

3

Wide Angle

TEACHER'S GUIDE

Unit Overview

Introduction to the unit

The title of this unit – *Interactions* – summarizes the main themes: verbal and non-verbal communication in formal and informal social interactions. These main themes are evident in the visuals throughout the unit, which show people communicating in many forms: verbal, visual, and physical (using body language for non-verbal communication).

In **Lesson 1.1**, the theme of interaction is reflected in the topic of co-shared working environments and subsequent discussions activities. **Lesson 1.2**, focuses on facial expressions and body language which demonstrate the theme of non-verbal communication. In **Lesson 1.3**, students learn to write emails using informal expressions inviting friends to social engagements. In **Lesson 1.4**, the theme of interaction is reflected in the unit videos, which show people starting and ending conversations in formal and informal situations. Finally, in **Lesson 1.5** students showcase the theme of interaction by listening to and engaging in small talk.

Lessons

1.1 The New Office

Listening Skill Guessing meaning from context

Grammar in Context Simple present and present continuous

- Use phrasal verbs (Oxford 3000)
- Listen to information and apply it to various contexts
- Identify difference in usage and form between simple present and present continuous
- Discuss whether technology keeps people apart or bring them together

1.2 Talking Without Words

Reading Skill Skimming

Grammar in Context Questions forms: *Do, did, and be*

- Use vocabulary related to non-verbal communication and emotions (Oxford 3000)
- Practice skimming a text for the main idea
- Construct questions with *do, did and be*
- Discuss whether gestures or facial expressions are more important in communicating meaning

1.3 Making Connections

Grammar in Context Tag questions in the present tenses: *Be and do*

Vocabulary Development Adverbs of manner

Writing Skill Using informal expressions in emails

- Use vocabulary related to friendship
- Construct tag questions with *be* and *do*
- Practice forming and using adverbs of manner (Oxford 3000)
- Write informal emails

1.4 Hello and Goodbye

Real-World English Starting and ending a conversation

- Analyze the way people start and end conversations
- Recognize the differences between formal and informal greetings and closings to a conversation
- Role-play conversations saying hello and goodbye

1.5 Making Small Talk

Speaking Showing interest

Pronunciation Skill Using intonation to show interest

- Understand different topics used in small talk
- Practice using intonation to show interest
- Act out a scenario, making small talk at a party

Resources

Class Audio CD 1, Tracks 2–7

Workbook Unit 1, pages 1–7

Oxford Readers Correlations

Virtual Friends (9780194245746)

Teacher's Resource Center

Assessments: Entry test, Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

Unit Opener

Student Book page 3

The unit opener photo shows three people in a gallery space. One of them is a guard on duty; the other two are a man and a woman admiring the art.

The photograph relates to the unit theme and subsequent exercises because it focuses on non-verbal communication. For example, we can see from the body language that the man in the suit is a museum guard; his stance demonstrates that he is serious and professional. The woman and the man are engaging with the art, receiving “messages” from the artists’ works.

Photographer

Edu Bayer

Edu Bayer is a New York-based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, *Aljazeera*, *El País Semanal*, *Foreign Policy*, *Le Monde* and *The Guardian*, among others. He is the recipient of accolades such as Picture of The Year, Pulitzer Prize Finalist and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalunya* about rural life, and *Els fets de l'1 d'Octubre* (the events of October 1st) about the independence struggle in Catalonia. He has shown his photography in exhibits in New York, Berlin, Budapest, Havana, Hong Kong, Valparaiso and Barcelona. Born in Barcelona, Edu graduated there in Chemical Engineering and also holds a Master’s degree from the Danish School of Media and Journalism.

Unit Snapshot

- 1 These three questions have been written to get the students’ attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer. Use the opportunity to have students predict what they will be learning in this unit.
- 2 For question 1, check students’ understanding of *ping pong* through gestures and have them guess what type of problems sports could solve. For question 2, ask if students can tell when someone is smiling for real. For question 3, give students examples of types of friends from your own life, e.g. teacher friends, family friends, etc.

Answers

Students’ answers will vary. Sample answers include:

- 1 It helps you stop thinking.
- 2 A person’s eyes can tell you if a smile is real or fake.
- 3 I have many types of friends: old friends, new friends, close friends, mutual friends, and family friends.

Discussion Questions

- 1 Ask students to describe the image, providing words to help them as necessary, for example, *gallery*, *guard*, *on duty*, *painting*, *art piece*. Now, ask specific questions about the picture and elicit students’ ideas: *Where are the people in the photo? What are they doing? Are they communicating? Do they know each other? How is the man in the forefront different? What is his job?*

- 2 After the questions about how they interact with each other and/or the art, add also a few general questions: *Do you like going to museums? Why or why not? How often do you go to museums?*
- 3 Direct students attention to the questions below the photo. Put students in pairs to discuss them.
- 4 Optionally, before asking students to answer the discussion questions, show the photographer video where Edu Bayer answers these questions from his perspective. Play the video for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students’ answers will vary. Sample answers include:

- 1 Artists communicate their ideas through the use of shapes and colors in their work.
- 2 I think I’m a “people person” because I don’t really like to be on my own. I like to spend time with my friends and family, of course. I get bored when I don’t have anyone to talk to!
- 3 I guess it’s very important because I use my cell phone all the time to talk with family and friends or send texts. I also have a tablet that I use for Facebook. I enjoy watching movies on TV with friends, and that’s technology and it’s social too!

Video Script

I took this photo at the Museum of Modern Art in New York City. This photo is of the first visitors to see the work of Torres-García, a Uruguayan-Catalan artist. A security guard stands while two people observe the art works. People want to understand and want to be moved by the art works so, I was trying to capture this deep, intimate interaction. Of course! Art is terrific for communicating all sorts of messages. My favorite art has a deep range of ideas, or new ways of looking at things. Art tells not only ideas, but emotions and feelings. Art should create reflection and conversation, I believe.

I am starting to think that technology has a negative effect on interaction. In societies with the most technology, there’s this feeling of both isolation and false connection. So, maybe we’ll have to stop using electronic devices so much and start looking at each other to communicate.

Exercise 1

- 1 Pre-teach the words *social networking site*, *forum*, *blog*, *face-to face*, and *gaming* by using examples, synonyms, brief definitions and gestures, as appropriate for each, and asking if any students can call out the terms before you tell them.
- 2 Have students look at the list and choose their top five preferred modes of communication. Have them share with small groups and explain the reasons why. Alternatively, you can make a survey handout with the same choices and have students interview one another in a class mixer activity. Then identify the top five choices for the whole class and have a class discussion of the reasons why.

Answers

Students' answers will vary. Sample answers include:

- 1 text message
- 2 networking site
- 3 video chat
- 4 phone call
- 5 tweet

I guess number one for me is texting people. I do that all the time. I text my friends and my co-workers at work. I like it because it's easy and quick. I call as well, of course, when I want to talk—but I don't always have a lot of time to do that. I prefer texting.

