

UNIT 1

Communicating



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand texts and conversations about meeting people for the first time and communicating
- discuss attitudes to communication and describe their own communication habits
- exchange personal information
- greet people, show interest in a person and end conversations
- write a personal email

UNIT CONTENTS

G GRAMMAR

- Question forms
- Present simple and present continuous

V VOCABULARY

- Common adjectives: *awful, delicious, gorgeous, perfect, rude, serious, silly, ugly, alright, strange, boring, serious, amazing, lovely, horrible*
- Adverbs: *absolutely, especially, fairly, generally, hardly ever, mainly, normally, particularly, pretty, rarely, really*
- Wordpower: *like to mean: for example, if you want, similar to, what is/was your opinion of*

P PRONUNCIATION

- Syllables and word stress
- Sentence stress
- Long and short vowel sounds

C COMMUNICATION SKILLS

- Asking and answering personal questions
- Talk about how you communicate
- Greeting people
- Ending a conversation
- Writing a personal email
- Correcting mistakes



CULTURE NOTES

The picture shows two workers in London. They are texting and sharing a joke during a work break.

Workers in the UK must have a 20-minute rest break during their working day if they work more than six hours a day. This could be a lunch break or a tea break. Lunch breaks are usually between 30 minutes and an hour long. Most companies in the UK don't allow employees to use personal mobile phones while they are working.

The girl on the right of the picture has a packet of crisps in her hand. Crisps are a popular snack food in the UK. People in the United Kingdom eat 6 billion packets of crisps and 4.4 billion bags of savoury snacks a year – around 150 packets per person, per year.



- b** Discuss the questions in pairs. Monitor and support students with vocabulary they need to discuss the questions.



EXTRA ACTIVITY

Show students a photo you like on your own phone. Choose a photo with people in it if possible. If your group is large, you could project the photo onto a screen or whiteboard. Encourage questions from the group. Ask the group if they have any pictures on their phone they would like to share with the group. Encourage students to walk around the classroom and show their pictures to other students and ask questions about them in English. Monitor and support students with useful phrases for their conversations.

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write the following questions on the board: *What time of day do you enjoy most? Who are you with? Why do you like it?* Tell students your own answer, e.g. *I enjoy the early evenings, because I spend time with my children. We have fun together.* Put students in small groups to find out information about each other. Ask some students to share the information they found out with the class.





- a** Ask students to look at the picture and tell you what they can see. You may want to teach the words *colleague* and *laughing* at this time. Read and talk about the questions. If you wish, give students information from the Culture notes below.

1A Do you play any sports?

OPTIONAL LEAD-IN

Books closed. Tell students about someone you recently met for the first time. This could be a friend of a friend, someone who you sat next to on a train, etc. Tell them where you met, why you started talking, what you talked about, whether it was an interesting conversation and why or why not. Write on the board: *Where? When? Why? What? interesting?* Then put students into pairs and ask them to tell each other about someone they met for the first time recently. Stop students after a few minutes and ask for examples from their conversations. Find out who had the most interesting conversation.

1 SPEAKING AND LISTENING

- a**  Tell students to open the book and look at the pictures 1–3 to tell you what they can see. Elicit answers to the three questions and encourage students to justify their answers as far as possible.
- b**  **1.2** Tell students that they are going to hear three conversations from the party and they need to identify what the people talk about in the different conversations. Go through the list of topics first to check understanding. Play the recording, pausing after each conversation to take feedback from the class. You may need to play the conversations more than once. With a stronger group, ask students to work individually and then compare their answers in pairs. Check the answers as a class.

Answers

the party: 1, 2, 3; people they know: 1; money: 2; where they live: 1, 2; work: 2; their interests: 3; education: 1


Audioscript

- | | |
|--|--|
| A It's a nice day today. | D So what do you do? |
| B Yes, it's a perfect day for a birthday party. It's great that so many people are here. | C I work for a bank. |
| A So, how do you know Ana? | D So, how much do you earn? |
| B We were at university together. We did the same course. | C Erm, is that ... er ... over there ... Sorry, I just have to speak to my friend, because ... |
| A Oh right. What did you study? | E What do you think of the party? |
| B English Literature. And you? How do you know Ana? | F Yeah, it's great. It's really nice to meet all of Ana's friends. You? |
| A I'm her neighbour. I live in the house next door. | E It's all right, but the music is a bit boring. |
| B Really? It's a lovely street. | F Mmm. |
| A I think so. So did you come ... | E I like your T-shirt. Is it for a football team? |
| C How's the food? | F No! At least I don't think so! |
| D It's great. The pizza is delicious. It's always nice to get good food at a party ... Err ... So, do you live near here? | E So, do you play any sports? |
| C Yeah, I live down by the river. You know those flats ... | F No, not really. I don't really like sport. |
| D Oh yeah! The new ones. They're expensive! How much rent do you pay? | E Well, what do you like then? |
| C Err ... not much. It's not so ... expensive ... err ... | F I prefer reading, or watching films. |
| | E Oh. |
| | F Yeah, so I might go to the cinema after the party. There's a new film about a man who goes to Peru to visit his brother and ... |

At the end of this lesson, students will be able to:

- read and understand a text about having a conversation with someone you don't know
- use some common adjectives correctly
- use question forms correctly
- stress the correct words in questions
- ask for and give personal information

- | | |
|---|---|
| E Yeah, I saw that last week. | E No, I don't think so. It's a really strange story. And in the end, the man can't find his brother and he just goes home again. |
| F Oh. What was it like? | |
| E Oh, it's an awful film. Really boring. | F Oh, thanks a lot! |
| F OK, well, I'd like to see it anyway. Perhaps I'll like it. | |

- c**  **1.2** Play the recording again. Students say if they think the speakers are not enjoying their conversations and give reasons. If necessary, pause after each conversation.

Answer

Conversation 2: The woman doesn't seem happy answering questions about money – she hesitates and then moves on.
Conversation 3: The man isn't enjoying the party. At first, the woman answers but doesn't ask questions. Then they don't agree about a film the woman wants to see and the man tells her how the film ends!

