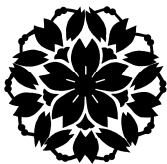


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Building English fluency

Jonathan Jackson



EURASIAN
Editions

FLOW

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By Jonathan Jackson

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| 1 | FOOD

>Giving extra information

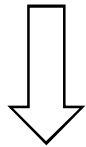
Build

Work in pairs. Read aloud conversation 1, then 2. Then change places.

| 1 |

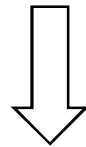
James: What's your favourite food?

Kim: Italian.



James: What's your favourite food?

Kim: Italian. Especially pizza.



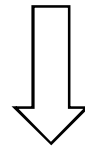
James: What's your favourite food?

Kim: Italian. Especially pizza. I had one yesterday.

| 2 |

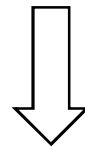
James: What food is bad for you?

Kim: Hamburgers.



James: What food is bad for you?

Kim: Hamburgers. They're fatty.



James: What food is bad for you?

Kim: Hamburgers. They're fatty. But I like them.

Now repeat the conversations from memory.

Style point

Short answers are OK when talking to friends:

- *[My favourite food is] Italian.*
- *Hamburgers [are bad for you].*
- *Italian. [I] especially [like] pizza.*
- *Hamburgers. [Because] they're fatty.*

Note: *I had one yesterday = I ate one yesterday*

Exercises

Work in pairs. Choose some extra information from the box to make longer answers (different answers are possible).

Too much salt can kill you! | I want to go to Italy! | I never eat them | Italian ice cream, too | And fattening | But it makes me fat if I eat too much | They're quite salty | I love pasta

| 1 |

James: What's your favourite food?

Kim: Italian. (i)

(ii)

| 2 |

James: What food is bad for you?

Kim: Hamburgers. (i)

(ii)

| 3 |

James: What did you eat last night?

Kim: Pasta. (i)

(ii)

Speaking practice

Work in pairs. Ask each other the two questions below.

What's your favourite food?	What food is bad for you?
-----------------------------	---------------------------

Answer giving the name of the food then try to build on your answers by adding one or two pieces of information.

Free conversation

Work in pairs. Use one book only.

Food and drink

Ask each other these questions. Answer by giving as much information as you can.

1. Are you hungry now, or thirsty?
2. What food don't you like?
3. What foods are good for you?
4. What do you like to drink?

5. Have you ever eaten or drunk anything unusual?
6. Which country's food do you especially like?
7. Is there any food you've never eaten that you want to try?
8. Do you prefer to eat alone or with family and friends?

Cooking

Ask each other these questions after circling the correct word(s) at the beginning of each. Try to answer giving as much information as you can.

1. How/When/What can you cook?
2. When is/Why was/When was the last time you cooked something and what did you make?
3. What are/What's/When's the easiest thing for you to cook?
4. Are/Do/Did you sometimes cook for your friends or family?

5. Is/Did/Was your mother or father teach you how to cook?

6. Do/Are/Does you watch cooking programmes on TV?
7. Do/Had/Have you ever made a fire outside and cooked something?
8. Should/Could/Is cooking be taught in school?

Food issues _____

Complete the questions using one word then use them to start a conversation.

1. Do you have a food allergy?
2. you or your family grow your own food?
3. might someone be a vegetarian?
4. do you think about organic food?

5. you want to know where your food comes from and how safe it is?
6. you eat meat, do you think about how the animals are treated?
7. you study nutrition in school?
8. old people and young people in your country eat the same food?

Use this space to write down any new words.

| 2 | SOCIAL NETWORKS

>Follow-up questions

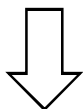
Build

Work in pairs. Read aloud conversation 1, then 2. Then change places.

| 1 |

Martha: How many people are there in your family?

Kirk: Four.



Martha: You and...?

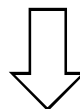
Kirk: Me, my brother, and my parents.

Martha: How old is your brother?

| 2 |

Martha: Do you like meeting new people?

Kirk: Sometimes.



Martha: Sometimes?

Kirk: It depends who they are. I prefer people my own age.

Martha: Why?

Style point

>You can use 'and?' to get more information, like this:

You and...? [= you and who else?]

...but not like this:

Martha: *Do you have many friends?*

Kirk: *Yes.*

Martha: **X** *Yes and...?* **X**

'... and...?' is a question, so your voice rises.

>Sometimes? [= When?/Which people?]