Exercise 2

- 1 Have students discuss how their interactions vary among different groups of people. Offer an example to help spark discussion.
- 2 Ask groups to report back to the class on any interesting aspects of their discussion.

Answers

Students' answers will vary. Sample answers include:

Well, for my family, I always call my mother because she doesn't text, and I mostly text my sister and dad. I send emails a lot at work but not really to my friends, and I never email my family. With my friends I use Facebook and Instagram. I do that a lot. There's video chat, of course. I like to chat with some of my friends—the ones I don't see so often—pretty regularly on Skype and What's App. When I'm not going out, in the evening I like to video chat with friends. I have a Twitter account, and I try to tweet every day at least once to say where I am or what I'm doing. For my neighbors, I just say hi once in a while when I see them, but I don't call or text them or anything!

Real-World Goal

By the end of this unit, your students will be able to organize a social event online because they will have learned vocabulary related to friendship and interactions. They will also have had exposure to formal and informal ways of starting and ending a conversation.

Lesson 1.1 The New Office

Student Book pages 4 – 6

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask if anyone has ever worked in an office. Ask a few volunteers to share a brief explanation of their experience.
- 2 Ask students what they think the lesson will be about.

Answers

Students' answers will vary. Sample answers include:

My mom works in an office. She is an administrative assistant. She schedules meetings, answers the phone, and manages the mail.

Exercise 2 VOCABULARY

- 1 Before matching each phrase with a meaning, give a few example sentences using a phrase and ask them what they think it means. For example, *During my career I had to deal with a lot of different people.*

- 2 After completing the exercise, select students to read the matched meanings. Explain any incorrect answers that students give.

Answers

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

Oxford 3000 words

- | | |
|--------------------|--------------------|
| look forward to | look up to |
| keep in touch with | deal with |
| influence | work something out |

Extra Practice

- 1 Make flashcards with one part of the phrase on each card. For example, *look + forward + to*
- 2 Students have to find the remaining parts of the phrase forming groups of three.
- 3 Then have the group come up with a sentence together and write it on the board. For example, *I am looking forward to the holiday break.*
- 4 Emphasize that phrases which contain two or more words must be used in that particular order, and that phrasal verbs must be used with the correct preposition.

Exercise 3 BUILD

- 1 Instruct students to work independently. Tell students to fill in the blanks with the phrases they have just learned.
- 2 Tell them to pay attention to the clues in the previous sentence or clause before they make their choice. You may even introduce them to the word *context*. In this way you are slowly preparing them for the Listening Skill that's coming up.
- 3 After completing the exercise, select students to read the sentences. Explain any incorrect answers that students give.

Answers

- | | | |
|--------|--------|-------------|
| 1 look | 3 deal | 5 influence |
| 2 work | 4 look | 6 keep |

Exercise 4 USE

- 1 Tell students that they will work in pairs. Each partner will write sentences about him/herself using the phrases from Exercise 2 and then ask their partner additional questions.
- 2 Model the example from the textbook with a volunteer.
- 3 Walk around the classroom and monitor the writing process, offering help where needed. Listen in on the subsequent conversation and offer assistance where needed.

Answers

Students' answers will vary. Sample answers include:

- A: My father has had a big influence on my career choice.
B: How has he influenced you?

Exercise 5 ASSESS

- 1 Direct the students to the questions and then have them read the text silently.
- 2 Have students share the answers to the questions to check for general understanding.
- 3 Ask students if they have any questions about vocabulary and write it on the board. They may need help with:

variety (a number or range of things of the same general class that are different or distinct in character or quality) or *facility* (space or equipment necessary for doing something).

Answers

Students' answers will vary. Sample answers include: CityWorks is a place where people who need an office but don't have one can go and work at a desk, use the Internet, and meet other businesspeople in the area. The people who go there probably work for themselves or for very small businesses. They don't have their own offices. Or maybe they travel a lot and need to use an office sometimes in places they go to for their work.

Listening Skill

Guessing meaning from context

GO ONLINE

- 1 Introduce and demonstrate the use of *context* with the example from the box: *There are more than 100 desks here. This place is enormous!*
- 2 Ask the class to shout out other possible meanings or synonyms of the word *enormous*.
- 3 Then direct students to read the information in the box.

Extra Practice

Pass out a copy of the paragraph below from page 7 with a few words missing in strategic places. Ask students to try to fill in the blanks based on the words surrounding the missing word, or the context.

So, does this mean we can always understand what people are ___ by looking at their faces? Well, modern ___ shows that we can learn to control our ___ expressions when we need to. For example, people who lose a competition may try to ___ their disappointment. The country or ___ you are living in can also be important. Studies show that Japanese people often smile to hide ___ emotions but that Americans do not. This is because in Japan many people prefer not to show negative ___.

Allow students to work in pairs. Then elicit answers and write them on the board. Accept all logical answers.

Exercise 6 INTEGRATE

- 1 Students will listen to the radio show excerpts about CityWorks and fill out the chart with the part of speech of the word in the table as used in the recording. Allow students time to read the chart before you play the audio.
- 2 Have students complete the table independently. Ask them to compare their answers with a partner.
- 3 Elicit the answers from the class one column at a time. Help with pronunciation.
- 4 Write the words and possible meanings on the board. Explain any incorrect answers that students give.

Answers

- 1 noun—good value
- 2 verb—meet or become friends with
- 3 noun—another choice
- 4 adjective—easy to get to/suitable

Audio Script

CD 1, Track 2

- 1 It's less than two hundred dollars a month. You get a lot for that, so I think that's a bargain.

- 2 I'm a social person, so I get bored working at home. I like to get to know new people.
- 3 I look forward to seeing everyone face to face, it's really nice to have an alternative to online meetings.
- 4 It's right in the center of the city, so the location is really convenient.

Exercise 7 EXPAND

- 1 Instruct students to listen for the context clues that help identify the meaning and play the audio again.
- 2 Write their answers on the board to more easily track the correlation between the word and the context clue.
- 3 Explain any incorrect answers that students give.

Answers

- 1 "Less than \$200/month" shows that this is about money. "You get a lot for that" tells us this is a good price.
- 2 "Social person" and "new people" suggest a social connection that involves meeting or spending time with new people.
- 3 "In person" is the opposite of "online," so it suggests a different option.
- 4 "Right in the center of the city" indicates that the location is very easy to get to.

CD 1, Track 2

Exercise 8 IDENTIFY

- 1 Give students a moment to read the exercise items before they listen.
- 2 Instruct students to match the people with the reason why they go there then play the recording of the radio show.
- 3 Go over the answers as a class.