EXTRA ACTIVITY

Give students some lines from the conversations and ask them what the responses were. Don't worry if students don't remember the responses word for word, e.g. Say: *It's a nice day today.* Students: *It's a perfect/great day for a (birthday) party.* Put students in pairs and give them each a conversation to role play. Monitor and help with prompts if necessary. Choose a pair to perform their conversation for the class.

FAST FINISHERS

Ask fast finishers to re-create the other two conversations.

2 VOCABULARY Common adjectives

- a**  **1.3** Students complete the sentences. Play the recording again to check.

Answers

1 perfect 2 delicious 3 alright, boring 4 awful 5 strange

- b** Discuss the questions as a class. Give some practice by asking students to tell you something that they think is perfect/delicious/alright/boring/awful/strange, e.g. *I'm reading a boring book at the moment.*

Answers

positive: perfect, delicious; negative: boring, awful, strange; OK: alright

- c** ▶ Students complete the exercises in Vocabulary Focus 1A on SB p.133. Play the recording for Exercise a, and encourage students to identify and underline the adjectives. Students complete Exercise b and Exercise c, working individually and compare their answers with a partner. Then check the answers as a class. For Exercise d, check understanding of *syllable* and *stressed* and play the recording twice: once for students to decide how many syllables there are in each word and again for them to underline the stressed syllables. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p.8.

Answers (Vocabulary Focus 1A SB p.133)

- a 1 silly; boring 2 rude; serious 3 awful; horrible
4 awful; horrible 5 lovely; perfect 6 strange; alright
7 amazing; ugly
b 1 alright 2 strange 3 ugly 4 rude 5 delicious 6 silly
7 serious 8 boring
c very nice/good: gorgeous, lovely, amazing, perfect
very bad: horrible, awful
d delicious 3 ugly 2 serious 3 rude 1 alright 2 silly 2
boring 2 strange 1 gorgeous 2 horrible 3 awful 2
perfect 2

3 READING

- a** ▶ Read through the questions with the class and then students discuss the questions in pairs.
- b** Ask students what they think the title of the article means. (*Small talk* is friendly conversation about things that aren't very important, often just to pass the time.) Students read the first paragraph. Discuss the answers to the questions as a class. (The article is for people who don't know what to say when meeting people for the first time. It offers a solution to the problem by giving ideas for some good questions to start a conversation.)
- c** Read through the questions as a class. Students read the rest of the article individually and use the questions to complete the text. They then check in pairs. Finally, check the answers as a class.

Answers

- 1/2 How do you know Ana? How's the food?
3 Where did you buy them?
4 Do you play any sports?
5 Do you live near here?
6 What do you do?
7/8 How much do you earn? How much rent do you pay?

- d** ▶ Students read the article again in pairs and discuss whether they agree with the advice. Ask the class to discuss and explain their opinions.



VOCABULARY SUPPORT

relationship (B1) – the family connection between people
topic (B1) – subject



FAST FINISHERS

Ask fast finishers to think of some more conversation-starting questions for each section of the article.

4 GRAMMAR Question forms

- a** Books closed. Put students in small groups. Give them two minutes to remember as many questions from the listening and reading tasks as they can. Ask each group in turn to tell you a question. Write the questions on the board. Which group remembered the most? Ask students to look at the questions in the book. Are any the same as the ones on the board? Individually, students complete the tables. Check answers as a class.

Answers

- Why were you late?
Are you married?
Is she your sister?
Where did you meet?
Who do you know at this party?
Do you like the music?

- b** Ask students for the answers to the questions. You could elicit the present simple third person singular auxiliary *does* at this point.

Answers

- 1 *be*
2 auxiliary verb (a verb giving grammatical information, not meaning)

- c** ▶ Students read the information in Grammar Focus 1A on SB p.142. Play the recording and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 1A on SB p.143. Check the answers as a class, making sure that students are using the auxiliary verbs correctly and that they are not adding 's' to the infinitive. Tell students to go back to SB p.9.

Answers (Grammar Focus 1A SB p.143)

- a 1 live 2 are 3 see 4 know 5 do 6 like 7 's 8 sit
b 1 3 4 5 6 8
c 1 What kind of books do you usually read?
2 Did you watch the Olympics on TV?
3 What was the food like in India?
4 Do you go to the gym?
5 How much does she earn?
6 Is it cold today?
7 Where do they go on holiday?
8 Am I late?
d 1 Why do you want to go home?
2 Who did you meet at the party?
3 How much was your car?
4 Which film did you see?
5 Whose key is this?
6 How many people did you invite?
7 What was the film like?
8 What kind of music do you like?

- d** ▶ **1.8 Pronunciation** Play the recording for students to underline the stressed words. Check as a class. Then play the recording again and students repeat the questions, using the correct stress. If you wish, you can provide more practice by writing some more questions from the lesson so far on the board and asking the class to repeat them, paying attention to reproduce the correct stress pattern.

Answers

- Where did you meet?
Are you married?
Who do you know at this party?
Why were you late?
Do you like the music?
Is she your sister?




LOA TIP DRILLING

- Students whose first language is not 'stress-timed' (i.e. all the words in a sentence receive equal emphasis) may have difficulties with word and sentence stress in English. It is helpful to give tasks that help students recognise where word and syllable stress is placed, but it is also important to get students to practise it themselves by repeating.
- Drilling words and sentences in chorus is useful because it encourages students to follow the pattern of the other students. You can vary drilling in chorus with asking individual students to repeat words and sounds.
- It may be appropriate to ask students to overemphasise the stress on the words or syllables to help them at first, then reduce this later.
- Repetition should not continue for too long as you don't want the class to lose interest.

- e** Students do the task individually and check in pairs.


Answers and audioscript

Why were you late?
 Are you married?
 Is she your sister?
 Where did you meet?
 Who do you know at this party?
 Do you like the music?


- f**  **1.9** Play the recording for students to listen and check. Then play the recording again for them to underline the stressed words. Check as a class.

