

GABRIEL DIAZ MAGGIOLI

TOPICS INTO TASKS



ENGLISH
COMMUNICATION FOR REAL



Express Publishing



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CHAPTER 2:
HOW DOES TECHNOLOGY
IMPACT OUR LIVES?



Function: Describing people

Pre-task

Work in pairs. Individually, complete the first column in the following chart with information about your favourite app. Then interview your partner and complete the second chart.

Categories	You	Your partner
Name of the app		
Use		
Reason for use		
When?		
Good things about this app		

FACT FILE

Task 1

Here are some messages sent by a person to other people. Read the messages and order the conversations. There are 3 conversations. Be careful, there is one message that hasn't got a match. Say:

- Who is writing the message? Describe this person.
- Who is the person communicating with?

You may want to use these expressions in English:

Jack Brown online

- 1 In your closet next to the school shoes.
- 2 Do we have a test tomorrow?
- 3 Hi! Go to the supermarket and get some milk and some bread.
- 4 Yes! What time are you picking me up?
- 5 Hi! Yes, History. About the Vikings.
- 6 Want to go to a football match next Saturday? Dad can take us.
- 7 Where are my football trainers?

Response options:

- Ok!
- Let's, ...
- So, maybe, ...
- You're right!
- I agree.
- I don't agree.

Planning

Your group is going to present their order of messages and the people sending them to the rest of the class. Plan how you are going to present it.

Remember!

- Be clear.
- Be enthusiastic.
- Convince the audience.

What do you notice?

 **Listen carefully! What expressions do these students use? Tick (✓) all that apply.**

- | | |
|-------------------------|-------|
| a Ok! | _____ |
| b Let's ... | _____ |
| c So, maybe, ... | _____ |
| d I disagree. | _____ |
| e You're right! | _____ |
| f Perhaps, ... | _____ |
| g I agree. | _____ |
| h I don't agree. | _____ |

Task 2

Work in groups. Create messages similar to the ones above. Exchange your messages with another group. The other group guesses who your characters are.



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

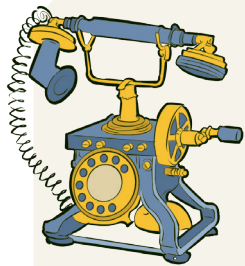
Function: Explaining change and progress

Pre-task

Work in groups. Choose one piece of technology that you use every day. What was it like in its original version?

Task 1

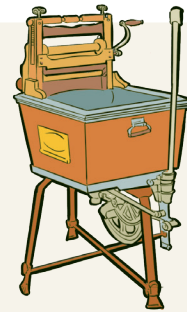
Work in groups. Look at the following photos. How have these technological gadgets changed?



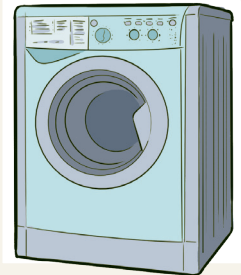
Wind up phone



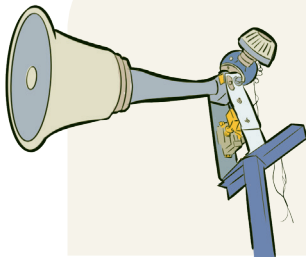
Mobile phone



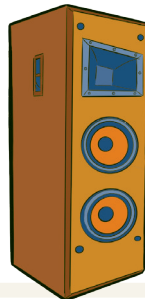
Old washing machine with wringer



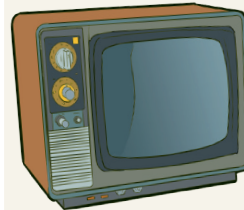
Washer-dryer



Old loudspeaker



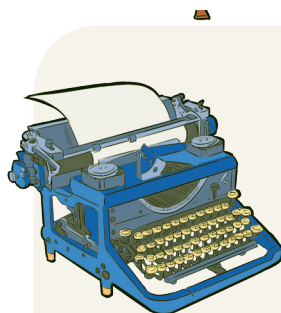
Modern loudspeaker



Old television



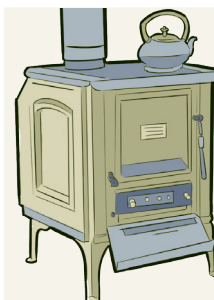
Modern television



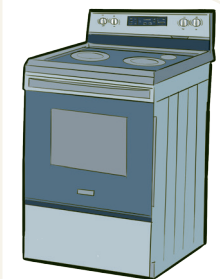
Old "word processor" (typewriter)



Computer



Wood burning stove



Stainless steel stove and microwave

You may want to use these expressions in English:

In the past, people used to/didn't use to...