Answers

- 1 Alex, every day, for fast Internet
- 2 Jonathan, two to three times a week, to make friends
- 3 Grace, once a week, to meet co-workers

Audio Script

CD 1, Track 3

- Rebecca Hello, I'm Rebecca Williams, and welcome to Tech Talk... Did you know that technology is not only having an influence on *how* we work, but *where* we work? Today, I'm visiting CityWorks, a new coworking space in New York. So, why do people like coworking? Well, let's ask Alex. Alex, you come here a lot, right?
- Alex Yes, I work for myself. I'm a website developer, and renting an office is expensive, so I come here every day. It's like a shared office. There are more than 100 desks. This place is enormous!
- Rebecca It sure is. But how much do you pay?
- Alex It's less than two hundred dollars a month. You get a lot for that, so I think that's a bargain. And the Internet's really fast... not like mine at home! That's the main reason why I come here, actually!
- Rebecca That is a good price. I see there's a coffee shop where people are hanging out. Thanks for your time. Excuse me? What's your name?
- Jonathan Hi. I'm Jonathan Tan.
- Rebecca Hi, Jonathan. Are you a regular here?
- Jonathan Yeah, I'm usually here two or three nights a week. I'm a social person, so I get bored working at home. I like to get to know new people. I love the games! They help me when I'm dealing with a problem.
- Rebecca Is that right?
- Jonathan Yeah. If I don't think about it, the answer just comes! And I'm getting really good at ping pong.
- Rebecca Ha! Thanks. And what about you?

- Grace Hi. I'm Grace. I'm waiting for a coworker to arrive. We all work from home, so we meet here in person once a week. I look forward to seeing everyone face to face, it's really nice to have an alternative to online meetings.
- Rebecca So you think technology isn't always better?
- Grace Well, I love email and the Internet because they make my job a lot easier and quicker. But I like seeing people, too. CityWorks is a great place for that. It's right in the center of the city, so the location is really convenient.
- Rebecca Thanks for your time Grace. So, could coworking be right for you? Call us and let us know your thoughts on ...

Exercise 9 INTEGRATE

- 1 Direct students to look back at the ad and guess what membership each person probably has.
- 2 Have students share their opinions with their partner.

Answers

- 1 Alex—Associate (he says he pays less than \$200 a month)
- 2 Jonathan—Partner (the only membership that allows evenings)
- 3 Grace—Friend (she only goes once a week, so four times a month would be the most economical membership)

Exercise 10 EXPAND

- 1 Allow students time to read the questions and then play the audio again.
- 2 Ask them to compare their answers with a partner. Ask students if they need or want to listen to the audio again to resolve any discrepancies in their answers. Replay the audio if necessary or desired.
- 3 Then go over the correct answers as a class.

Answers

- 1 a website developer
- 2 Jonathan
- 3 They help him stop thinking about a problem, so the answer comes.
- 4 seeing co-workers face-to-face
- 5 They make her job quicker and easier.

CD 1, Track 3

Exercise 11 WHAT'S YOUR ANGLE?

- 1 Students start a group discussion asking, *Has technology changed where you work or study? How?*
- 2 Ask students to talk about differences between 10 years ago and now. Walk around and monitor their conversations, encouraging everyone to participate.
- 3 Ask the group leader to share their group's observations with the class.

Answers

Students' answers will vary. Sample answers include:
In my restaurant, we started using iPads for taking customers' orders.

Exercise 12 IDENTIFY

- 1 Write the examples on the board. Underline the grammar forms.
- 2 Ask students to identify the tense and go over the affirmative, negative, and question forms as well as basic spelling rules (adding -s or -es to the third-person regular verbs; changing verbs ending in y to i before adding -es;

doubling the consonant when words follow the pattern consonant-vowel-consonant).

- 3 Tell them that in this lesson they will focus more on how we use the tenses.

Answers

simple present
present continuous

Grammar in Context

Simple present and present continuous

GO ONLINE

- 1 Tell students to read the Grammar in Context box and complete the rules with the correct tense and then write them on the board.
- 2 Explain to students that we don't usually use present continuous with verbs that describe feelings, thoughts, states and senses. See if students can provide any other examples of non-action verbs, and then provide them with some.
- 3 For additional information, see the Grammar focus on page 159 of the Student Book.

Extra Practice

Divide students into two teams and have them line up one behind the other in front of the board. Project slides with a single sentence that shows the verb in both the simple present and present continuous forms. For example, *Teenagers are playing/play a lot of video games these days.* Prepare a sufficient number of sentences so that each student can go at least once. Each team member has a flyswatter and has to hit the correct answer when you sound the bell (or tell them to go). Project the correct answer. Keep score. Have students pass the flyswatter to the next person and go to the back of the line. Continue the game. The team with the most correct answers is the winner. Correct any errors.

Exercise 13 APPLY

- 1 Direct students to work independently and circle the correct answer.
- 2 Read the completed paragraph aloud. Have students listen and check their answers.

Answers

- | | |
|---------------|----------------|
| 1 shapes | 5 have |
| 2 have | 6 are starting |
| 3 shows | 7 are choosing |
| 4 is changing | 8 do you think |

Exercise 14 EXPAND

- 1 Review question forms before starting the exercise.
- 2 Have students work independently to fill in the blanks and complete the questions.
- 3 Ask students to check their answers with their partner and see if there are any differences. Direct them to explain their choices to each other.
- 2 After completing the exercise, select students to read their answers. Explain any incorrect answers that students give.

Answers

- | | |
|-----------------|-----------------|
| 1 Do, send | 4 Do, prefer |
| 2 Are, thinking | 5 Are, carrying |
| 3 Do, spend | 6 Do, use |

Exercise 15 INTERACT

- Now have the student practice asking and answering questions from Exercise 14.
- Circle the classroom and offer assistance. Correct pronunciation where necessary.

Answers

Students' answers will vary. Sample answers include:

- Yes, I send at least five to ten text messages every day.
- No. I'm happy with the one I'm using now. It's not that old.
- I think I do. In the evening I spend at least two hours gaming or on Facebook. I'd like to spend less time on it!
- I prefer to check my email on my cell phone, but if I have to write a long email, then I always use my tablet.
- Yes, I'm carrying my cell phone in my pocket, and in my bag I have my tablet.
- Yes, I do. I use Facebook and Instagram. I also go on YouTube a lot to see videos friends have posted.

Exercise 16 WHAT'S YOUR ANGLE?

- Ask, *Who thinks technology keeps people apart?* Write their names on the board.
- Then ask, *Who thinks that it brings people together?* Write their names on the board.
- Tell students that they are now a part of the debate team. Give them 5–10 minutes to get together and prepare an impromptu speech on three reasons why and direct them to support their reasons with specific examples. Also instruct them to use the phrases they have learned in the lesson.

Answers

Students' answers will vary. Sample answers include:

I think technology keeps people together. For example, I can stay in touch with my family back home via Skype or Viber almost every day.

Lesson 1.2 Talking Without Words

Student Book pages 6 – 9

Exercise 1 ACTIVATE

- Use a hand gesture, such as the "OK" sign, and ask students if they know what you mean by it. Cross your hand over your chest and ask them if they are familiar with this body *gesture*. Write the word on the board to ensure everyone knows the meaning and help with pronunciation.
- Direct students to read the quote by Deborah Bull, a dancer. Ask, *What gestures and expressions do people use in your country? What gestures do you use the most?*
- Have students discuss and demonstrate within their table groups. Then call on a volunteer from each group to share their observations.