Answers and audioscript

1 What kind of music do you like?
 2 What do your parents do?
 3 Did you grow up in this area?
 4 How old are you?
 5 Do you have any hobbies?
 6 Do you speak any other languages?

- g**  Students ask and answer the questions in pairs. Monitor for correct word order and stress. Correct any grammatical or stress errors. Help with ideas for kinds of music and hobbies where necessary. Note any interesting answers and discuss them with the class.

5 SPEAKING

- a** Go through the list of topics and elicit a question for each topic. If necessary, be ready to give some examples yourself, e.g. *Do you live near the school? Do you have a good relationship with your brother?* Students work individually, writing their questions.
- b**  Students ask and answer the questions in small groups. Before they start, ask them to find out more information after the answer to the first question and read through the examples with them. Monitor the groups but don't stop and correct any mistakes. Note or remember any basic problems to go through afterwards. While monitoring, you can ask and answer some questions yourself to encourage students. After the activity, ask for examples of interesting information students found out.



EXTRA ACTIVITY

Change the groups and give students a different character, name or role, e.g. *Jean, French, 35*. Students think of a background for this person and then ask and answer the same questions as before but this time for their character. Monitor but don't interrupt fluency unless students make mistakes with question forms.

ADDITIONAL MATERIAL

- ▶ Workbook 1A
- ▶ Photocopiable activities: Grammar p.204, Vocabulary p.206, Pronunciation p.264

1B I'm really into Facebook

1 READING AND LISTENING



OPTIONAL LEAD-IN

Books closed. Ask students: *How do people communicate?* Put a list on the board, e.g. *phone conversations (landline and mobile), texts/text messages, emails, instant messages, social networking sites, letters, postcards, face-to-face, skype*. Have a brief discussion with the class about their favourite way to communicate and ask for reasons.

- a** Students open their books and look at the title of the page (*I'm really into Facebook*). Elicit the meaning of *be really into* (really like/enjoy). Students discuss the points in 1a with a partner. Ask students to share their ideas with the class. If you wish, give students information from the Culture notes below.
- b** Tell students that they are going to read an article about different people's views. Ask them to read the introduction and then look at the quote below each picture. In pairs, students guess the missing word. Don't check the answers at this point.
- c** Read through the questions in 1c with the class. Students then read and answer the questions individually. Check the answers for 1b and 1c as a class.

Answers

- b Julie: text message
Marc: emails
Gin: forget
Claudio: instant message
- c 1 because she generally does
2 people's birthdays, and big news
3 so his friends and family know his news
4 because it's better than a lot of shouting and crying



VOCABULARY SUPPORT

abroad (B2) – in another country
blog (B1) – information that you put on the Internet regularly for people to read
cancel (B1) – stop something that's arranged
comment (B1) – words or message about something
instant message (IM) – a way of communicating very quickly online
realise (B1) – suddenly start to understand
separate, independent of each other (B1) – different

At the end of this lesson, students will be able to:

- read and understand an article about digital forms of communication
- understand speakers giving their opinions about digital technology
- understand and use frequency adverbs correctly
- pronounce long and short vowels accurately
- use present simple and continuous tenses correctly
- discuss digital technology



CULTURE NOTES

In 2014, the social networking site Facebook had around 1.3 billion users, with 654 million using the site every day on their smartphones or tablets. 70 different languages are available for users. Facebook has changed people's lives in various ways because it allows users to stay in touch with friends, relatives and other acquaintances continuously wherever there is Internet access. People with common interests can meet through Facebook groups, and family members and friends can be reunited after losing touch. In 2011, Facebook claimed that 48% of 18–34 year-olds in the US check their Facebook page in the morning when they wake up.

Instant messages (IM) are text messages that are sent over the internet, via social media or special applications (apps). Many different apps for mobile devices allow users to send free messages. The most popular app in 2014 was WhatsApp with over 500 million users. In 2014, WhatsApp delivered more than 10 billion messages, 700 million photos and 100 million videos every day. WhatsApp was bought by Facebook in 2014.

- d** **1.10** Tell students that they are going to hear four people talking about communication. Read through the topics with the class and play the recording for students to match the speakers and topics. Listen again, this time pause the recording after each speaker to check the answers.

Answers

Tara: relationships and text messages; Magda: plans and text messages; Chris: important days and Facebook; Mike: blogs and emails


Audioscript

TARA Last year, my ex-boyfriend told me he didn't want to see me any more ... by text message! What kind of person does that? It was horrible. I called him for days, but he didn't answer. I think he just wanted me to go away. What an idiot.

MAGDA When I want to plan something, I generally just send a text. It's the same when I cancel – a text message is easier. You don't need to give a reason or hear the other person's voice. It's better for everyone.

CHRIS Birthdays are different now. I hardly ever get cards or presents from friends, or even my brother, and no one calls. Everyone just writes 'happy birthday' on my wall on Facebook. It's not very friendly, in my opinion.

MIKE My daughter is travelling around Asia at the moment. She's writing a blog so we know what she's doing. But she rarely calls. I'd love to get a postcard or a letter sometimes. Just to know she's thinking about me.

- e  **1.10** Play the recording again. You may wish to help students with words in the Vocabulary support box. Students say if each person is happy with the use of technology, and why or why not. Check the answers as a class.

Answers

Tara: unhappy, because her boyfriend ended their relationship by text message
 Magda: happy, because it's easy (and you don't have to give a long explanation, with a lot of reasons, or have a difficult conversation)
 Chris: unhappy, because it's not very friendly just to write 'happy birthday' on someone's wall and not send a card or give a present
 Mike: unhappy, because his daughter rarely calls or sends postcards or letters



VOCABULARY SUPPORT

ex-boyfriend (B2) – a person who was a boyfriend in the past and isn't now

idiot (B2) – a stupid person




EXTRA ACTIVITY

Write these phrases from the listening on the board.

- 1 I called him for days, but ...
- 2 I think he just wanted me ...
- 3 It's not very friendly, in ...
- 4 She's writing a blog so we know ...