It has [explain change]

The modern version is [compare]


Planning

Your group is going to talk about only ONE of the technologies above. Decide which technology you want to talk about. Prepare and rehearse what you want to say. Make sure you explain how it has changed over time, what people used to do with it in the past and what they can do now. DO NOT NAME THE TECHNOLOGY! Make other groups guess.

Remember!

- Speak clearly.
- Speak up.
- Be enthusiastic.

What do you notice?

 **Listen to some students describing one of the technologies. Which one are they describing?**

Task 2

Work with new partners. Choose a technology none of you chose before and do the same.

Function: Making a balanced point about an issue**Pre-task**

Work in groups of four. Make a list of all the social media you use regularly, then rank them from the most to the least popular according to your group's preference.

Task 1

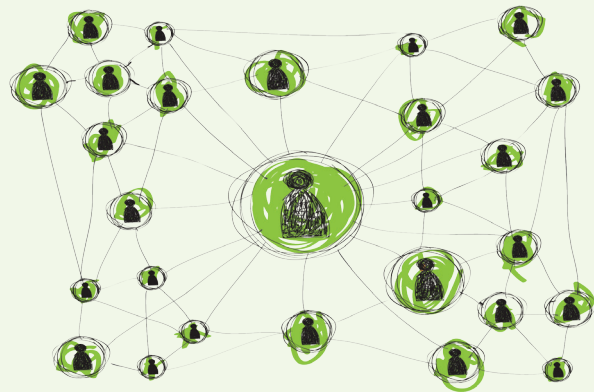
Read the following introduction to a text. Then, in your groups, make a list of advantages and disadvantages of social media.



TECHNOLOGY:

You either love it, or hate it

It is the twenty-first century. It is a century of wonders, of rapid pace change in all domains of human action and a century where communication between people is mostly done through social media. Nowadays, almost everyone uses some sort of social media to instantly know what their friends, family, people they admire, or colleagues are doing, as well as to connect with them.



However, there are still some people who resist the use of social media, and, many times, all other forms of technology as well. So, who is right? The millions of people who use social media, or those who warn about its harmful influence? In this article, we discuss the advantages and disadvantages of social media.

@ WWW email social Network

Planning

Your group is going to present their list of advantages and disadvantages of social media to the rest of the class. Decide who will present the advantages and disadvantages for your group. Prepare and rehearse what you want to say.

Remember!

- Speak clearly.
- Speak up.
- Be enthusiastic.

What do you notice?

Read the rest of the text and answer the questions below it.



Whether you love it or hate it, social media impacts our daily lives. Those who support their use claim that social media platforms are an excellent way for shy people to connect and interact with people they would otherwise not feel comfortable meeting face to face. They are also easy to use, and they can help us reach a wide number of people in seconds.

On the other hand, there are also disadvantages. The most important – and frightening – is the loss of privacy because these sites and applications are open for anyone to use. This poses risks to our personal information, which can be hacked and used for purposes we do not authorize. Additionally, detractors indicate that they are time consuming and distract people from really important activities such as working, spending time with friends and family, and leading a healthy lifestyle.

- 1 Who is the author of this article?
- 2 Why has that person written it?
- 3 Where do you think it appeared?
- 4 What is the author trying to do in this article?

Work in the same groups as before. Decide on the most popular social medium in your group. List its advantages and disadvantages.

Function: Describing problems and solutions

Pre-task

Work in groups and discuss: What will technology look like in 10 years? Make at least three predictions to share with the rest of the class.

- GLOBAL WARMING
- FAMINE
- PANDEMICS
- WATER POLLUTION
- ANIMALS IN DANGER OF EXTINCTION

Task 1

Work in groups. Look at the following categories having to do with current problems in the world. Working together, choose one and invent an application (app) to help solve this problem in the next 10 years.

Make sure to:

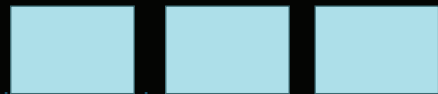
- give the app a catchy name.
- create a logo that is simple but that conveys what the app is about.
- create a brief description of the app in writing.

Introducing ...

RATINGS AND REVIEWS



FEATURES



DESCRIPTION

Planning

Your group is going to present your app to the rest of the class. Make sure you give the app a catchy name and also that you have created a logo for it and that you have written at least one paragraph about the app. Prepare and rehearse what you want to say.

Remember!

- Speak clearly.
- Speak up.
- Be enthusiastic about your app.