Answers

Students' answers will vary. Sample answers include:

In my country, people wag their finger at someone when they are angry and want to teach them a lesson.

Exercise 2 VOCABULARY

- Direct students to work independently and match each gesture with the photographs.
- After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

- | | |
|-----------------------|-------------------|
| 1 point at something, | 4 wave goodbye |
| 2 kiss someone | 5 cross your arms |
| 3 hug a friend | 6 bow to someone |

Oxford 3000 words

kiss point wave

Exercise 3 BUILD

- As a class, brainstorm a list of possible important adjectives that describe feelings, for example: happy, sad, frustrated. Write them on the board.
- Now have them change the part of speech to a noun.
- Direct students to work independently and match the words in the box to the images in Exercise 2.
- After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

- | | |
|-----------------------|-----------|
| 1 fear | 4 sadness |
| 2 happiness/enjoyment | 5 anger |
| 3 enjoyment/happiness | 6 calm |

Oxford 3000 words

anger calm enjoyment happiness

Exercise 4 INTERACT

- Model by using a gesture of your own and asking the class if they can guess what you are saying and how you feel.
- Instruct students to work in pairs and choose one gesture from the list and demonstrate it to their partner.
- Have the partner try to guess what they are "saying" and then switch roles. For more practice, have them switch partners and repeat.

Reading Skill

Skimming

GO ONLINE

- Direct students to read the information in the Reading Skill box. Explain that skimming is used as a reading technique to get the general idea of the text. Add an explanation of scanning as a technique that is used to find specific details.

Extra Practice

Bring in three paragraphs printed in larger font and paste them on different walls in the room. Divide class into three groups. Have them walk over to their paragraph and skim it for main ideas. Have them write their answers on the board under the correct heading: Paragraph 1, 2, or 3. Now have

the groups switch until each group has gone through all three paragraphs and written main ideas on the board. To finish, have one of the students read their paragraph out loud. Look at the answers on the board as a class and choose the best main idea. Continue and do the same for the remaining two paragraphs.

Exercise 5 APPLY

OXFORD REFERENCE

- 1 Direct students to work independently and skim the text to look for the main idea.
- 2 Ask them what they think the main idea of the article is. Write a few of their answers on the board.
- 3 For more practice, ask them to skim again to look for the main idea of each individual paragraph. Write the answers on the board for later use.

Exercise 6 IDENTIFY

- 1 Direct students to choose three main ideas from the list.
- 2 How do students' main ideas that you captured on the board relate to the ones on the list?

Answers

We can use our faces to hide emotions.
Some facial expressions are the same everywhere.
How you use expressions depends on the country you are from.

Exercise 7 EXPAND

- 1 Direct students to read the questions and then the article again carefully and answer the questions independently.
- 2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask the pairs to share any questions with the class.

Answers

- 1 The article is about Charles Darwin's book, *The Expression of the Emotions in Man and Animals*.
- 2 The five emotions that Darwin thought people everywhere could recognize are anger, fear, sadness, disgust, and enjoyment.
- 3 Japanese people often smile to hide negative emotions, but Americans do not.
- 4 People try to hide their disappointment when they lose a competition.
- 5 A false expression is when we use our faces to hide the truth and try to express something that we do not feel.

Exercise 8 WHAT'S YOUR ANGLE?

- 1 Lead a class discussion about situations in which people usually control their emotions.
- 2 Elicit answers on hiding one's feelings.

Answers

Students' answers will vary. Sample answers include:
I usually smile when I feel uncomfortable in a business situation.

Exercise 9 ASSESS

- 1 Ask students, *How do we know if someone's smile is real?*
- 2 Allow students time to read the article about smiling aloud and instruct students to check the answer boxes.
- 2 Ask students which smile is false and which real. Was it easy to tell? Why?

Answers

Real (picture on the left)
False (picture on the right)

Grammar in Context

Question forms: Do, did and be

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Review the relationship between questions with *be* and questions with *do, does, did*. Write statements on the board: *He is a driver. He loves to drive. He loved to drive when he was young.* Ask the class to convert each statement into a question.
- 3 Elicit the possible short answers for the questions on the board. (Yes, he is. / No, he isn't. / Yes, he does. / No, he doesn't. etc.) Point out that the positive short answer is never contracted. Ask students several questions to practice the difference between using *do, does, and did*. For example, *Does Pilar smile often? Do you sometimes feel frustrated? Did you bow to people when you visited Japan?*
- 4 Review the meaning of question words. Write answers on the board: *It's Carlos. It's at 12:00. I'm 32. They're in Peru.* Ask students to provide a question for each answer. For example, *What's his name? When is lunch? How old are you? Where are they?* Underline the question word in each question. Specify that in *wh*-questions, question word comes before the verb *be* or the helping verbs (*do/does/did*).
- 5 Point out that for the verb *be* we do not use forms *do/does/did*. Review that we use the verb *be* to talk about age, jobs, location, country and nationality, in expressions with *there + be*, and with adjectives.
- 6 For additional information, see the Grammar focus on page 159 of the Student Book.

Extra Practice

- 1 Prepare sentence strips for error correction (*do/does/did* form). Give each student or pair a sentence. Have them find the error and write the correct version on the board.
- 2 Go over the answers as a class and make additional corrections if necessary.

Exercise 10 INTEGRATE

- 1 Start with a short classroom discussion by asking, *How do you know when people are lying?*
- 2 When students are done giving their ideas, instruct them to complete the questions using *is* or *does*.
- 3 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

1 Is	3 Do	5 Do	7 Do
2 Do	4 Do	6 Is	

Extra Practice

- 1 Have the partners "lie" to each other on some benign matter to see if they can catch each other in a lie. For example, *I go skydiving every week.*
- 2 Encourage them to ask a lot of additional questions to "catch" the gesture that will let them know that their

partner is lying. You can also do this in groups of three or four.

- 3 Monitor the conversation as they are asking additional questions with *be* and *do/does*. Offer assistance and corrections where needed.

Exercise 11 EXPAND

- 1 Instruct students to choose the correct verb form to complete the answers. Have students work independently.
- 2 Go over the answers by having the class call out the circled words.

Answers

- | | | |
|-------|------|------|
| 1 did | 3 is | 5 do |
| 2 do | 4 is | 6 is |

Exercise 12 INTERACT

- 1 Have students work with a partner taking turns asking and answering the questions from Exercise 11.
- 2 Invite students to report back on their partners' answers.

Answers

Students' answers will vary. Sample answers include:

- 1 I shook hands with someone yesterday while I was on a job interview.
- 2 I usually greet my friends with a hug.
- 3 A smile is better than a frown because a smile is more positive and friendly.
- 4 My grandfather is the calmest person I know.
- 5 My face gets red when I am angry.
- 6 Yes, in my country, it is OK to greet people you know with a kiss.