Ask students to work in pairs to complete the phrases from memory if they can. Play the recording again to check. (1 *he didn't answer* 2 *to go away* 3 *my opinion* 4 *what she's doing*)

- f  Elicit some phrases that are useful for agreeing and disagreeing, e.g. *I agree with you. I completely disagree with you!* Check students understand when we use the word *congratulations*, e.g. when someone has done something very good / on birthdays / at weddings and ask them when they last congratulated someone. Students talk about their ideas in pairs before coming together to discuss as a class.



FAST FINISHERS

Ask fast finishers to make a list of do's and don'ts for using technology in communication.

2 VOCABULARY Adverbs

- a Write this sentence on the board: *I often make phone calls at lunch time.* Ask students what we call the word *often* (an adverb). Tell students that an adverb tells us more about the verb, e.g. *often* tells us about frequency. Some adverbs can also be used with adjectives. Such adverbs intensify/make stronger or moderate/make weaker an action (if used with verbs, e.g. *She walks pretty fast*) or a state (if used with adjectives, e.g. *She is pretty clever*). Ask students to look at the highlighted adverbs in the text and answer the questions together. Elicit that the adverbs in 1 are used with a verb and the adverbs in 2 with an adjective.

Answers

- 1 absolutely, particularly, really, especially
- 2 pretty, fairly

- b Read through the sentences with the class and then ask them to complete 1–4 with the frequency adverbs. Practise by eliciting sentences from students about what they often/generally/rarely do in the mornings.


Answers

1/2 generally, mainly 3/4 hardly ever, rarely





VOCABULARY SUPPORT

Frequency adverbs generally go *before* the main verb, but they go *after* the verb *be*: *I usually get up at 7.30.* BUT *I am often late.* Students often make mistakes with this, e.g. *I often am late.* Also note that the adverb *sometimes* can also go at the beginning or end of a sentence, e.g. *Sometimes I go shopping on Saturdays. I go shopping on Saturdays sometimes.*

- c  **1.11 Pronunciation** Write on the board: *often* and *normally* and ask students to say them for you. Elicit the difference between the pronunciation of the first vowel in each: *often* is a short vowel and *normally* is a long vowel. Students then decide which column in the table has underlined vowels which are long and which has underlined vowels that are short. Play the recording for students to listen and check. Then play it again for them to listen and repeat.

Answers

Column 1: long vowels Column 2: short vowels

- d  **1.12** Play the recording and pause after each sentence for students to repeat with the correct pronunciation and stress.
- e  Individually, students change the sentences to apply to them and they then compare their new sentences in pairs. Monitor to give encouragement and help where necessary. Note any interesting answers and discuss them with the class.



EXTRA ACTIVITY

Students write three sentences of activities they do but without the frequency adverb, e.g. *I go to a restaurant with my friends. I get up early. I play tennis.* Put students into pairs. They read their sentences to their partner who tries to guess the frequency, e.g. A: *I get up early.* B: *You always get up early!* A: *No, I hardly ever get up early! I start work at 10.30.* Monitor and check that students are putting the adverb in the correct position in the sentence. Point out errors for students to self-correct.

3 GRAMMAR

Present simple and present continuous

- a** Books closed. Write three sentences on the board: *I'm talking to my students about communication. I have a Facebook account. I don't go on Facebook every day.* (If the second and third sentences are not true for you, you could change them slightly.) Ask students what the main verb is in each sentence. (*'m talking, have, don't use*). Underline the main verbs as students identify them. Ask students which verb form is different (*'m talking*). Elicit the name of the tense (present continuous). Ask students: *Why did I use the present continuous for this sentence?* (Because it's about right now.) Ask students what the verb form in the other two sentences is (present simple). Open books. Ask students to read the sentences and say which are present simple and which are present continuous.

Answers

1/2 simple 3/4 continuous

- b** Students match sentences and uses in pairs. Check the answers as a class and ask for another example of each use.

Answers

habits and routines: 2
feelings and permanent situations: 1
actions right now: 3
temporary actions around now: 4



LOA TIP CONCEPT CHECKING

Ask concept questions to check students understand the different uses of the present simple and continuous as shown in the example sentences 1–4:

Ask: *From these sentences, do we know these things?*

1 *Is the girl putting her photos on the blog now?* (No / We don't know.)

Does she often put photos on her blog? (Yes, she does.)

2 *Is she sending a text at this moment?* (No / We don't know.)

Does she send a text every time she plans something? (Yes, she does.)

3 *How often does she wait for text messages?* (We don't know.)

Is she waiting for a text message now? (Yes)

4 *Does she write a blog every time she goes away?* (No / We don't know.)

Is she writing a blog at this moment? (We don't know.)

Is she writing a blog about this journey? (Yes, she is.)

When will she stop writing it? (When she comes home.)

- c** Students read the information in Grammar Focus 1B on SB p.142. Play the recording for students to listen and repeat. Allow time to focus on the spelling notes for verb + *-ing*. Put a short list of verbs on the board for students to spell the *-ing* form, e.g. *put* (putting). Students then complete the exercises in Grammar Focus 1B on SB p.143. Check the answers with the class, making sure that students use the correct forms and, where necessary, put the adverbs in the correct positions. Tell students to go back to SB p.11.

Answers (Grammar Focus 1B SB p.143)

- a** 1 a1 b2 2 a2 b1 3 a2 b1 4 a1 b2
b 1 I'm eating 2 isn't wearing 3 She normally goes
4 I'm studying 5 look 6 hardly ever visit
7 we're working 8 Does your brother like
c 1 are you doing? 2 I'm checking 3 do you check
4 I usually check 5 my sister is travelling
6 She usually sends 7 she's travelling 8 Is she going?
9 She doesn't like 10 She prefers 11 She's driving
12 It's in 13 There are 14 is she spending



CAREFUL!

