

What's new?

Subject:	Diaries, blogs, self-exposure
Language:	Present perfect with <i>ever</i> , <i>never</i> , <i>just</i>
Functions:	LB 12 Talking about events in the indefinite or recent past
Pronunciation:	Strong and weak forms, CD1 (Blue) track 11

1 ***The BIG question:* WHAT DO YOU KEEP PRIVATE?**

The theme of this unit is blogging; that is, posting a personal diary on the internet to record everything that happens to you and your feelings about it. With the rising trend in blogging, the distinction between private and public is becoming ever more blurred. ***The BIG Question*** is therefore: What do you keep private? Is the increase in the public display of feelings and private information to be welcomed or not? The issue is a controversial one and gives students the opportunity to express different viewpoints.

- Read out ***The BIG Question***. Make sure students understand the word *private*. Ask them what the opposite of *private* (public) is.
- Introduce the topic of blogs by discussing the **FACT** box with students. Ask students: What is a blog? (an online diary). Invite a first reaction to the rise of blogs: Do any of the students read blogs, or write a blog themselves?

Picture / background information

Blogs are diaries and personal writing on websites that can be read by anyone. The fact that any writer can now publish their work instantly and free for a world-wide readership is changing the way people think about journalism and the media. Now anyone can be a journalist and publish their own news and opinions. This does not mean that the writing is good, or the facts reliable, or the opinions worth reading. But it makes freedom of speech and democratic access to the media available to all. It also means that traditional media and having to take account of this very personal, immediate and often eye-witness form of reportage. The law is still working out how to apply important principles like libel, privacy, decency and preventing people from preaching hatred on the internet.

General information on blogs:

en.wikipedia.org/wiki/Weblog

History of weblogs:

www.rebeccablood.net/essays/weblog_history.html

How to blog and make money:

www.washingtonpost.com/wp-dyn/articles/A43241-2005Jan27.html

www.microsoft.com/smallbusiness/resources/marketing/online_marketing/how_to_make_money_from_your_blog_5_tips.mspx

Design of weblog page:

www.globeofblogs.com/

Self-exposure:

eserver.org/zine375/exposure.html

2 FOCUS ON...

Words

2 A

- Before students do the activity, read out the words to express emotions in the box, making sure they understand all the words.

Optional warm-up activity

- Give students a list of circumstances, and ask them to write down what they feel at those times. For example: a) first thing in the morning... b) when you've just finished a really good book... c) on Monday morning, when you haven't done your homework over the weekend d) when you've just got your exam results... e) when you've quarrelled with a friend or a parent... etc. (Note this is an opportunity to introduce the present perfect for very recent events.)
- Students compare lists with a partner or in small groups (depending on how friendly the class is and how at ease they are with each other).
- Students report back to the class: ask students to say whether their answers were mostly similar or not.

- Pair the students up to do the exercise.
- Check the answers. Ask about any differences in the lists. For example, *proud* could be considered a good or bad feeling. Ask whether the students can say when the feelings could be good or bad.

2 FOCUS ON...Words A**Answers**

Good feelings: happy, excited, proud, relieved

Bad feelings: sad, depressed, angry, upset, lonely, scared

Picture / background information

The photos represent things done in public or private.

The woman crying is a painting of the face of Mary Magdalene from the 'Crucifixion' fresco by the Italian Renaissance artist Ercole de Roberti (c. 1453-96).

The dancer is by the French artist Edgar Degas (1834-1917). He called this work of art, done in pastel, the 'Pink Dancer'.

www.ibiblio.org/wm/paint/auth/degas/ballet/degas.classe-danse.jpg

2 B 1

- Look at the table and discuss the visuals with the class. Let students express differences of opinion.
- Individually, students add more activities to the lists. Help with words or expressions.

2 B 2

- In pairs, students compare their lists and answer the questions.
- Discuss students' answers with the class. Ask students to put activities on the board under the two headings. Ask them to try to explain the reasons for saying that an activity is public or private.

2 C

- This is a pre-reading exercise, also designed to enrich vocabulary.
- Check the answers. Ask students which of the four words they think is most important for them.

2 FOCUS ON...Words C**Answers**

1 c 2 d 3 b 4 a

2 D

- In this exercise students encounter some of the vocabulary in the reading text. Encourage students to have a first go without their dictionary
- Ask students to compare their answers with a partner.
- Check the answers.