Exercise 13 DEVELOP

- 1 Have students work independently to complete the blanks with the correct verb form.
- 2 After completing the exercise, select students to read the answers. Explain any incorrect answers that students give.

Answers

- | | | |
|-------|--------|--------|
| 1 was | 3 Do | 5 does |
| 2 did | 4 Were | 6 is |

Exercise 14 WHAT'S YOUR ANGLE?

- 1 Direct students to start a discussion with their partner about what is more important in communicating meaning: gestures or facial expressions.
- 2 Walk around and monitor students' conversations. Make sure they support their opinion with specific examples.
- 3 Have volunteers share with the class what they have learned from their partners.

Answers

Students' answers will vary. Sample answers include:

I think facial expressions are more important because I can understand how the person really feels. For example, my friend can smile and say that she is OK, but if her eyes are not "smiling" I will know that she is not really OK, but trying to hide her feelings.

Lesson 1.3 Making Connections

Student Book pages 9 – 11

Exercise 1 ACTIVATE

- 1 Activate students' previous vocabulary knowledge by asking them to talk in groups about their friendships. How long have they known their friends? Where did they meet their friends? How often do they see them?
- 2 Then ask, *What do we call a friend that we know for a really long time?* Students should answer, *an old friend*.
- 3 Give students time to complete the exercise.
- 4 Call on individuals for the answers. After each answer, ask the class if they agree with the definition.

Answers

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

Exercise 2 WHAT'S YOUR ANGLE?

- 1 Each student should choose three types of friends from Exercise 1.
- 2 Have students work with a partner to talk about someone they know who fits that definition.
- 3 Have volunteers tell the class about what they have learned from their partner.

Answers

Students' answers will vary. Sample answers include:

My friend is a nurse. I have known her since high school. She is an old friend.

Exercise 3 INTEGRATE

- 1 Have students read the 3 questions and then direct students to read the emails.
- 2 Have them answer the questions independently.
- 3 Go over the answers by having students raise one finger for answer option *a*, two for *b*, and three for *c* to ensure everyone's participation.

Answers

- | | | |
|-----|-----|-----|
| 1 b | 2 b | 3 c |
|-----|-----|-----|

Exercise 4 IDENTIFY

- 1 Direct students to read the questions and then read the emails again. This time they will be scanning for details.
- 2 Have students work independently to complete the exercise.
- 3 Go over the answers by having the class call out *T*, *F*, or *NG*.
- 4 Explain that we cannot make assumptions about what is not provided. We can only rely on the information that is given in the text to draw logical conclusions.

Answers

- 1 True (Carol)
- 2 True (Gail mentions an office. Tina says she works until six.)
- 3 False (Thursday)
- 4 True (They refer to each other as "long-lost friends" and "old friends.")
- 5 False (Gail is inviting friends to her place.)
- 6 False (She's looking for an apartment.)

Exercise 5 WHAT'S YOUR ANGLE?

- 1 Have students talk to a partner about where they usually go to meet their friends and what they do with them.
- 2 Call on volunteers to share some of the information with the class.

Answers

Students' answers will vary. Sample answers include:
My best friend and I usually meet at my place, but I also often see her at school. When we are at my place, we just hang out and listen to the music and talk.

Exercise 6 ASSESS

- 1 Direct students to study the information in the Grammar in Context box and complete the rules by circling the correct answer.
- 2 Ask two students to read the correct answer.

Answers

negative
positive

Grammar in Context

Tag questions in the present tenses: *Be* and *do*

GO ONLINE

- 1 Read the information aloud. Point out that the tag question verb form is always opposite from the main verb.
- 2 For additional information, see the Grammar focus on page 159 of the Student Book.

Extra Practice

- 1 Write tag questions on small sticky notes in four different colors – each team, one color. Make enough to have 4–5 class sets. For example, *are you, am I, isn't she, don't you, don't we, does he*, etc. Put students in teams of four and give them a set of sticky notes.
- 2 Prepare four large poster-sized papers with questions that are missing a tag line, ensuring an equal amount of affirmative and negative forms. For example, *You are late for class again, _____? We don't have a test tomorrow, _____?*
- 3 Tell student they have five minutes to complete as many questions as possible. Call out *Ready, set, go!* and start the timer. When the five minutes are up, call time.
- 4 Count each team's sticky notes and check their answers for accuracy. Count only correct ones. You can ask one of the students to keep score on the board. The team with the most correct answers wins.

Exercise 7 IDENTIFY

- 1 Have students work independently to complete the exercise.
- 2 Take a class poll to see how many tag questions they have found. Then have volunteers identify what they are.

Answers

Five tag questions:
You remember Carol, don't you?
I really like Rose Bay—it's so beautiful, isn't it?
That's not too late, is it?
Dessert, maybe?
You don't know anyone who has an apartment to rent, do you?

Exercise 8 APPLY

- 1 Write or project the questions on the board.
- 2 Ask one student to come up to the board and complete the first tag question.
- 3 Now this student gets to choose who goes next by passing the marker to another student. Continue until all of the questions have been completed.
- 4 If necessary, have the rest of the class correct any mistakes.

Answers

- | | |
|---------------|--------------|
| 1 doesn't she | 4 don't they |
| 2 are they | 5 isn't she |
| 3 doesn't she | 6 do they |

Exercise 9 INTERACT

- 1 Instruct students to work in pairs and take turns asking and answering the questions from Exercise 8. Tell them they can scan the emails for specific details to help them find answers.
- 2 Circle the classroom and monitor the conversations. Offer help where needed.
- 3 Go over the answers together as a class.

Answers

- 1 Yes, she does.
- 2 Yes, they are.
- 3 Yes, she does.
- 4 Yes, they do.
- 5 No, she isn't. She's working until six.
- 6 No, they don't. Gail has her own place, and Tina is living in a hotel right now.

Vocabulary Development

Adverbs of manner

GO ONLINE

- 1 Explain the difference between an adjective and an adverb. We use adjectives to describe nouns (people, places, things, and ideas) and we use adverbs to describe verbs, to say how something is done.
- 2 Direct students to look at the Vocabulary Development box and ask them what the difference is between *calm* and *calmly*. When they identify the *-ly* ending, write a few more examples on the board such as *magical* and *slow*.
- 3 Go over the spelling changes with the examples in the box.

Oxford 3000 words

angrily	fully	simply
calmly	gradually	

Extra Practice

Divide the class into 4-5 groups. Ask them to choose an adjective as their group name. Write it on the board. Prepare 4-5 extra handouts with paragraphs containing a variety of adjectives. Distribute one paragraph to each group. Have students circle the adjectives and write them on the board. When they are done, instruct the whole group to change the adjectives into adverbs. Mark any mistakes with a red marker and ask the class for any spelling corrections.

Exercise 10 BUILD

- 1 Have students work independently to complete the exercise.
- 2 Ask them to share their answers with a partner and note any differences.
- 3 After completing the exercise, select students to come up to the board and write down their answers. Ask the class to explain any incorrect answers that students give.