Some learners may overuse the present simple and others may overuse the present continuous if there is no distinction in their first language. If you have a multilingual class, be aware of this. Make sure students don't miss out the verb *be* when using the present continuous, e.g. *I ~~watching~~ a good TV programme.* (Correct form = *I'm watching a good TV programme.*)



LANGUAGE NOTES

There are some verbs we don't usually use in the continuous form, e.g. *think* (*What do you think about the problem?*), *know* (*Do you know Sandy in Class 7?*). However, some of these verbs can be used in the continuous form when they have certain meanings, e.g. *Wait a moment, I'm thinking.*

Other verbs are commonly used in both the simple and continuous, but with different meanings: *I have a big house near Paris.* (state) *I'm having dinner at the moment – I'll call you back later.* (action) This applies to other continuous tenses as well as the present.

4 SPEAKING

- a** Read through the examples with the class before you start, then put students into pairs to ask and answer the questions. Encourage them to add more information if they can. Monitor and note any common errors. When they have finished, ask students for interesting examples from their conversations. Do a quick survey to find who does each activity most often and who does it least often. Go through common errors together.



FAST FINISHERS

Ask fast finishers to make up some more questions to add to the list. They can ask the rest of the class these questions after the activity.

ADDITIONAL MATERIAL

- Workbook 1B
- Photocopiable activities: Grammar p.205, Vocabulary p.229, Pronunciation p.266

10 Everyday English

It was really nice to meet you

OPTIONAL LEAD-IN

Books closed. Tell students about a friend you remember that you haven't seen for a long time (more than two years). Talk about what you remember about them and say what you would talk about if you met again. Give students two minutes to think of a friend they haven't seen for a long time, and prepare to talk about them. Help students with vocabulary if necessary. Put students in pairs to talk about their friends. Ask one or two students to tell the class what they found out from their partner.

1 LISTENING

- a** Students open their books. Discuss the questions as a class. Look at the examples. You may want to mime the words: *hug, kiss, shake hands*. If you have a multilingual class, the conversation may continue longer as students compare the things they do and say within their different linguistic and cultural contexts.
- b** Ask students to look at the pictures and tell you what they can see. Then ask them the questions. Don't tell them if they are correct at this point.
- c** Play Part 1 of the video or play the audio recording for the class to check their answers to 1b.

Video/Audioscript (Part 1)

RACHEL Annie?
ANNIE Rachel!
R Long time no see! How are you?
A I'm great. What a lovely surprise! Great to see you!
R Yeah! You too.
A When did we last see each other?
R Oh, I think it was about ... six years ago! So ... where are you living these days?
A Oh, not far from here. I live on Hampton Street. Do you know it?
R Yes, I do. That's really close to the centre.
A Mmm. How about you?
R We live on Compton Road.
A Oh – how nice!

MARK My name's Mark, by the way.
A Hi. Nice to meet you.
M Nice to meet you, too.
R Sorry, yes – Mark's my husband!
A Husband – wow! That's fantastic news. When did you get married?
R Six months ago.
M Eight months ago.
R It was six, Mark.
A Well, congratulations! I want to know all the details! Look – I'm going to the café down the street now to meet Leo, my boyfriend. Would you both like to come?
R Yeah, that sounds good.
A Brilliant! Let's go.

Answers

The two women in the first picture (Annie and Rachel) already know each other's names, (*Annie? / Rachel!*), but Annie and Mark in the second picture are meeting for the first time. (*My name's Mark. / Hi. Nice to meet you.*)

- d** Read through the sentences with the class and play the recording again for students to answer true or false. If necessary, play the recording twice and pause after the information is given. Check the answers as a class and ask students to correct the false sentences.

At the end of this lesson, students will be able to:

- understand an informal conversation where people meet each other after a long time
- use phrases to greet people
- use expressions to show interest in a conversation
- use phrases to end a conversation
- use stress to improve pronunciation

Answers

- 1 T
- 2 F (really close to the centre)
- 3 F (six months ago – or eight months ago if Mark is right!)
- 4 T
- 5 F (to a café)

2 USEFUL LANGUAGE Greeting people

- a** Students complete the sentences with the words in the box. Play the recording for them to check the answers. Model the sentences for students to copy the pronunciation and intonation.

Answers

- 1 no see
- 2 are you
- 3 to see you
- 4 these days
- 5 by the way
- 6 meet you

- b** Students answer the questions together.

Answers

- 1 1, 2, 3, 4
- 2 5, 6

EXTRA ACTIVITY

Tell students to close their books and see if they can remember all six phrases from 2a.

- c** Ask students if they can remember the replies to the phrases in 2a that they heard in Part 1 of the recording. Tell them to listen to these phrases and note down the replies, which are the same or similar to the ones in Part 1. Play the recording, pausing after each phrase to give students time to note the replies. Write on the board: *How are you?* Ask one student. Write the reply they give you on the board. Then ask another student. Don't accept the same answer. Elicit another answer, e.g. *I'm fine. / Fine, thanks. / Fantastic. / Not bad.* Go through 2a 1-6 with the whole class (you may want to omit 1 with less confident groups) and write on the board any correct ideas the class give for replies they could use.


Audioscript

- | | |
|--|--|
| 1 | 4 |
| R Long time no see! | R Where are you living these days? |
| A Yes it is! Great to see you! | A I live on Hampton Street. Do you know it? |
| 2 | 5 |
| R How are you? | M My name's Mark, by the way. |
| A I'm great, thanks. How are you? | A Hi! Nice to meet you. |
| 3 | 6 |
| A Great to see you! | A Nice to meet you. |
| R Lovely to see you too. | B Nice to meet you, too. |

- d** In pairs, students practise saying the phrases and replying. Demonstrate first with a strong student.

3 CONVERSATION SKILLS

Showing interest

- a**  **1.18** With a stronger group, read through the adjectives in the box before playing the recording and ask students if they can remember the phrases which used these adjectives. Then play the recording for students to complete the conversation and/or check their answers. When feeding back, model the sentences for students to copy the pronunciation and intonation.