2 FOCUS ON...Words D**Answers**

1 c 2 d 3 a 4 b

2 FOCUS ON...**Ideas**

- Go over the two statements with the class. The vocabulary has been prepared by the previous activities.
- Put students in pairs and invite them to give a first response, both to what students feel about the internet, and what they feel about privacy.
- Discuss briefly as a class. Encourage differences of opinion and attempts to justify them. The issue will be further discussed and students will be able to add reasons as they work through the unit.

3 READING**CD2 (Red) track 7, page 33 SB****Picture / background information**

Baghdad Blogger: Salam Pax, the Baghdad Blogger, wrote a blog in English on a website called 'Where is Raed?' during the war in Iraq in 2003. He started his blog six months before the war to keep in touch with his friend Raed who had moved to Jordan. His eye-witness reports during the war were very popular with the western press. He later wrote a column for the *Guardian* newspaper in London and his blog was published in book form as *The Baghdad Blog* (2003, Atlantic Books).

dear_raed.blogspot.com/

www.thebaghdadblog.com/home/

Many blogs are written by people interested in particular subjects (Fashion, Travel). Many also contain photographs, or may be online photo albums. Links to other blogs are a common feature of these sites.

3 A

- The first general question asks students to read quickly for one type of contrastive information.

- Check the answers and write them on the board in lists.

3 READING A**Answers**

In the past, diaries were usually private, often published a long time after events; blogs are public, posted immediately on the internet; blogs are also interactive – the blogger gets immediate feedback from readers.

3 B

- These questions promote a second reading to deepen understanding and find detail. Students can answer them in pairs or you can do the exercise as a class activity.

3 READING B**Answers**

1 Emma Brown 2 Kelly 3 Tom Grant
4 Salam Pax, the Baghdad Blogger

3 C

- This task asks students to respond personally to the text. Make sure students know the expression *to propose* (to ask someone to marry you).
- Students compare and discuss their ideas in pairs.
- Compare views with the class. There are no 'correct' answers here, and the point is to encourage discussion of different feelings.
- Note the use of the present perfect with *ever* in question 3. In the class feedback, extend practice by using questions with *ever* and answers with time expressions (eg *once, twice, or never*).

4 LANGUAGE: The present perfect with *ever, never, just***4 A**

- Read the four sentences with the class. Students answer orally. Ask students what the tense is in sentences 2 and 4 (simple past). Explain that the tense in sentences 1 and 3 is the present perfect.
- Ask students to extract the time expressions in the four sentences:
 - 1) ever (an expression which means anytime up to now)
 - 2) during the Iraq War in 2003 (we are no longer in 2003)
 - 3) just (a very recent event)

- 4) last month (a definite time marker – an event that is definitely in the past).

4 LANGUAGE A**Answers**

Actions at a definite time in the past: sentences 2 and 4.

Actions at an indefinite time in the past: sentences 1 and 3.

Optional follow-up activities

- Ask students to think about how they would say the four sentences in their own languages. Is there a difference in verbs that refer to definite or indefinite time in the past?
- Ask students to reread the text and pull out all the past tense verbs, listing them in two columns: definite time / indefinite time.
- Refer students to the explanation for the present perfect with *ever, never, just* and its relation to the simple past in Workbook Unit 7. They can read the explanation and do the exercises in class or for homework.

**5 LISTEN IN****CD1 (Blue) track 10, page 34 SB****Picture / background information**

The two speakers in the listening text are both American.

5 A

- Look at the photos with the class. Encourage students to describe the two couples in the photos in as much detail as possible.
- Invite speculation about the couple on the left. Are they in disagreement about something? What could it be? Have they just had an argument? What are frequent causes of arguments among young couples? Are they sad because they have to part?
- Elicit imaginative descriptions of the happy couple on the right. What makes a couple happy? Are they in love? Have they been successful at something?
- Move the conversation on to the question of how much couples should tell other people about what they're feeling. Ask: Should couples keep arguments private? Should they tell the world when they're in love?

5 B

- Ask students if the four words in the box are familiar to them. Can they guess *self-centred* from their previous work on words with *self*?
- Students look up the words and make up sentences using them.