You can repeat the last word or words of a sentence to get more information or if you don't understand. You can even repeat a whole sentence to get confirmation:

Martha: *He doesn't have any friends.*

Kirk: *He doesn't have any friends?* [= Really?]

>Using 'why?' is an easy way to get more information. However,

Kirk: *I like bread*

Martha: *Why?*

It's difficult to explain why you like the taste of bread so in this case another question would be better (for example, 'Brown or white?').

Exercises

Work in pairs. Choose follow-up questions from the box to complete the conversations below.

What do you mean? | Are you shy? | Do you live with your grandparents? | Brothers? Sisters? | Any pets? | Sometimes?

|1|

Martha: How many people are there in your family?

Kirk: Four.

Martha:

Kirk: I have an older brother.

|2|

Martha: Do you like meeting new people?

Kirk: Sometimes.

Martha:

Kirk: A bit.

Speaking practice

Work in pairs. Ask each other the two questions below.

How many people are there in your family?	Do you like meeting new people?
---	---------------------------------

Answer with your own information. After each answer ask a follow-up question. Continue the conversation in this way.

Free conversation

Work in pairs. Use one book only.

Friends _____

Ask each other these questions. Answer by giving as much information as you can. Remember to ask follow-up questions about what your partner says.

1. What do you like to do with your friends?
2. Do you prefer to be with one friend or in a group?
3. Do you have any strange friends?
4. Do you sometimes get angry and argue with your friends?
5. Do you share secrets with your friends?
6. What would make you break off with a friend?
7. What qualities do you look for in a friend?
8. What's the best way to make new friends?

Family _____

Circle the correct word(s) at the beginning of each question (more than one answer may be possible). Use the questions to begin a conversation. Ask follow-up questions about what your partner says.

1. Are/Is/Do your family close?
2. Which/Who/What family member was the biggest influence on you as a child?

3. Do/If/Are you have any brothers or sisters, do you, or did you, fight with them?
4. Is/Do/Are your friends more important to you than your family?
5. Do/Are/Shall you want to start a family one day?
6. What's/How's/When's the best time to marry and have children?
7. Do you/Is it/Are they a good idea for three generations to live together?
8. Which/How/What makes a happy family?

Social interaction _____

Complete the questions using one word then use them to start a conversation.

1. Are good manners important in your country?
2. older people more polite than younger people in your country?
3. adults in your country polite and respectful to children?
4. you talk differently to people depending on their age and status?
5. it easy for you to give your opinions when asked?
6. social situations (for example, work or family gatherings) are stressful for you?
7. can you relax and act naturally?
8. which social situations are people sometimes rude?

Use this space to write down any new words.

|3| MEDIA

>Talking about time (1)

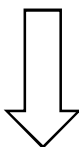
Build

Work in pairs. Read aloud conversation 1, then 2. Then change places.

|1|

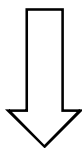
James: How often do you watch TV news?

Kim: Every day.



James: How often do you watch TV news?

Kim: Every day. One or two hours, usually in the evening.



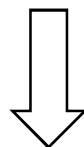
James: How often do you watch TV news?

Kim: Every day. One or two hours, usually in the evening. Sometimes in the morning if I have time.

|2|

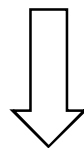
James: What do you use the Internet for?

Kim: I often watch YouTube.



James: What do you use the Internet for?

Kim: I often watch YouTube. Facebook...



James: What do you use the Internet for?

Kim: I often watch YouTube. Facebook... I'm always checking my phone.

Now repeat the conversations from memory.

Style point

>How often do you watch TV news?

- *Every day* (= once a day) | *Every two days* (= every other day) | *Every three days/weeks/months*.
- *Twice a day/week etc.* [twice = two times] | *Three times a day*.
- *Never* [= I never watch TV news].

>Usually in the evening | Sometimes in the morning | I often watch it | I'm always checking my phone.

You can use *never, rarely, sometimes, usually, often, and always* to show how often you do something.

Note: *I'm always checking my phone* = *I check my phone very often*.

Exercises

Work in pairs. Choose some extra information from the box to make longer answers (different answers are possible).

After work | Playing games | Checking the weather | Until 2 in the morning! | From around 8 o'clock | I watch one every few days | But never on Fridays | And music videos | For about two hours

|1|

James: How often do you watch TV news?

Kim: Every day. (i)

(ii)

|2|

James: What do you use the Internet for?