Answers

- 1 lovely
- 2 nice
- 3 fantastic
- 4 good


- b** Elicit from the students that the highlighted phrases don't add extra information but indicate interest and/or surprise on the part of the speaker. Point out the intonation pattern for these phrases (rising then falling).
- c** Tell students to use the completed phrases in 3a to complete the rules. Then ask for examples of other words to complete the expressions.

Answers

- 1 adjective + noun
- 2 adjective
- 3 adjective
- 4 adjective

- d** Read through the task and examples and students do the task in pairs. Monitor and help where necessary or quickly correct misuse of the target language. Mention interesting replies during class feedback.

4 PRONUNCIATION Sentence stress


- a**  **1.19** This exercise practises sentence stress. Tell students that English is a stress-timed language which means that certain words in a sentence will be more heavily stressed than others. Say that sentence stress is significant because emphasising some words more heavily than others shows that the information they carry is particularly important. Play the recording, stopping after each sentence for students to repeat and try to reproduce the stress pattern they have just heard.
- b** Elicit from the students that the stressed words are words that give information.

5 LISTENING

- a** Students look at the picture and answer the questions. If they are having difficulties, tell them to look back at how the conversation in Part 1 of the recording finished.

Answer

Leo, Annie's boyfriend. He doesn't know Rachel and Mark.


- b**  **1.20** Tell students that they are going to hear the conversation in the café. In pairs, they predict three things that they think the people will talk about. Play Part 2 of the video or play the audio recording for them to check.

Answers

sports, plans for next week/weekend, jobs, family

Video/Audioscript (Part 2)

- MARK** Do you play much sport?
LEO Not really. I occasionally watch the rugby on TV, but I'm not a big sports fan.
MARK Did you see the match at the weekend?
RACHEL Oh, not sport again!
ANNIE So, do you have any exciting plans for next week?
M Well, er ...
R No, not really. Just work. I've got a lot to do in the shop this week, because we're going to a wedding next weekend.
A Oh, the shop? What do you do?
R I'm a florist.
A What a great job! Where's the shop?
R Not far from here. I'll show you some time.
A That would be great! And are you the manager, or ...
R Well, not really – it's my shop.
A Wow. That's amazing! So you're a businesswoman! Do you work on your own?
R No, I have someone to help. Tina. She comes in for a few hours every day.
A Oh, that's good.
R How about you? What do you do?
A Oh, marketing. Boring!
R Same as Mark. He works in marketing.
A Oh, I'm sorry. I find it boring.
R Do you have any plans for the weekend?
A Actually, yes. I'm going to visit my brother, Dan.
R Oh, I remember Dan. How is he?
A He's fine. He's married now. To Martina.
R Anyway, we really must go. I need to get back to the shop.
A Yeah, of course.
M It was really nice to meet you.
A Yeah, you too.
L Nice to meet you, Mark.
R It was great to see you again, Annie.
A Yeah! We must meet up soon!
R Definitely!
A Actually, it's Leo's birthday in a couple of weeks. Perhaps we can meet then.
R OK, great. I'll give you a call. And say hello to Dan for me!

- c**  **1.20** Read through the questions with the class and play the recording again for students to answer them. If students need more support, pause the recording briefly after the information is given to allow students time to note their answers. Play the recording for students to answer or check their ideas.

Answers

- 1 They're going to a wedding next weekend. Rachel has a lot of work to do in the shop.
- 2 She's a florist/businesswoman.
- 3 Tina
- 4 It's boring.
- 5 He works in marketing.
- 6 She's going to visit her brother, Dan.
- 7 Rachel needs to get back to the shop.
- 8 She suggests they should meet up for Leo's birthday in a couple of weeks.

VOCABULARY SUPPORT


florist – a person who sells flowers

marketing (B2) – a job that involves encouraging people to buy a product or service

wedding (B1) – the event when two people get married

6 USEFUL LANGUAGE

Ending conversations

- a**  **1.21** With a strong group, ask: *Can you remember how the people ended their conversations?* Students try to complete the phrases. Then play the recording for students to complete the phrases or check their answers. Model the phrases for students to repeat.

Answers

- 1 go
- 2 meet
- 3 see
- 4 meet up
- 5 Say

- b** Elicit different ways to say goodbye in English from the class. Then ask students to find a phrase for saying goodbye to someone you have just met.

Answer

- 2 It was really nice to meet you.

- c** Students do the ordering task in pairs. Monitor and encourage students to look at the start and end of the lines and the use of A/B to give them clues about what went before or what goes after. Point out the example (1) and elicit the next sentence if you think students need more help. Check the answers as a class. Ask students to practise reading the completed conversation in pairs. Remind them to use appropriate intonation to show interest.

Answers

- 6, 5, 1, 3, 7, 4, 2



FAST FINISHERS



Ask fast finishers to add some more sentences to the middle of the conversation.



EXTRA ACTIVITY

Read the conversation through and stop at different places for students to supply the missing words, e.g. *Do you play much (sport)? Not really, I'm not a big (sports fan).*

7 SPEAKING

- a**  Tell students that they can now practise all the language from the lesson with a partner. Divide students into pairs and assign A and B roles. Students A read the instructions in 7b. Students B read the instructions on SB p.129. Explain that they will use the information on their cards to have two different conversations with their partner.
- b** Students look at the information and think about what they're going to say in the first conversation. Suggest that they make some notes about this. Circulate and give help where necessary.
- c**  Students role play the first conversation. Monitor and listen for correct usage of the target language from this lesson.




LOA TIP MONITORING

Don't interrupt or stop students while they are doing this activity. However, if they have problems trying to think of things to say, give them some help and encouragement by prompting them, e.g. if they don't have an idea of their own, say: *family? recent holiday?* Additionally, if they struggle for phrases to use, prompt by giving one or two words, e.g. say: *Long time ...? What a lovely ...?* Remember to appear interested and smile while they are doing the activity to encourage further conversation.







FAST FINISHERS

Ask fast finishers to role play a similar conversation. Give them some suggestions, e.g. you are on holiday and you meet someone on a trip for the first time.