5 LISTEN IN B

Answers

self-centred: selfish; always thinking about yourself.

rubbish: one meaning of 'rubbish' is waste material to be thrown away. Here, *it* is used as an exclamation to mean: *Nonsense! Or I don't agree!*

nerd: this is a slang word meaning a boring and unfashionable person. It is sometimes used for people who are so interested in computers and online matters that they have no time for anything or anyone else.

properly: well, correctly

5 C

- Ask students to read the five sentences before they listen. Make sure students understand them.
- Ask students to guess whether the sentences are True (T) or False (F) before they listen. Then play the CD. Students listen and check their answers.
- Check the answers quickly with the class.

5 LISTEN IN C

Answers

1 F 2 F 3 F (according to Josh) 4 T 5 T

5 D

- Explain the task.
- If you feel the class needs it, play the conversation again before they do the exercise. Alternatively, ask students to do the exercise; then play the conversation afterwards to confirm.
- Check the answers.

5 LISTEN IN D

Answers

Lizzie's reasons against blogs:

- just self-exposure
- our lives should be private, not public
- you shouldn't write about people without making sure their feelings will not be hurt
- blogs are just boring rubbish

- people who blog have no self-control; their writing is not edited and therefore not controlled
- blogs are not real communication
- we all spend too much time on the internet

5 E

- This is an opportunity for students to express their own opinions and feelings about the internet and about keeping online diaries online. Students work in pairs or small groups and discuss the questions.
- Students report back to the class. Encourage students to ask each other reasons for their views and to justify their own views. This prepares the role play and the conversation which follow.

6 YOUR TURN TO SPEAK

Picture / background information

Blogs are increasingly used in education. There are many websites for information or resources on educational blogging, including:

www.educause.edu/ir/library/pdf/erm0450.pdf

www.washingtonpost.com/ac2/wp-dyn/A25305-2005Mar10?language=printer

A Role play

- Set the scene by asking students if they would like to have a website on which they could express their ideas about their classes. Get them to discuss this in groups first. Then have a class feedback.
- Write reasons for or against in columns on the board. Accept all views.
- Students separate into pairs for the role play. Circulate and help with vocabulary and ideas.
- Students perform their role play for another pair.
- Reverse the roles, or put students into pairs with new partners.

B Conversation

- Go through the expressions in **LB 12** with the class.
- Point out the two uses of the present perfect that this unit focuses upon: actions at an indefinite time (the verb is used with *ever* or *never*, or frequency expressions like *once*, *twice*) and actions in the very recent past that can be said to be almost present (used with *just*).

- Students discuss the questions with a partner using **LB 12** to help them.
- Students join another pair and compare their ideas.
- Students report back to the class.
- To consolidate the language used in this activity, do the exercise in **LB 12** with the class: students complete the sentences and then read them out to a partner and discuss them. Alternatively, ask students to review the phrases in **LB 12** at home and do the exercise in writing for homework.

Extra activity

- Start by giving students examples of questions starting with *Have you ever....?* (eg *Have you ever been sailing / camping etc?*) Write a few on the board, and write a follow-up question: *When was that?* with some possible answers: *last week, last summer during the holidays etc.*
- Ask students to write four questions of their own on a slip of paper, each one starting with *Have you ever... ?* They don't show their questions to others. Help with suggestions or language needed.
- Students go around the class, asking one student at a time their question. When another student answers *yes*, they ask the second question: *When was that?* and they write the name of the student + the time details on their slip of paper.
- The first student to get 'yes answers' for all four questions is the winner. He or she has to report back to the class by saying sentences using the correct tense (eg 'Julie went sailing in July last year' or 'Julie has been sailing once only. She went with her family during the last summer holidays.')

7 YOUR TOPIC

- The topic invites the students to use the present perfect and the emotion vocabulary they have worked with in the unit.
- Circulate while students are preparing their topic, reminding them to make notes using key words and to structure their talk logically.
- After students have talked about their experiences, ask the rest of the class to respond positively and suggest improvements.

8 CREATIVE WRITING in English

Page 35 SB

Picture / background information

The cross-curricular page in this unit is on writing skills. The tips on writing cover the whole process from planning to revising and editing, and are undoubtedly useful for writing in the students' own language as well as in English.

