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# SMART ENGLISH

*Blended Learning from  
Classroom to Chat*

ESL / EFL



La Linea Edu

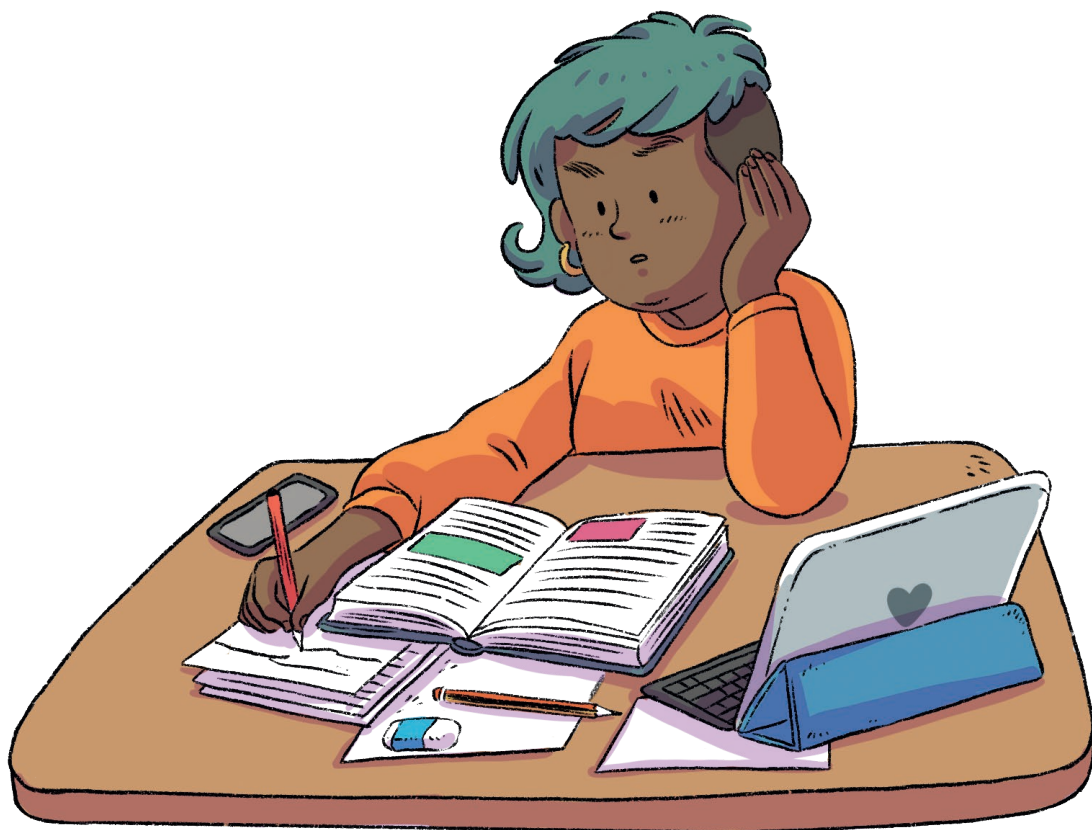
A2

## AUTHORS' FOREWORD

Instant chatroom apps have become an important part of our lives. The trend has affected students of all ages whether they be school pupils, university students, life-long learners or those seeking a future in a new country. Nowadays, learners are used to high-speed, graphically-rich, globally accessible resources and are always connected, sharing and interacting. We are convinced that smart technology can also play an important role inside and outside the classroom.

There are a few reasons why we believe that social media technology should be harnessed for use in teaching and learning. The chat forum simulates authentic spoken language, it favours the informal and spontaneous and makes language-learning fun and relevant. It can be used to develop and practise communicative and structural competencies and it makes use of a tool which is usually associated with social communication as opposed to the learning environment.

This book is for students at level A2 CEFR of English as a Second Language (ESL) and English as a Foreign Language (EFL). Each unit consists of: a) exercises to be completed in the book; b) pair and whole class activities to be completed within the chat facility. These can be done within the language class to practise structures and lexis or as a consolidation task before moving on to the next unit of study.



*Smart English* aims to support, not replace, an A2 English course. It is a flexible resource, that can be used to learn and to revise. While it is aimed at exam and non-exam students, the emphasis in *Smart English* is on informal English. There are twenty units with the main topic areas normally taught at level A2. Structural sticking points are dealt with in explicit grammar units called "Revision" and can be used as quick revision or for reference. These grammar chapters can also be used as stand-alone units.

