the substitute Maths teacher)

Film tips

Dustbin Baby (2008; A girl's life begins in a dustbin; based on Wilson's novel)

Girls in Love (2003–2005; TV series, based on Wilson's successful books)

The Illustrated Mum (2003, TV movie based on one of Wilson's best books)

The Tracy Beaker Series (2002–2006, based on Wilson's character)

The World of Jacqueline Wilson (2008; filmed while she was Children's Laureate)

Optional activity

Ask the students to work with a partner and discuss what problems teenagers generally have. What things are difficult for them? Tell students that they are going to read a short summary of a book called *Girls in Love*. What things do they think the book will be about? Get feedback from the class. Ask students to read the summary of the book and check how many of their predictions were right.

Answer Key: boyfriend problems, loss of a parent, relationship with a new step-parent

a Ask if the cover and summary attract the students' interest and why or why not this is the case.

b Try to set a short time limit so that students read quickly and do not focus on unknown vocabulary at this point. Get feedback from the class.

Answer Key: The writer is a girl writing to a boy.

c Monitor and get feedback. This activity can also be done in pairs.

Answer Key:

1 truly terrible, mind-bogglingly awful

2 she feels stupid, left out; thinks she leads a dull, dreary, demure life; worries about her looks and popularity

3 Magda and Nadine; both have boyfriends; Magda is a lively, funny girl that doesn't always understand when the writer's depressed; the writer and Magda don't approve of Nadine's boyfriend, so she has stopped talking to them

4 they seem very close, probably grew up together

d Monitor and get class feedback.

Answer Key:

1 She's telling a lie.

2 This film is *really* boring.

3 She's good at Maths, she is *obviously* the best student in class.

4 I'm *not* popular.

5 What you're saying is *rubbish*.

6 Yesterday I felt *depressed*.

Into Competencies

Listening

a The students read the statements about pets and their owners and decide which statement they think is the speaker's true opinion.

Answer Key: C

LISTENING TIP

Read the Listening tip with the students carefully so that they are prepared for the practice activity that follows. Tell them that the ideas listed are helpful strategies that they can use in their exams.

b Remind the students to keep the Listening tip in mind as they do the activity.

Answer Key: Speaker 1: E, Speaker 2: B, Speaker 3: A, Speaker 4: D, Speaker 5: F

Optional activities**Topics**

Ask the students to work together. Play the audio and get the students to identify the main points that each of the speakers talk about. Get feedback and write the topics on the board.

Answer Key:

1 Saying goodbye to old friends and finding new friends

- 2 First impressions
- 3 Staying in touch with a best friend even though they live far away
- 4 Best friends, friends and Facebook friends
- 5 Imagining life without best friends

Get the students to talk about each topic. Also ask the students for their opinions and encourage them to use the conversational strategies introducing what they are going to say, as well as trying to get people to agree with them and giving different opinions. This reviews the content from earlier in the unit and also sets up a personalised speaking activity.

Question cards

Another way of setting up a personalised speaking activity is to create question cards about friendship. Put them upside down on your desk so that the students can't see them. Get the students to take a card. The students stand up and walk around the room and ask and answer each other's questions. This is dynamic and creates plenty of speaking practice. Monitor gently and then get feedback from the class.

Example questions:

- Have you ever had to say goodbye to your best friend? How did you feel?*
- Do you find it easy or difficult to make new friends when you are in a different town or school?*
- What do you think are the most important qualities you look for in a friend?*
- How many friends have you got on the Internet? Do you enjoy social networking?*
- What was your first impression of your best friend? Did you like them immediately or not?*
- Could you ever have a boyfriend or girlfriend that you didn't like your friends?*
- Do you prefer having male or female friends? Why are they different?*
- How do you stay in touch with old friends? How often do you visit them?*
- Is it more important to have a best friend or lots of different friends? Why?*
- If your friend did something that made you very angry, would you forgive them?*
- Could you imagine life without your best friend?*
- What is your best memory of your childhood friends? Where were you and what did you do?*
- If your friend was wearing some really bad clothes or make-up, would you tell them?*
- If you travelled to a different country, which friend would you like to take with you? Why?*
- If you had to choose between a friend and a boyfriend or girlfriend, who would it be?*

For a downloadable worksheet, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

Into Music

Wannabe – Spice Girls

BACKGROUND INFORMATION

Spice Girls: In 1996 five girls took the pop world by storm. Singing together as the Spice Girls, their debut single *Wannabe* topped the charts in more than 30 countries worldwide. This was followed by an album, *Spice*, that went on to sell over 28 million copies. In total they have sold over 80 million records and are the most successful girl band the world has ever seen. They were the creation of popular music guru Simon Fuller, who quickly realised the marketing potential of the band. It is estimated that the Spice Girls brand made between \$500 and \$800 million from 1996 to 1998. Central to the success were the girls themselves; each one was quickly given a nickname by the British media. During the late 1990s the names Scary Spice, Sporty Spice, Baby Spice, Ginger Spice and Posh Spice became as familiar as the names Paul, John, George and Ringo of the Beatles had been in the 1960s. In 2000 the band decided to take a break and pursue their solo careers. However, a record-breaking reunion tour in 2007/2008 and their performance at the 2012 London Olympics proved that the girls, who were women by that time, were still as popular as ever.