Task 2

Work in the same groups. Exchange the description of your app with another group. Read theirs, provide an evaluation using the stars and write a review.



RATINGS AND REVIEWS

★ ★ ★ ★ ★

★ ★ ★ ★

★ ★ ★

★ ★

★

Function: Narrating**Pre-task**

Work in groups. Discuss: What was your favourite story or fairy tale as a kid? Why was it your favourite? Share with the class.

Task 1

Work in groups. Your teacher is going to assign you one of the fairy tales below. In your groups you will have 15 minutes to write a version of the story that changes because one or more of the characters got a technology (any technology) that did not exist in those days. Would the outcome of the story be the same?

**LITTLE RED RIDING HOOD****SLEEPING BEAUTY****THE THREE LITTLE PIGS****BEAUTY AND THE BEAST****Planning**

Your group is going to present your decision to the rest of the class.

Remember!

- Speak clearly.
- Speak up.
- Be enthusiastic.

Listen to the other groups carefully.

Task 2

Work in the same groups. Discuss: What technology would you incorporate in your life so as to make your life simpler?

Function: Analyzing and evaluating facts to give opinions

Pre-task

Work in groups. You are going to read about some people's contributions to the development of technology. Before you read, discuss what criteria you would use to evaluate the worth of a contribution. Consider things like timeliness, impact, etc. Write a list of 5 criteria in the space below.



Task 1

Read the text. Then, work in groups and discuss which of these women made the most important contribution to technology. Then, rank the rest in order of impact on the technology we use nowadays.

ADA LOVELACE



Ada Lovelace was a remarkable nineteenth-century woman. She was the daughter of the famous poet Lord Byron. However, her talents were not strictly literary. In fact, she worked on a project led by Charles Babbage, a mechanical calculating device, or, the first computer. It was Ada who programmed the device and also saw that it had applications beyond pure calculation. Because of this, she is considered the first computer programmer in history.

THE WOMEN OF ENIAC



People who look at this U.S. Army photo of women working with the first computer, ENIAC (Electronic Numerical Integrator And Computer) generally think that they were either models or secretaries. In fact, these women all possessed advanced degrees in Mathematics and were the original programmers of the first computer that would later be used by NASA.

KATHERINE JOHNSON



Katherine Johnson was a leading mathematician at the National Air and Space Agency (NASA) in the 1960s. She helped crack the code that allowed engineers to plot a viable flightpath for space exploration voyages, including Apollo 11, which put the first man on the moon.

DONNA DUBINSKI



Donna Dubinski is responsible for the success of a device called a Personal Digital Assistant (PDA), which was also widely known as the Palm Pilot. This device was the predecessor of the current iPhone even though it only managed your calendar and your list of contacts and allowed you to play a few games. It was a very popular device in the first few years of the twenty-first century.

Planning

Your group is going to present your decision to the rest of the class.

Remember!

- Speak clearly.
- Speak up.
- Be enthusiastic.

Listen to the other groups carefully and take notes.

Task 2

Work in groups. Make a list of the five most influential people in the field of computing and rank them. Explain the criteria you are using.

Audioscripts

Bulimia nervosa, just like anorexia, tends to develop during adolescence and is more common in women than in men. People suffering from this disorder tend to eat large amounts of food in a relatively short period of time until they are painfully full. They then try to purge so as to compensate for the calories consumed. Purging may include forced vomiting, undergoing fasts, taking diuretics or laxatives, or engaging in excessive exercise. One thing that differentiates sufferers of bulimia nervosa from others with similar disorders is that, in general, they keep a relatively normal weight compared to people their same age and body type.

Binge eating disorder has only recently been recognized as an eating disorder. Just as is the case with other disorders, this one begins during adolescence, although it can also appear later in life. Sufferers from this syndrome behave in similar ways as those with bulimia. They eat huge amounts of food during very short periods of time and often feel they cannot control what they eat. However, sufferers of binge eating disorder do not compensate by purging or exercising, which is why they are often overweight or obese.

Pica is also a new condition that has been recently recognized as a disorder. Sufferers from pica have a need to consume non-food substances such as dirt, soil, soap, paper, laundry detergent or ice. The disorder can occur any time in life, although it is most frequently seen in children, women who are pregnant or people with mental disabilities. There are many dangers associated with Pica, for example, the non-food items may contain toxic substances which could lead to poisoning. Eating non-food items can also interfere with regular eating, which can lead to malnutrition and weight loss.