The activities cover all four skill areas and the smart activities involve the use of various media: text, audio, video and graphics. Grammar and spelling rules are highlighted in "Heads Up" boxes and "Cool Tips" introduce students to idiomatic phrases and interesting cultural facts.

In order to benefit from the smart activities, a classroom chat group should be set up on the first day of the course. The teacher acts as administrator but can hand this responsibility over to a student. The role of the teacher within the chat is primarily that of supervisor.



Activities with downloadable resources are accompanied by the symbol .

Online resources which can be posted are available online at:  
[www.edizionilalinea.it/seA2](http://www.edizionilalinea.it/seA2)

An emoji glossary with additional vocabulary for chat activities can be found on p. 55.

Answers to the exercises can be found on p. 57.

As teachers and linguists we like to push boundaries and we hope you enjoy the book as much as we have enjoyed creating it.

*Cristina and Federica*  
*Authors*

## ICONS

→•← Match up



Write



Read



Chat pair activity



Chat group activity

Heads up!  Grammar and spelling rules

Cool tip  Idiomatic phrases and interesting cultural facts



Web App and online resources



[www.edizionilalinea.it/seA2](http://www.edizionilalinea.it/seA2)

## LET'S SET UP A GROUP CHAT

Welcome everyone!

In this book you'll find lots of activities to be done on your smartphone.

These activities should be done either in pairs or as a group.

Let's start by setting up a class chatroom:

1. Send a message to your teacher's phone with your first and second name.

Licia Vannucci

2. The teacher will create a group chat.
3. Use this group only for your English course activities and write/speak only in English.
4. Remember netiquette: be respectful at all times and only use language that you would use in the classroom.

Most important of all: have fun!



# INDEX

UNIT	LEARNING OBJECTIVES CONTEXT   GRAMMAR   VOCABULARY	SMART ACTIVITY CHANNEL / TYPE (activity number)	COOL TIP / HEADS UP	PAGE
Authors' Foreword				3
Let's set up a class chat				5
<b>1</b> ME, MY FAMILY, MY NATIONALITY	Talking about your close family, where you come from, your nationality and what languages you speak. Asking others for this information. <i>Be. Have got. Question words: where, what, how many?</i> Family, countries, nationalities, languages.	audio + audio (5) text + emojis (6)	HEADS UP: Capital letters	8
<b>2</b> MY FRIENDS: WHAT KIND OF BESTIE ARE YOU?	Describing and comparing appearance and character. Talking about your best friend. Comparative and superlative adjectives. Physical and character attributes.	text + text (5) audio + text (6)		10
<b>3</b> HOBBIES: THRILL OR CHILL?	Talking about different types of hobbies. Expressing preferences as well as time. Describing someone else's interests. <i>Like + verb-ing. In + time of day. On + days of the week. At + weekend.</i> Hobbies, expressions of time.	image + text (4) text + text (5) emojis + text (6) text (7)	COOL TIP: Thrill-seeker and chill-seeker	12
<b>4</b> SMART ABOUT SCREEN TIME?	Talking about social media types and actions. Saying how often you use social media and what for. Present simple. Adverbs of time and frequency. Technology and social media.	text + audio (5) audio + text (6) audio/video (7)	COOL TIP: FOMO and JOMO	14
<b>REVISION 1</b> PRESENT CONTINUOUS AND PRESENT SIMPLE	Present continuous and present simple.		HEADS UP: Present continuous used as future	16
<b>5</b> HOME IS WHERE THE HEART IS	Talking about what type of house you have. Describing where things are. Saying what your ideal home is. Prepositions. Present perfect + <i>for/since</i> . Present perfect + <i>yet/already</i> . Types of accommodation and furniture.	image + text (5) image + text (6)	COOL TIP: Tiny houses	18
<b>6</b> WORKING TO LIVE AND PAY THE RENT	Learning how to describe different jobs and preferences. Understanding reasons for having a job. Learning about payment and hours of work. Present continuous. Jobs and tasks.	video + text (4)	COOL TIP: Charles Kuralt's quotation	20
<b>7</b> WHAT'S THE CRAIC?	Learning about Belfast. Practising how to ask for information and giving suggestions to someone visiting your town. Different types of questions using <i>can/could...?</i> Suggestions using <i>you could</i> + base form/ <i>you can</i> + base form/ <i>why don't you</i> + base form. Northern Ireland, tourist sights and attractions.	text + text (5) image + text (6)	COOL TIP: What's the craic?	22
<b>8</b> DARE TO DREAM	Learning about different professions and skills. Expressing personal preferences in choice of school subjects and future career plans. <i>Going + to</i> (future). Conditional. Professions, school subjects.	image + text (4) audio + audio (5) audio + text (6)		24
<b>9</b> I FELL OFF MY ECOBIKE	Learning about where to go if you are feeling unwell. Describing an accident, understanding questions and instructions from the doctor and answering questions. Giving advice to a friend. Past continuous and past simple. <i>Can/can't. Could/couldn't. Should.</i> Body parts, health issues, medicine.	audio/video + video (6)		26
<b>REVISION 2</b> PRESENT PERFECT, PAST SIMPLE, PAST CONTINUOUS	Present perfect, past simple and past continuous.	image + text (5) text + text (6)		28
<b>10</b> MY FASHION STYLE – FAST OR SLOW?	Talking about items of clothing, colours, fashion style and where you shop for clothes. Describing what you are wearing. Present simple and present continuous. Clothes, colours, fashion.	audio + emojis (5) image + text (6)	COOL TIP: Fast fashion and slow fashion	30