Kim: Watching films. (i)

(ii)

Speaking practice

Work in pairs. Ask each other the two questions below.

How often do you watch TV news?	What do you use the Internet for?
---------------------------------	-----------------------------------

Answer with your own information then build on your answers by adding some information about time. Remember to ask follow-up questions about what your partner says.

Free conversation

Work in pairs. Use one book only.

Internet

Ask each other these questions. Answer by giving as much information as you can. Ask follow-up questions about what your partner says.

1. Are you addicted to the Internet?
2. What are your favourite websites?
3. How do you communicate with your friends online?
4. Do you or any of your friends have your own website?

5. Is it safe to upload your pictures and personal information?
6. Do you read the news online?
7. Do you trust the information you find online?
8. Can the Internet be used to influence or control people?

TV news

Circle the correct word at the beginning of each question. Use the questions to begin a conversation.

1. Which/~~When~~/~~Do~~ news programmes do you like?
2. ~~Are~~/~~Is~~/~~Do~~ you interested in local, national or international news?
3. ~~Shall~~/~~Can~~/~~Should~~ you tell me about an interesting news story you saw on TV recently?
4. ~~Do~~/~~Is~~/~~Are~~ there too much bad news on TV?

5. Is/What/Do TV the best source of news?
6. Are/Is/Do some important news stories not reported?
7. Are/Do/Is TV news trustworthy and impartial?
8. Does/Do/Has TV news influence people's opinions?

Newspapers and magazines

Complete the questions using one word then use them to start a conversation.

1. Which newspapers and magazines do you read?
2. daily newspapers popular in your country?
3. many newspapers can you name?
4. do you prefer as a news source: the Internet, TV, radio, or newspapers and magazines?

5. are the news stories in newspapers and magazines different to those on TV or online?
6. you trust what you read in newspapers?
7. newspapers biased?
8. the Internet kill off TV news programmes and newspapers in the future?

Use this space to write down any new words.

FOR TEACHERS

Build

In this section a question and answer are presented which are then built on with new material relating to the unit's language focus.

Groups of three: A-B1, C2 (A asks B question 1 then asks C question 2); B-A2, C1; C-A1, B2. Or: A-C1, B-C2; A-B1, C-B2; B-A1, C-A2.

Style point

This section presents and explains the language focus of the unit, usually using material from the conversations in the 'Build' section.

Exercise(s)

One or more reading exercises provide reinforcement of the language focus. Students can use one book, discussing the exercises together, or silently, using two books.

Speaking practice

Students practise the techniques presented in the 'Style point' section. Students in groups of three can work in pairs as explained above ('Build') or talk as a group.

Free conversation

Student A asks question 1, which student B – without trying to look at the book – answers, along with any follow-up questions. If student A doesn't answer question 1 in the course of the conversation (for example, by making a statement), student B should ask it directly (but without looking at the book) or ask 'And you?', 'What do you think?', or something similar. Then the pair work through questions 2-4 in the same way. For questions 5-8, student B starts. Students can pass one book between them or use one each. However, only one book should be open at any one time.

The questions in this book serve as starting points to a conversation, which students will eventually be able to extend using the techniques presented in each unit.

Further guidance, materials and activities:

<http://www.eurasianeditions.com/flow.html>

Flow tries to work out of the box as much as possible, but can be configured to work with any codebase. [Read more.](#) [Library Definitions.](#) Learn how to create and use library definitions for the third-party code your code depends on. [Read more.](#) [Declaration Files.](#) Learn how to write types in .flow files. [Flow Strict.](#) Learn how to enable stricter type checking on a file-by-file basis. [Read more.](#) © 2014–2019 Facebook Inc. Distributed under MIT License Code of Conduct [Edit this page.](#) Flow may mean: Flow, another name for "flux" in physics, which is the rate at which something travels through a given cross section. In fluid mechanics, the word flow is often used to mean a complete description of the motion of a fluid. See also volumetric flow rate. In circulatory physiology, the word flow (e.g. of blood or lymph fluid) is commonly used as shorthand for regional flow, i.e., flow standardised to the volume or mass of a region of tissue under study (SI units: mL/s/mL or mL/s/g). The New Flow makes it easier to work with larger teams, and gives you clearer visibility into everything happening at every level of your organization. [Quickly check your daily or weekly to-do list or search, sort and filter by Team, Project, Tags and Flags to find any task in Flow.](#) [Switch to the new Calendar view to visually plan your weekly workload.](#) [Task Profiles.](#)