Answers

- | | |
|---------------|-------------|
| 1 happily | 5 well |
| 2 loudly | 6 painfully |
| 3 dangerously | 7 gently |
| 4 fast | |

Exercise 11 USE

- 1 Have students work independently to complete the exercise.
- 2 Read the completed paragraph aloud. Have students listen and check their answers.

Answers

- | | |
|-------------|---------------|
| 1 seriously | 4 generously |
| 2 hard | 5 beautifully |
| 3 willingly | 6 greatly |

Writing Skill

Using informal expressions in emails

GO ONLINE

Direct students to read the Writing Skill box. Ask them what some informal email or texting expressions that they use are.

Extra Practice

If your students communicate in English via email, have them open their emails on their smartphones and select one to three emails in English to share with a partner. Have their partner search the emails for informal expressions and write them down in their notebook. Monitor Students' work and make a selection of top five expressions to write on the board. If your students are unlikely to have communicated in English via email, consider distributing copies emails that you may have written or received that they can peruse for informal expressions.

Exercise 12 APPLY

- 1 Have students work independently to complete the exercise.
- 2 Ask them to share their answers with a partner and note any differences.
- 3 Monitor their work to ensure that everyone is copying the phrases and not using shortcuts.
- 4 After completing the exercise, select students to share their answers with the class.

Answers

Greeting

Hi
Hey
Dear

Opening

How are things?
How's it going?
I hope this email finds you well.

Reason for writing

Just a quick note to...
I would like to ask if...
I'm writing because...

Closing

Well, that's all for now.
Hope to hear from you soon.
Please get in touch at your earliest convenience.

Saying goodbye

Lots of love
Kind regards
Best wishes

Exercise 13 IDENTIFY

Instruct students to look at the expressions in Exercise 12 again and mark them as formal or informal. Let them know that a few of the expressions can be both.

Answers

Greeting

Hi (I)
Hey (I)
Dear (I/F)

Opening

How are things? (I)
How's it going? (I)
I hope this email finds you well. (F)

Reason for writing

Just a quick note to... (I)
I would like to ask if... (F)
I'm writing because... (I/F)

Closing

Well, that's all for now. (I)
Hope to hear from you soon. (I/F)
Please get in touch at your earliest convenience. (F)

Saying goodbye

Lots of love (I)
Kind regards (F)
Best wishes (I/F)

Exercise 14 ASSESS

- 1 Direct students to look at the emails on page 9 and have them look for formal/informal expressions.
- 2 Go over the answers with the class.

Answers

Hey / Hi / How are things? / I'm writing because ... / Lots of love / Best wishes

Exercise 15 WRITE

- 1 Have students choose a friend to write an email to inviting them to an event.
- 2 Instruct them to use expressions from Exercise 12 and follow the writing structure: greeting, opening, reason for writing, closing, and saying goodbye.

Exercise 16 DEVELOP

Instruct students to swap emails with their partner and use the checklist for peer review.

Exercise 17 IMPROVE

- 1 After the students receive the peer review checklist, ask their partner to give a suggestion to make their writing better.
- 2 Have students write a second draft. Monitor the writing process and be available for any questions.
- 3 At the end, have students turn in their work to you for final review.

Exercise 18 WHAT'S YOUR ANGLE?

- 1 Project an invitation you have received recently on the board for illustration purposes. Ask, *where, when, what, who* comprehension questions about it.
- 2 Have students talk about an invitation they have received recently. Allow them to find and share any invitations they may be able to access on their smartphones.
- 3 Direct them to ask their partners, *Who was it from? What was it for? Did you accept?*
- 4 Ask one volunteer from each group to talk about their partner's invitation.

Answers

Students' answers will vary. Sample answers include:
I received an invitation for Lisa's birthday party next weekend, and I accepted. It's going to be at her apartment.

Lesson 1.4 Hello and Goodbye

Student Book pages 12 – 13

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them to describe the picture and discuss the questions with a partner.
- 2 Call on volunteers to share their ideas with the class.

Answers

Students' answers will vary. Sample answers include:
In the first scene, there are three young men, and they all seem to know each other. I think they are friends. They're wearing informal clothes—jeans—and chatting together. They're at a market. One of them is carrying some bags, so maybe he did some shopping there.
In the second scene, there are two of the men, and they are speaking with a woman. She's older and is wearing more formal clothes. They aren't laughing, but they are smiling. I think they know the woman but maybe not so well. She might be a relative, co-worker, or teacher.

Exercise 2 IDENTIFY

- 1 Give students a moment to preview the questions. Play the video. Have students answer the questions independently.
- 2 Go over the answers as a class.

Answers

- 1 He has to go to the bookstore.
- 2 Andy has arrived back earlier than he expected.
- 3 The Stilton cheese that Max has bought is causing the bad smell.
- 4 She's going to a faculty meeting.
- 5 He is worried that Professor Lopez could smell the cheese.

English For Real Video Unit 1

Exercise 3 ANALYZE

- 1 Have students work independently to complete the survey.
- 2 Go over the answers as a class. Encourage students to explain their choices.

Answers

Students' answers will vary. Sample answers include:
a They are good friends (college students), so they are close: 1
b Professor Lopez is his college teacher, so he doesn't know her well: 3 / 4
c He feels very relaxed: 1
d He is more reserved and aware of his language and behavior: 3

Real-World English

Starting and ending a conversation

- 1 Read the information in the box aloud, modeling the intonation of the friendly and more formal greetings.
- 2 Ask if students have any questions.

Extra Practice

Have students start a conversation with classmates sitting nearby. Tell them to use the expressions from Exercise 4 and keep the conversation going for a few minutes before they use the expressions to end the conversation.

Real-World English Strategies

When performing greetings, people use not only different verbal expressions (e.g., "Good morning," "How are you doing?"), but also different body language. For example, they shake hands, give each other a hug, or bow. You can use your students' cross-cultural knowledge as a starting point in a discussion about appropriate ways to greet people in different situations.

1. Tell your students to stand up and walk around the room, greeting at least five classmates in a way that is culturally appropriate in their country of origin.
2. Make sure to participate yourself and give several of your students an opportunity to greet you.
3. Ask students to go back to their seats. Together, make a list of the greetings that have been used in the activity.
4. Try to classify the greetings your students used into different sub-groups. For example, did they use the same greetings with the people of the same and opposite gender? Did they use the same greetings with their classmates and with their teacher? What other greetings would they use in more formal or more informal settings? How are these ways of greeting people similar or different from greetings in English? How did they use their bodies to greet someone?
5. Be sure to discuss both verbal expressions and body language.

▶ Exercise 4 INTEGRATE

- 1 Tell students that they are going to watch the video again. This time they should specifically pay attention to the greetings and endings of the conversations and check who says them. Give them time to skim the expressions.
- 2 Play the video again. Spot-check students' work. Replay the video if necessary.
- 3 Go over the answers as a class.