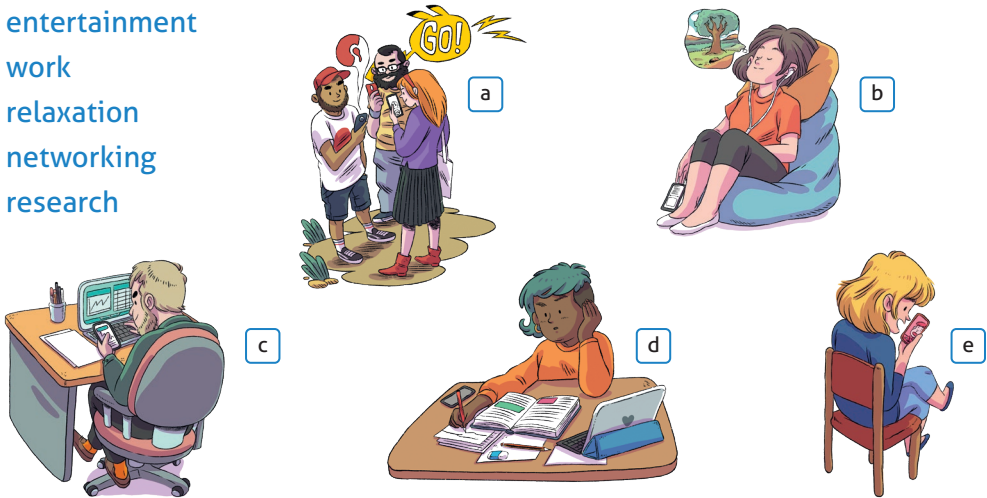
UNIT	LEARNING OBJECTIVES CONTEXT   GRAMMAR   VOCABULARY	SMART ACTIVITY CHANNEL / TYPE (activity number)	COOL TIP / HEADS UP	PAGE
<b>11</b> LOCAVORE OR GLOBAL GOURMET?	Revising different food. Expressing your opinion on your favourite type of food, and where you go food shopping. Countable and uncountable nouns. Food, recipes.	text + text (3)	COOL TIP: Locavore, gourmet and global gourmet HEADS UP: Countable/ Uncountable nouns	<b>32</b>
<b>12</b> POTLUCK DINNER	Planning a meal with friends. Discussing the menu, who will bring what and organising where and when it will take place. Understanding a telephone conversation. Diary future, <i>going to future</i> , <i>will future</i> . Party food, birthday party.	audio + text (4) audio (5) text + text (6)	COOL TIP: Potluck dinner	<b>34</b>
<b>13</b> EARLY BIRD OR NIGHT OWL?	Talking about and understanding your and someone else's daily routine. Practising 12-hour and 24-hour clock. Phrasal verbs. Daily routine, numbers.	text + text (4) audio/video + text (5) audio (6)		<b>36</b>
<b>14</b> THERE IS NO PLANET B	Talking about the environment. Saying what you can do to protect the environment and what you plan to do in the future. <i>Should</i> . 1 <sup>st</sup> conditional. Environment and recycling.	image + text (5) audio (6) image + text (7)		<b>38</b>
<b>REVISION 3</b> THE FUTURE TENSES	Diary future, <i>going to future</i> and <i>will/shall future</i> .			<b>40</b>
<b>15</b> WORLD NOMAD – A BUCKET LIST	Talking about where you would like to travel to and where you have already been. Understanding someone telling you about their trip. Present perfect with <i>never/always</i> . Nature, means of transport, travelling.	audio + text (4) audio/video (5)	COOL TIP: Kick the bucket	<b>42</b>
<b>16</b> MAKING IT HAPPEN – SAVING AND SPENDING	Talking about managing, saving and spending money. The imperative. Money and payment.	emojis + text (5) emojis + text (6) image + text (7)	HEADS UP: Giving advice or instructions: imperative	<b>44</b>
<b>17</b> GETTING INVOLVED – REPAIR CAFÉ	Talking about appliances and what they are used for. When to use the gerund and when to use the infinitive. Objects and functions.	video (5)	HEADS UP: Gerund COOL TIP: Repair café	<b>46</b>
<b>18</b> CULTURE CULTURE	Talking about the difference between classical and popular culture. Expressing preferences and opinions about where to go to enjoy culture. Arts, music, entertainment.	audio (4) audio/video (5)	COOL TIP: Culture culture, classical culture and popular culture	<b>48</b>
<b>19</b> PUSHING BOUNDARIES – THE TRIP OF A LIFETIME	Learning about New Zealand and planning a long trip. New Zealand, natural sights, travelling.	image + text (4) image + text (5)	COOL TIP: Pushing boundaries and a trip of a lifetime	<b>50</b>
<b>20</b> APPLYING FOR THE TITANIC MUSEUM	Understanding a job advertisement and applying for work. Job application, job criteria.	text + text (4) text + text (5) video (6)	HEADS UP: <i>Looking forward to</i> + noun / verb-ing COOL TIP: Meet the criteria	<b>52</b>
Emoji Glossary				<b>55</b>
Key				<b>57</b>