The activity enables the students to listen to the song and get an overall idea of what it is about without doing any focused listening activities. Play the video. Monitor and play again if needed. Get feedback from the class.

Answer Key: 1: five times, 2: three times, 3: twice, 4: twice, 5: three times

b Monitor, play and pause the audio or video as needed. At the end of the song, get the students to check the answers with their partner. Get feedback from the class.

Answer Key:

- Line 5: If you want my *future*, forget my past.
- Line 7: Now don't go wasting my *precious* time.
- Line 10: If you wanna be my lover, you gotta get with my *friends*.
- Line 11: Make it last forever. Friendship never *ends*.
- Line 13: *Taking* is too easy, but that's the way it is.
- Line 14: What do you think about that now you know how I *feel*?
- Line 15: Say you *could* handle my love – are you for real?
- Line 16: I won't be hasty. I'll give you a *try*.
- Line 17: If you really bug me, then I'll *say* goodbye.
- Line 19: If you wanna be my lover, you gotta get with my *friends*.
- Line 20: Make it last forever. Friendship never *ends*.
- Line 22: *Taking* is too easy, but that's the way it is.
- Line 25: We got Em in the place who likes it in *the* face.
- Line 29: Slam your body down and *wind* it all around.
- Line 30: Slam your body down and *wind* it all around.

c Put the students in pairs or small groups and ask them to discuss the questions and express their opinions. Get feedback from the class.

d Show the class a typical job advertisement and tell them that the Spice Girls are looking for a sixth member. To encourage writing, have the students write down some adjectives describing the Spice Girls from the video and the information you have given them. These might include things like: *outgoing, confident, young, aggressive, pretty and fun*. Which adjective would go nicely with this group? The students should write their advert with this adjective in mind.

Optional activity

To add an extra listening activity, write the following numbers on the board from the background information above: 1996, 30, 28, 80, 800, 1960, 2000, 2008, 2012. Read the text with background information about the Spice Girls aloud to your students. Get them to listen and write down what the numbers refer to. Students check their answers together. Then get feedback from the class.
Answer Key: 1996 – The Spice Girls became successful, 30 – *Wannabe* was top of the charts in 30 countries, 28 – Their first album sold 28 million copies, 80 – They have sold 80 million records worldwide, 800 – They have made 800 million dollars around the world, 1960 – They were as famous as the Beatles in the 1960s, 2000 – They split up, 2008 – They had a reunion, 2012 – They performed at the Olympic Games

Language in use

This activity introduces polysemes (words with many different meanings) and offers helpful exam strategies for students, such as reading sentences carefully, choosing the easiest answer and guessing from context, parts of speech, and fixed phrases.

EXAM TIP

Read through the Exam tip and its suggestions with the students and highlight examples from the practice activity.

Remind the students to use the strategies and tips to help them. Monitor and encourage the students to check their answers together. Get feedback from the class about the correct answers and whether the exam tips were helpful.

Answer Key: 1 get, 2 fancy, 3 promises, 4 fight, 5 bark

Wordwise Friends

This section provides dictionary practice for the students and reinforces the meaning of new words and phrases through a definitions activity and dialogue completion activity, respectively.

a This activity can also be done in pairs. Get class feedback.

Answer Key: 1 ally, 2 old friends, 3 make new friends, 4 that's what friends are for, 5 acquaintance, 6 close friend, 7 hit it off, 8 mates

b Play the audio so the students can check their answers.

c Students check together. Then get feedback from the class.

Answer Key: a ally, b mates, c close friend, d old friends, e acquaintance, f hit it off (with someone), g make new friends, h that's what friends are for

d Check the answers with the class.

Answer Key: 1 hit it off, 2 acquaintance, 3 allies, 4 That's what friends are for, 5 make friends, 6 old friends

Possible projects and research tasks

A friendship questionnaire

In pairs, design a questionnaire on trust and disappointment in friendships, or a questionnaire on what people expect of a true friend. Exchange your questionnaire with another group and discuss it.

Disappointments

Interview members of your class about the most disappointing experience they have had with a friend. Then summarise the interview in not more than 150 words.

Writing a song

Write your own version of the Spice Girls' song *Wannabe* and present it to the rest of the class.

Animal heroes

Working in small groups, research incidents when animals have saved human lives. Then present your findings in class. For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

Friends role play

In small groups, watch an episode of your choice of the series *Friends* (1994–2004) and prepare a role play on it. (Develop a scene; invent a 'left out' scene; interview one of the characters on a certain incident; etc.)

A friendship song

In pairs, prepare a song about friendship to be presented in class (including the lyrics and one or two tasks, like a gap-fill activity, correcting the lyrics, putting the lines into the correct order; etc.)

Some suggestions: *In My Life* by John Lennon, *You've Got A Friend* by James Taylor, *Lean On Me* by Bill Withers, *Thank You For Being A Friend* by Andrew Gold, *That's What Friends Are For* by Dionne Warwick, *With A Little Help From My Friends* by The Beatles, *You're My Best Friend* by Queen, *I'll Be There For You* by The Rembrandts, *Umbrella* by Rihanna, *True Friends* by Miley Cyrus, *Count On Me* by Bruno Mars, *Song For A Friend* by Jason Mraz, *My Best Friend* by Weezer, *We're Going To Be Friends* by The White Stripes, etc.