For more information on creative writing:

www.belhaven.edu/Academics/Divisions/Humanities/Creative_writing/Creative_Writing.JPG

www.britishcouncil.org/mozambique-creative-writing-workshops-330.jpg

For more information about Neri and 'The Writer'

www.guardian.co.uk/arts/features/story/0,,1463927,00.html

Giancarlo Neri is an Italian sculptor, originally from Sicily who once played professional football. His gigantic sculpture, 'The Writer' has been shown in large the public parks of the Villa Ada in Rome and on Hampstead Heath, London. Being so big and so simple, the sculpture gives an idea of the loneliness of the writer, someone whose art needs only a table and chair.

8 A

- One way of proceeding with this page is to start with task **B**. Ask students to think about their last writing assignment in English and to make notes about the four sections of question **1**.
- Students discuss the questions in groups and compare their responses. Have a class feedback.
- On the board, list some of the main problems that have come up in the discussion.
- Ask students to read the three texts quickly, by themselves or with a partner.
- Refer to the problems listed on the board. Is there any advice in the three texts for the problems?
- Invite an initial reaction to the texts – just a general impression because they are going to review the tips in task **B**, numbers **2** and **3**.
- Ask students to reread the general questions at the top of the page and the three texts and find words for the definitions in **A**.

8 CREATIVE WRITING in English A Answers

1 improve **2** brainstorm **3** a bullet point
4 make an outline **5** attention-getter
6 spot mistakes

8 B

- This task can be done individually, in pairs, or with the whole class.
- Feedback: ask students to choose the three top tips for them, and rank them in order of importance, 1, 2, and 3.
- Compare choices with the class.

8 C

Look at the photos and the captions with the class. Ask them for their reactions.

- Ask students to think of at least one reason for thinking that creative writing is best done alone, and one for thinking it's good to do it in a group. Discuss their ideas with the class.
- Invite students to share their experiences of creative writing groups or classes they've attended.

Optional project A:

If students are interested in blogging and have access to online websites:

- In groups, students go online and find a blog that they find interesting. They make a summary of it and write a report for the class. Ask them to download visuals and to give their views about the chosen blog.
- Pin up the reports and get students circulating and talking about them.
- Alternatively, students can access a blog in their own language. In their groups, they then work on a short oral report in English to tell the class about it.

Optional project B:

For students who are interested in creative writing:

- In groups, students research the writing habits of a writer they admire. It can be an English writer or one from their own country. They can use the library, encyclopaedias, online information (eg from Wikipedia).
- They prepare a short account of how one writer actually writes, what they find difficult, what particular strategies they used to get started, how they managed to get published. They prepare a colourful poster with pictures and short texts.

9 PORTFOLIO WRITING

- Ask students to work in pairs. Each one chooses his or her own topic. Then, individually, they brainstorm ideas in bullet points.

- The pairs read each other's outline and comment. Is the plan interesting? Are there points that could be added?
- The students each write their 'diary' of 120–150 words. The pairs read each other's work and comment on it by answering the questions in 'While writing'.
- The pairs revise, then read their diary out loud to each other, suggest improvements, and ask their partner to check spelling and grammar.
- Check the diaries. If students wish to do so, they can put their diaries on a class website for everyone to read.

10 Your answer

- Finish the unit with a final whole class discussion of *The BIG Question*: What do you keep private? The three questions review the main areas of controversy explored by the unit. Students can work in groups before a general class feedback.
- Refer students to the Workbook Unit 7 activities.

Last word

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

WORKBOOK answers**Pages 16–17 WB****1 Language: the present perfect with *ever*, *never*, *just*****1 A**

1 've been 2 've just read 3 has been
4 've never wanted 5 've had 6 've just sent
7 've just checked 8 's dumped

1 B

(Example answers)

- a) I've written projects.
b) I've done an online search.
- a) I've never been to the USA.
b) I've never played football.
- a) I've just completed / finished this unit.
b) I've just had a cup of coffee.

1 C

1 Have you ever written 2 read 3 sent
4 has just started 5 've never had 6 had

2 Vocabulary**2 A**

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

2 B

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

3 Pronunciation**CD1 (Blue) track 11****3 C**

1 W 2 S 3 W 4 S

4 Use of English**4 A**

- 1 I've *just finished* my piece of writing.
- 2 The first sentence is a real *attention-getter*.
- 3 She's a full-time *writer*.
- 4 I like the blog *because* it's interesting.
- 5 My life is a *private* thing.

5 Portfolio Writing

(Individual answers)