## 4 SMART ABOUT SCREEN TIME?

➡➡➡ 1 Match each photo to the correct activity, then describe how people in the pictures are using social media in your notebook.

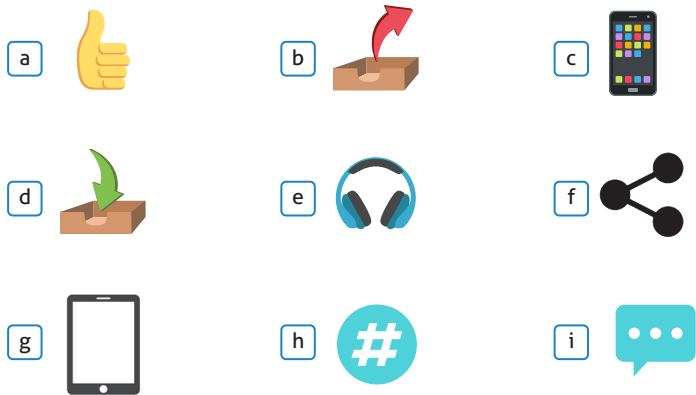
1. ☒ entertainment
2. ☐ work
3. ☐ relaxation
4. ☐ networking
5. ☐ research



EXAMPLE Picture a is using social media for entertainment.

➡➡➡ 2 Match each vocabulary item to the correct icon.

1. ☐ tablet
2. ☐ mobile phone
3. ☐ chat
4. ☐ podcast
5. ☐ like
6. ☐ share
7. ☐ hashtag
8. ☐ upload
9. ☐ download



➡➡➡ 3 Match the parts of the words to form adverbs of frequency.