Answers

Scene 1: To start the conversation

- 1 How's it going? Max
- 2 What's up? Andy

Scene 1: To end the conversation

- 1 I'll catch up with you later. Kevin
- 2 See you. Max
- 3 Bye. Andy

Scene 2: To start the conversation

- 1 Good afternoon. Professor Lopez
- 2 How are you? Andy

Scene 2: To end the conversation

- 1 Have a nice weekend. Professor Lopez
- 2 Take care. Max
- 3 Nice to see you. Andy

Video Script

▶ English For Real Video Unit 1

Scene 1

Max Hey, Andy! You're back!
Andy Hey Max. What's up?
Max Hello, Kevin! So, how's it going? How was your vacation?
Kevin Great, thanks! Well, I gotta go to the bookstore. I'll catch up with you later!
Andy Bye!
Max OK, see you! You're a day early!
Andy Yeah, we took a train to Chicago and then got a cheap flight!
Max Cool! Well, welcome back.
Andy Here, I can help ...
Max Thanks!
Andy Whoa! Whoa! What's that smell? Something smells bad, doesn't it?
Max Really? Uh...
Andy What's in here? It stinks like old socks!
Max Oh! That. It's Stilton! It's from Britain! Uh, it's my favorite cheese!
Andy Phew! Ready?

Scene 2

Prof. Lopez Max! Andy! Good afternoon!
Max Hello, Professor Lopez.
Andy How are you?
Prof. Lopez Oh I have a little bit of a cold. ACHOO!! Oh, excuse me. How are you both?
Max Uh ... We're fine, thanks!
Andy Yes. Glad to be back! Ready for the new semester!
Prof. Lopez Oh, excellent. Well, I'm going to a faculty meeting. Have a nice weekend!
Max Thanks, you too! Take care.
Andy Nice to see you! ... Do you think she could smell that?

Exercise 5 ANALYZE

- 1 Put students in pairs to discuss how the two scenes are similar and different. Tell them to be prepared to report back on their ideas. Encourage them to take notes if it will help them remember.
- 2 Have pairs report back to the class on their ideas.

Answers

Students' answers will vary. Sample answers include:
The language Max, Andy, and Kevin use is much more informal because they know each other well and feel comfortable and relaxed talking with each other. For example, Max greets Andy by saying *Hey! You're back!* But with Professor Lopez they are less relaxed, and the language is more polite and careful. For example, Andy asks, *How are you?*
One thing that's the same is that in both conversations people explain why they want to end the conversation. Kevin explains why he is leaving (to go to the bookstore), and Professor Lopez also explains why she is stopping the conversation; she has to go to a faculty meeting.

Exercise 6 DEVELOP

- 1 Have each pair discuss and decide which expressions they would use with which people in the box.
- 2 Ask individual students to share their answer with the class.

Answers

Students' answers will vary. Sample answers include:
I think I'd greet a co-worker by saying something like *Hey. How's it going?* It's quite informal, but *What's up?* is too casual for work. I'd use that with a close friend. I would say *Hello. How are you?* to someone like my boss, or teacher, or maybe even a neighbor if I don't know them well. It's the same for the ways to say goodbye; one is definitely more formal than the other, so for that reason I'd say *Got to go. See you around* to a friend, or co-worker, or family member possibly, and the other expression for everyone else.

Exercise 7 EXPAND

- 1 Instruct students to match the questions from Exercise 6 with the answers to complete a conversation.
- 2 Ask individual students to share their answer with the class.

Answers

- 1 Got to go. See you around.
- 2 It was great to see you, but it's getting late. I really should go.
- 3 Hey. How's it going?
- 4 What's up?
- 5 Hello. How are you?

Exercise 8 INTERACT

- 1 Have students practice the conversations with a partner.
- 2 Monitor and offer feedback on pronunciation if necessary.

Exercise 9 INTEGRATE

- 1 Go over the directions and check comprehension of the activity before students begin. For example, ask: *How many conversations do you write? (2) How many expressions from Exercise 4 do you use in one conversation? (4)*
- 2 Have students work with a partner to write the conversations. Monitor and provide feedback.

Answers

Students' answers will vary. Sample answers include:
1 Diana and Jane
2 They are co-workers.
3 They know each other well. They're working together on a project.
4 They are in the office.
5 The conversation should be relaxed and informal.
6 We can start with "Hey. How's it going?" and end the conversation with "I have to get to a meeting now. I'll see you later."

Exercise 10 INTERACT

- 1 Have each pair role-play their conversation.
- 2 For more practice, have each pair find a new pair to work with and repeat the activity.
- 3 Monitor and provide feedback.
- 4 Remind students to go online so that they can create their own version of the video.

Lesson 1.5 Making Small Talk

Student Book page 14

Exercise 1 ACTIVATE

- 1 Direct students' attention to the picture. Ask students to describe the situation and the relationship between the two women.
- 2 Direct students to read the topics and then play the audio, telling them to listen and select the correct topic for each question they hear.
- 3 Go over the answers with the class.

Answers

hometown 3, school 7, weather 1, family 5, work 2, free time 8, sports 6, vacation 4

Audio Script

CD 1, Track 4

- 1 It's very cold today, don't you think?
- 2 So, what do you do exactly?
- 3 Where are you from?
- 4 Are you going anywhere on vacation?
- 5 Do you have any brothers or sisters?
- 6 What sports do you like?
- 7 Are you a student?
- 8 Do you have any plans for the weekend?

Exercise 2 IDENTIFY

- 1 Give students a moment to look over the sentences before they listen. Play the audio and have them work independently to complete the questions.
- 2 Call on volunteers to read the questions for the class.

Answers

- | | |
|------------|---------------------|
| 1 cold | 5 brothers, sisters |
| 2 do | 6 sports |
| 3 from | 7 student |
| 4 vacation | 8 plans |

CD 1, Track 4

Exercise 3 ASSESS

- 1 Ask them about the meaning of *small talk* and then direct them to read the definition in the box.
- 2 Discuss with the whole class why small talk is important.

Answers

Students' answers will vary. Sample answers include:
When you met a new person and you don't know anything about them, small talk makes the conversation easier. Talking about ordinary, everyday things is a safe and easy way to help people interact and start a conversation.

Exercise 4 IDENTIFY

Replay the audio and have students answer the question.

Answers

sports, hometown, weather

Audio Script

CD 1, Track 5

- Woman 1 Pheh! It's hot today, isn't it?
Woman 2 Yes, it's lovely. I hope it lasts.
Woman 1 Me too. I wanna play tennis on Saturday.
Woman 2 That sounds fun.
Woman 1 Yeah. I'm not very good, but I like the exercise.
Woman 2 You don't play badminton, do you?
Woman 1 Badminton? No, sorry.
Woman 2 That's too bad. It's very popular where I'm from.
Woman 1 Oh yeah? Where's that?
Woman 2 Korea. I'm from Seoul.
Woman 1 Wow. So you're from Seoul. That's the capital, isn't it?
Woman 2 Yes, that's right. I live near the river, in an apartment with two friends.
Woman 1 That's great. I hear it's a very exciting place.