Rumination disorder is also a newly recognized one. Ruminants, just like cows, regurgitate food they have previously chewed and swallowed, then they chew it again and either swallow or spit it. It is most frequently seen in children between the ages of three and twelve months and often disappears on its own. However, if it does not disappear, it may result in severe weight loss and malnutrition which can be fatal in children.

Lastly, night eating disorder is a syndrome that affects people of all ages. People suffering from it tend to wake up in the middle of the night craving food and they binge eat excessively, sometimes feeling they cannot control themselves. Because they do not exhibit compensatory behaviors like purging, obesity is usually a consequence.

The examples we have presented are examples of severe mental disorders that affect not just the daily lives of those who suffer from them, and that of their families, but also put sufferers at risk. If you know of someone that might have an eating disorder, talk to them and seek help from properly qualified healthcare personnel.

Chapter 2 – Technology

A1: Everyday technology

- Student 1: Ok. Let's see. He is asking for his shoes. Who do you ask where things are?
 Student 2: Your Mum or your wife.
 Student 3: Yes, and he wrote "Dad" here. So maybe, he is a teenager.
 Student 1: Yes, yes! He asks if they have a test here. He is a student, a teenager.
 Student 4: And he says "Dad is driving."
 Student 1: So, who is he communicating with?
 Student 4: Here with his Mum. Let's put his Mum for the trainers.
 Student 2: And here is with a friend, when he talks about the football match.
 Student 3: And also a friend here, when he asks "Do we have a test tomorrow?"
 Student 4: Yes, but this is a friend from school, a classmate.
 Student 1: You're right!
 Student 2: Here we have his Mum (messages 7 and 1), here we have a friend (messages 6 and 4) and the classmate (messages 2 and 5).

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Sample page from
"KEY" section

Sample page from
"AUDIOSCRIPTS" section

Topic into Tasks – Key

Chapter 2 – Technology

A1: Everyday technology

Pre-task

Ss' own answers.

Task 1

Answer Key

Q: Do we have a test tomorrow?

A: Hi! Yes, History. About the Vikings.

Q: Where are my football trainers?

A: In your closet next to the school shoes.

Q: Want to go to a football match next Saturday? Dad can take us.

A: Yes! What time are you picking me up?

Answer Key

- | | | | | | |
|------------------|---|-----------------|---|------------------|---|
| a OK! | ✓ | d I disagree. | x | g I agree. | ✓ |
| b Let's... | ✓ | e You're right! | ✓ | h I don't agree. | ✓ |
| c So, maybe, ... | ✓ | f Perhaps, ... | x | | |

Task 2

Ss' own answers.

A2: There's one for everyone!

Pre-task

Ss' own answers.

Task 1

Suggested Answer Key

In the past, people used to use wind-up phones, but they are rarely used these days. In fact, today, most people don't even have a landline. They are no longer necessary because everyone has a mobile phone that they can carry with them wherever they go.

Planning

Example:

- S1: Which one do we describe?
 S3: Let's describe the wood burning stove and the stainless-steel stove and microwave.
 S2: People used to have to have food at home in order to cook.
 S1: That's a good sentence!
 S4: The stove has changed in size.
 S3: And they didn't use electricity.
 S3: I think cooking used to be very slow.
 S2: And with the microwave, cooking time has become faster.
 S1: People used to burn the food in the old stove.
 S4: I always burn food. Even in the microwave oven. So, nothing has changed!
 All: [Laugh]
 S2: Now we have to say it and they have to guess.
 S1: Let's write it down.

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GABRIEL DIAZ MAGGIOLI

TOPICS INTO TASKS

ENGLISH
COMMUNICATION FOR REAL


This book will help English come alive for secondary school students around the world who have been used to a grammar-driven syllabus and feel daunted by the challenge of speaking English spontaneously.


Each unit contains a set of carefully graded tasks on different aspects of a popular topic, each with a 'How do...' title to set the scene. For each level, the task goals are engaging and clearly defined; they all have real-life relevance to young people in today's society. The task cycles, which follow a spiral development, allow learners to communicate freely in a variety of different interactional settings, moving from exploratory, informal talk (to encourage fluency) to more formal situations (to develop both fluency and accuracy). These in turn lead to a focus on language form where learners can practise new words, phrases and grammar in the context of the task, thus extending their linguistic repertoire.


This methodology is clearly described, with rationale, in an excellent introduction. Teachers who follow the recommendations here will find their learners becoming more motivated, gaining confidence in speaking, and feeling good about using their English in today's world.

The audios can be downloaded from the Express Publishing website Teacher's Corner Free Resources Audio CDs (<https://www.teachers-corner.co.uk/free-resources>)

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