- |          |           |             |
|----------|-----------|-------------|
| 1. al-   | a. -ten   | .....       |
| 2. of-   | b. -ally  | .....       |
| 3. some- | c. -ly    | .....       |
| 4. usu-  | d. -ways  | always..... |
| 5. rare- | e. -er    | .....       |
| 6. nev-  | f. -times | .....       |

**FOMO:** Fear Of Missing Out. When you feel anxious of missing out on opportunities seen on social media.

**JOMO:** Joy Of Missing Out. When you feel happy being away from social media.



4 Fill in the gaps using the words given.

**screen time – go on – social media – message – podcasts – stream**

I use ..... mostly for relaxation. I usually ..... my mobile phone to chat with my friends or ..... them, but sometimes I ..... films on my tablet. On the bus to college, I always listen to music or ..... . When I'm with friends we often watch films or game. I've got too much ..... ! I sleep with my mobile beside me. FOMO!



5 Send your partner a word presented in this unit. Your partner records its pronunciation and sends it to you. Then, swap roles.



6 The teacher posts an audio file with four words in the class chat. Listen to the audio file and complete the paragraph about social media stars Max and Harvey Mills.



Max and Harvey Mills are identical twins. They began singing at the age of 8. Then they made lipsync ..... and ..... them on social media. They have millions of ..... . They have had their own ..... since 2018. It's called "FOMO".



7 Send to your partner a 15-second audio or video presentation on your use of social media. At the end of it, say if you are FOMO or JOMO.



I use social media mostly for networking. I'm always on my mobile phone and I usually post on social media. I'm definitely FOMO!



PRESENT CONTINUOUS



STAN

STill, At the moment, Now



- 1 Spelling rules. Write the -ing form of these verbs making the necessary changes.

take → taking  
make →  
write →  
live →

run → running  
get →  
sit →  
swim →



- 2 Fill in the gaps with the present continuous of the verbs given.

work – visit – take – live – perfect

LUCY: What's up with you, STAN? What are you doing at present?

STAN: At the moment I'm ..... and ..... in Dublin.

LUCY: Are you still learning Irish?

STAN: Not anymore. Now I'm ..... my English.

LUCY: Have you got any plans for this evening? Are you doing anything tonight?

STAN: Yes, FRAN's ..... this weekend and I'm ..... her out for a pizza!



HEADS UP Present continuous used as future

Present continuous is also used for plans in the immediate future.

EXAMPLE → Tonight, I'm going with FRAN to a pizzeria!

PRESENT SIMPLE



FRAN

Fact, Regular, Always, Never



- 3 Spelling rules. The following questions are about the present simple in the third person singular. Choose the correct answer (a, b or c).

- Most verbs add: a. ☐ -s b. ☐ -es c. ☐ -ies
- Verbs ending in vowel + y (EXAMPLE → play) add: a. ☐ -s b. ☐ -es c. ☐ -ies
- Verbs ending in a consonant and y (EXAMPLE → apply), drop the y and add: a. ☐ -s b. ☐ -es c. ☐ -ies
- Verbs ending in -s, -x, -ch, -sh (EXAMPLE → fish) add: a. ☐ -s b. ☐ -es c. ☐ -ies
- Verbs go and do add: a. ☐ -s b. ☐ -es c. ☐ -ies



**4** FRAN is visiting STAN in Dublin and she is talking to his friend Simon. Unjumble the dialogue by putting the sentences in the right order.

- ☐ **FRAN:** I always go shopping, we sometimes listen to traditional music in a pub and we often go out to eat.
- ☐ **FRAN:** At the weekend I often take a train to the Highlands to visit my aunt and uncle.
- ☐ **1 SIMON:** How do you like Dublin, FRAN?
- ☐ **SIMON:** What do you normally do when you visit STAN?
- ☐ **FRAN:** I like the city. It's very lively.
- ☐ **SIMON:** What do you do in your free time in Scotland?



## PRESENT CONTINUOUS OR PRESENT SIMPLE?



**5** STAN or FRAN? Think of suitable verbs to fill in the gaps, and put them in the correct form of the present tense (continuous or simple).

**EXAMPLE** → He often listens to jazz but now he is listening to classical music.

1. She often ..... in the pool but just at this moment she ..... in the sea.
2. They normally ..... on social media but now they ..... over a cup of coffee.
3. I often ..... books on my tablet but now I ..... a paperback.
4. We often ..... in the park but at this moment we ..... along the beach.
5. They often ..... tennis at the tennis club but right now they ..... in the park.
6. She usually ..... photos with her smartphone but now she ..... them with her camera.
7. These days but not for very long STAN ..... in Dublin but normally he ..... in New Delhi.
8. .... you ..... something? It smells delicious!