- d**  Students have the second conversation. Monitor and help as necessary. If appropriate, nominate a strong pair to perform one of the conversations for the class.

ADDITIONAL MATERIAL

-  Workbook 1C
-  Photocopiable activities: Pronunciation p.263
-  Unit Progress Test
-  Personalised online practice


1D Skills for Writing

I'm sending you some photos

OPTIONAL LEAD-IN

Books closed. Ask students *How many texts have you sent today? How many texts have you received?* Ask students to write down an approximate answer for each question. Total up how many texts the class has sent and received on this day. Find out if students are surprised or not.

1 SPEAKING AND LISTENING


- a**  Students open their books and look at the messages. Discuss the questions as a class. If you wish, give students information from the Culture notes below.

Answers

get in touch – get in contact (*keep in touch* means 'stay in contact')
get – receive
haven't heard from you – haven't received a call or a message

CULTURE NOTES

Salamanca is a city in north-west Spain. Salamanca University was founded in 1218 and for four centuries was one of the greatest universities in the world. Today the university has around 30,000 students and also runs a Spanish language school – one of the largest in Spain. Several thousand foreign students learn Spanish in Salamanca every year.

- b**  **1.22** Play the recording for students to say who is better at keeping in touch: Nina (the woman) or Chris (the man). Check the answer as a class.

Answer

Chris

Audioscript

CHRIS So, are you good about keeping in touch with people?

NINA Er, not much. I always plan to write to people, but then I forget. I send emails to my parents sometimes, about once a month, but more often I get emails from them saying 'Are you OK? We haven't heard from you for a long time.' Then I always send them a quick email and tell them what I'm doing. How about you?

c Oh, I like keeping in touch. I think it's important to keep in touch with your family. I write emails to my parents sometimes, but I also phone or Skype. I phone my mother every weekend.

N Every weekend!

c Yes, she gets worried about me and she wants to know what I'm doing.

N I hardly ever phone my parents. I wait until I go and see them, and talk to them then.

c Don't you ever phone them to have a chat?

N No, I only phone if it's something important. You don't have to be in touch with people all the time.


c What about friends? Surely you keep in touch with friends?

N Not very much, maybe I should do. I send texts or messages sometimes, but that's about all. I always think if you have good friends you can talk about everything when you meet. It's more fun to tell people your news when you can have a real conversation.

c Oh well, I often send messages and photos to people so they know I'm thinking about them. And sometimes, when I have a particularly good photo, I send it to everyone by email. I think it's a nice thing to do ...

At the end of this lesson, students will be able to:

- understand a conversation where people talk about keeping in contact
- discuss ways of and frequency of keeping in touch with people
- understand emails about different language learning experiences
- check and correct mistakes in writing
- write an email to someone they don't often see


- c**  **1.22** Read through the questions with the class before they listen. Then play the recording again. Students answer the questions individually. If necessary, pause the recording after the information is given for students to tell you the answers. If you play the recording without pauses, check the answers with the class at the end.

Answers

- 1 She forgets.
- 2 She gets worried and wants to know what he's doing.
- 3 hardly ever – only if it's something important
- 4 when she meets them
- 5 when he has a particularly good photo

EXTRA ACTIVITY

Ask students to write the following adverbs in their books: *always, sometimes*. Ask students to guess which adverb Nina and Chris use most in the interview. Play the recording again. Students put a tick next to each adverb as they hear it. Check the answers as a class: *always* is used three times, but there are four examples of *sometimes*. You could play the recording once more, this time pausing after each instance of the adverb so that students can repeat.

- d** Write the adverbs on the board. Elicit the phrase which means the same as *rarely* (*hardly ever*). Ask students in turn which adverb is correct for them for keeping in touch with family and friends. Put a tick under each adverb for each student and see which adverb is the most common for the group. Remember to add your own tick. Discuss the reasons for students' answers together. Students write down a family member who lives in a different place and a friend who they don't see very often. Then they note down which of the things they do with these people.
- e**  Read the sentences in the speech bubbles with the class. Student use adverbs to make their own sentences, expanding on the information in 1d. Ask one or two students to give examples of sentences they have made.
- f** Read through the three opinions with the class. In pairs, students discuss which they agree or disagree with, and why. Check the answers as a class.

EXTRA ACTIVITY

Write some opinions about emailing on the board:

You should always reply to a personal email in 24 hours.

You should never read another person's email.

You shouldn't copy in more than three people on one personal email.

You should invite people to a party in separate emails, not copy them in.

You shouldn't use emails to give bad news.

Students discuss the opinions in pairs. Monitor and discuss any interesting opinions as a class.

2 READING

- a** Ask students to look at the pictures and tell you what they can see in them. Read the question and ask students for their ideas. Don't check the answers at this point.
- b** Tell students that the emails are from Simon to three different people. Students read the emails quickly to find out what he is doing in Spain and which email is to which of the different people. Give them a time limit of three minutes and explain that they don't need to read the emails in detail at this point. They need to scan the emails in order to find the answers to the questions. Check the answers as a class. Ask students what language helped them decide.

Answers

- a He's learning/studying Spanish.
b 2 friend Blake
1 uncle and aunt
3 younger sister Mika

- c** Students read the emails, in more detail to answer the question. Check the answers as a class.

Answers

the weather – uncle and aunt
what he does in the evenings – Blake
the family he is staying with – Mika
learning to speak Spanish – uncle and aunt
the other students – Blake

- d** In pairs, students talk about the two questions. Ask for their ideas in class feedback.

Answers

- 1 He's improving. He usually speaks English with his group – which is not very good for his Spanish. He usually speaks Spanish with Blanca (and her friends).



EXTRA ACTIVITY

Write these prompts on the board. Can students remember the phrases from the reading texts in Exercise 2?

Hope/well (Hope you're (both) well.)

Love/all (Love to all.)

How/going? (How's it going?)

What/Berlin/like? (What's Berlin like?)

I'm/great (I'm having a great time!)