Speaking

Showing interest

GO ONLINE

Direct students to read the information in the box. Ask them which expressions they use most often in their daily conversations.

Extra Practice

Write each of the topics from Exercise 1 on a card. Put students in pairs and give each pair a card (or topic). Tell them to make small talk on that topic for one minute. Encourage them to use expressions from the box to keep the conversation going. After a minute, swap cards between the pairs and have them practice again, as time allows.

Exercise 5 IDENTIFY

- 1 Replay the recording and have students listen for the expressions from the box.
- 2 Call on individuals to give their answer to the class.

Answers

Oh yeah? / Wow. / That's great.

CD 1, Track 5

Exercise 6 APPLY

- 1 Have students practice with a partner, responding to the given sentences using one of the expressions.
- 2 Monitor and give feedback.

Answers

Students' answers will vary. Sample answers include:
1 Wow. That's interesting.
2 Oh yeah?
3 Really?
4 How exciting!
5 Amazing!

Pronunciation Skill

Using intonation to show interest

GO ONLINE

- 1 Read the information in the box aloud.
- 2 Explain the instances in which intonation can change the meaning of what we are trying to say. For example, *That's interesting* can be said in a way that shows interest, but it can also be said in a way that show disinterest, apathy, or even cynicism. For example:

(two students introducing themselves for the first time)

A: *I am from Malaysia, too!*

B: *That's interesting!*

(one teenager bragging to the other)

A: *My brother drives a Ferrari.*

B: *Oh, that's interesting ...*

Extra Practice

- 1 Do a web search for short TV commercials in English in which characters or a narrator speaks enthusiastically about a product. Try to find one to three examples in which the speakers' voices rise and fall to show interest.
- 2 Play the commercials for the class. Have them listen first. Then play the video again, pausing after the target lines that are the most expressive. Have students repeat. If desired, pass out a script of the commercial or write the target expressions on the board for them to follow along and to make the repetition easier.

More To Say...

Focus: Students use intonation to show interest

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

- 1 Prepare a set of cards with expressions that people use to show interest when they are listening. Draw intonation arrows over them to remind students that making their voices rise and fall shows interest.



- 2 Make enough copies so that each pair of students has a set of cards.
- 3 Bring a timer to the class.

Set...

- 1 Put students into pairs.
- 2 Have them decide who will be the "speaker" and who will be the "interested listener."
- 3 Give each pair of students a set of cards.
- 4 Instruct the speakers to think of a brief story they can tell for at least one minute. Instruct the listeners to spread the cards out face up in front of them. Tell the listeners that as the speakers are talking, they should try to use as many of the different listening expressions as possible. As they use each one, they should turn the

- corresponding card over. The goal is to finish listening to the story with none or very few of the cards face up.
- 5 Set the timer for one minute.

Go!

- 1 Instruct the speakers to start telling their stories. Start the timer.
- 2 Monitor students' conversations by walking around and encouraging the listeners to use the expressions. Correct their intonation as necessary.
- 4 When the timer goes off, have students switch roles. The speaker becomes the listener, and vice versa. Repeat.

Keep Going!

Have students pair up with different partners and repeat the activity as long as there is interest.

Exercise 7 NOTICE

- 1 Play the audio and direct students to listen and select A or B. Emphasize that each sentence will be said twice.
- 3 Go over the answers with the class.

Answers

1 A	3 A	5 B	7 A
2 B	4 A	6 B	8 B

CD 1, Track 6

Exercise 8 APPLY

- 1 Play the audio and ask students to repeat, practicing the rising and falling intonation.
- 2 Monitor and offer pronunciation assistance if necessary.

CD 1, Track 7

Exercise 9 WHAT'S YOUR ANGLE?

- 1 Lead a classroom discussion with the questions provided.
- 2 Ask additional questions, *What are some of the reasons that make it difficult to talk to strangers? Would it be easier if they had a go-to small talk topic?*
- 3 Keep track of their go-to small talk topics and make a list on the board.

Answers

Students' answers will vary. Sample answers include:
I usually feel shy when I talk to strangers. If I have to talk, then talking about the weather is the easiest for me.

Exercise 10 INTERACT

- 1 Direct students to make small talk according to the scenario and five requirements.
- 2 While one pair is speaking, have the second pair practice active listening and check off the five requirements as they hear them.
- 3 Instruct pairs to switch.
- 4 At the end of the exercise, they can give each other feedback.
- 5 For more practice, have each pair find a new pair to work with and repeat the activity.
- 6 Monitor and offer feedback.

Unit 1 Review

Student Book page 147

Vocabulary

Exercise 1

Answers

- | | | |
|---------------|-------------|-----------|
| 1 anger, fear | 3 calm | 5 sadness |
| 2 enjoyment | 4 happiness | |

Exercise 2

Answers

- | | | |
|-----------|--------------------|----------|
| 1 angrily | 3 happily | 5 calmly |
| 2 sadness | 4 enthusiastically | |

Exercise 3

Answers

- | | | |
|-------------|--------|--------|
| 1 look | 3 deal | 5 work |
| 2 influence | 4 keep | |

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 4

Answers

- | | | | |
|------|-------|--------|------|
| 1 do | 3 Are | 5 Do | 7 is |
| 2 do | 4 do | 6 Does | |

Exercise 5

Answers

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 b | 2 e | 3 c | 4 a | 5 d |
|-----|-----|-----|-----|-----|

Exercise 6

Answers

- | | |
|----------------------------|-----------|
| 1 have | 5 means |
| 2 don't need / do not need | 6 know |
| 3 are becoming | 7 matters |
| 4 is changing | |

GO ONLINE Encourage students to go online for further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 7

OXFORD REFERENCE

- 1 Read the quote aloud. Elicit examples for the answers to the questions.
- 2 Ask students if the quote is true for them.

Answers

Students' answers will vary. Sample answers include:
I try to be a good friend by finding out how my friends are doing and offering them help if they need it. I wouldn't do anything illegal for a friend, but I would give them my time, my attention, and even my money if they need it.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 8

- 1 Task 1: Elicit some examples of benefits of technology. Have students work in pairs to talk about how they connect with people using technology. Call on one or two volunteers to share with the class.
- 2 Task 2: Elicit information about the person students might write about. Have students work independently to write a paragraph about a person they admire. Ask them to share the paragraph in small groups or collect and correct their work.
- 3 Task 3: Have students find a photo of a friend they want to share. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and describe their friend.

Answers

Students' answers will vary. Sample answers include:

- 1 I connect with people using all kinds of technology, but my favorite ways to connect are by text and social media.
- 2 I admire my father. He started his own business over 20 years ago, and it is still successful. He works very hard to provide for our family and is very generous with us. He is a good role model ...
- 3 This is my friend Raul. He is a manager at a telecommunications company. He travels a lot for work, but he still spends a lot of time with his family, too.

Exercise 9

- 1 Use gestures and examples to demonstrate the difference between *I did this well* and *I need more practice*.
- 2 Tell students to think about how they did on each of the tasks in Exercise 8 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.