3 WRITING SKILLS Correcting mistakes

- a** Write on the board: *What Mexico City like*. Ask students to find two mistakes and correct the sentence for you. (What's Mexico City like?) Individually, students check the pairs of sentences for mistakes. They then compare answers in pairs. Check the answers as a class.

Answers

A punctuation B capital letters C grammar D spelling



LOA TIP ELICITING

Ask students: *Do you usually check your written work for mistakes? What do you check for?* Elicit: grammar/punctuation/spelling/capital letters and put the words on the board. If necessary, put an example of a word or sentence for each kind of mistake on the board. This will make students aware of what they should be looking for in the exercise and also what to watch out for when they are writing.

- b** Read through the rules with the class and ask students to match them with the mistakes.

Answers

- 1 C1
2 A1
3 C2
4 D2
5 B1

- c** Students correct the mistakes and check with Simon's emails. Check the answers as a class.

Answers

A

- 1 Hope you're both well and you're enjoying the summer.
2 Are you having a good time in Berlin?

B

- 1 I'm in Salamanca, in Spain.
2 The classes are very good and we also watch Spanish films.

C

- 1 I'm having a great time here and the time's going much too quickly.
2 She speaks English quite well, but we usually speak Spanish together.

D

- 1 Here are some photos of my group on the Spanish course.
2 We're all from different countries, so we usually speak English.



FAST FINISHERS

Ask fast finishers to add some more mistakes to the emails. They give them to their partners to correct and explain.

4 WRITING

- a** Read through the writing task with the class. Ask students to first make notes / write a plan for their emails and then use this to help them write their first draft. Circulate and help where necessary by giving advice, but don't correct any mistakes.



FAST FINISHERS

Students can write emails to their partners (on any topic), exchange and reply. Then they should check through together for any mistakes to correct.

- b** Go through the correction code with students. In pairs, students exchange emails, and read and correct them using the code.
- c** In pairs, students correct the emails together. Circulate to help where necessary. Monitor and point out errors for students to self-correct.
- d** Choose some of the emails to read to the class yourself, and ask students to vote on the most interesting.

ADDITIONAL MATERIAL

▶ Workbook 1D

UNIT 1

Review and extension

1 GRAMMAR

- a** Tell students that the first task is to practise the word order in questions. Students do the exercise individually. Check the answers as a class and point out errors for students to self-correct.

Answers

- 1 Did you go out last night?
- 2 Where did you go last weekend?
- 3 What kind of TV programmes do you like?
- 4 Who do you know at this school?
- 5 How often do you play sport?
- 6 What do you usually do at weekends?
- 7 Are you tired today?

- b** Ask students to ask and answer the questions in pairs. Monitor and encourage students to expand their answers where possible.

- c** Write the text message on the board: *Sorry. I can't come out tonight because I'm working late. I don't know how long! Every Thursday we get some extra work. See you soon!* Elicit examples of present simple and continuous and check why they are used. Students complete the exercise individually and compare answers in pairs. Check the answers as a class. Nominate a pair to read the correct dialogue for the class and then have students practise the dialogue in pairs.

Answers

- 1 don't call
- 2 'm working
- 3 have
- 4 send
- 5 like
- 6 calls
- 7 're speaking
- 8 is changing
- 9 phone
- 10 email



EXTRA ACTIVITY

Put some answers to questions about yourself on the board, e.g. *Reading detective books. Sunday lunch with my family. By car. At 5.30.* Ask students to guess the questions, e.g. *What do you like doing in your free time? What do you enjoy most about the weekend? How do you travel to work? When do you finish work?*

2 VOCABULARY

- a** Students read each sentence carefully before deciding on the missing adjective. Point out that the first and last letter of each adjective is given to help them. Students complete the exercise individually. Check the answers as a class.

Answers

- 1 alright
- 2 delicious
- 3 ugly
- 4 lovely
- 5 gorgeous
- 6 strange
- 7 horrible
- 8 perfect

- b** Elicit the adverbs students have learned in the unit and put them on the board. Ask students to give you example sentences for each. Students do the exercise individually. Check the answers as a class.

Answers

- 1 absolutely
- 2 rarely
- 3 really
- 4 normally
- 5 really
- 6 especially

- c** Discuss the question together, asking students to give reasons for their answers.

3 WORDPOWER *like*

- a** Tell students to close their books. Write the word *like* on the board and the sentence: *I like learning English!* Then ask: *Can we use the word 'like' in other ways?* Elicit the language in the following ways.

Choose two students with similar phones. Elicit or say: *Helena's phone is really nice. Oh look – Pam's phone is like Helena's.*

Ask students for examples of team sports they know. Elicit or say: *Can you think of some team sports, like basketball?*

Ask students about the last film they saw. Elicit or say: *What was it like?*

Tell them they have a choice about the last activity in the lesson. Elicit or say: *You can play a game – if you like.*

Students open their books and do the matching task. Check the answers as a class.

Answers

- 1 c
- 2 d
- 3 b
- 4 a

- b** As a class, students match the meanings.

Answers

- a 2
- b 1
- c 4
- d 3

- c** Ask students to complete the sentences and then check with their partners.

Answers

- 1 like
- 2 if you like
- 3 like
- 4 What was, like

- d** Tell students we can use *like* in another way too. Read through the first examples of *look like* and *sound like* with the class (first bullet point). Elicit more examples from the class by asking, e.g. *Who do you look like in your family? Does your favourite singer sound like anyone else?* Read through the examples in the second and third bullet points and explain that both can also be used for opinion: *looks like* for an opinion about what might happen; *sounds like* for an opinion about what you've heard or read. Give some more examples to reinforce the concept, e.g. *It looks like you're all going to pass your English tests easily! (I think this because of the results I can see now.) It sounds like Jack's party was really good! (I think this because of what you told me about it.)* Students complete the sentences. Check the answers as a class.

Answers

- 1 sounds like
- 2 looks like
- 3 look like
- 4 looks like

Photocopiable activities: Wordpower p.252



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.