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Excerpt
More Information

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
- Simple present and present continuous

V VOCABULARY
- Common adjectives: *all right, amazing, awful, beautiful, boring, delicious, horrible, perfect, rude, serious, silly, strange, ugly, wonderful*
- Adverbs: *absolutely, almost always, always, especially, fairly, hardly ever, never, often, particularly, pretty, rarely, really, sometimes, usually*
- Wordpower: *like* (= for example, if you want, similar to, what is/was your opinion of)

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

C COMMUNICATION SKILLS
- Asking and answering personal questions
- Talking about how you communicate
- Greeting people
- Ending a conversation
- Writing a personal email
- Correcting mistakes

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?* Model for the class, 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 one another. 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 see. Elicit the meanings of the words *coworker* and *laughing*. Read and talk about the questions. If fitting, you can give students information from the Culture Note box that follows.

CULTURE NOTE

A typical lunch break in the U.S. is between 30 minutes and one hour. People either bring a lunch from home or go out to get something to eat. Employees often socialize with coworkers during their lunch break. Some companies in the U.S. have cafeterias or large break areas inside the building where people can eat lunch. Many American office workers choose to eat lunch at their desks to save time during the work day.

b Discuss the questions in pairs. Circulate and assist students with vocabulary they need to discuss the questions.

EXTRA ACTIVITY

Show students a photo you like on your own phone. If possible, choose a photo with people in it. If your class is large, project the photo onto a screen or whiteboard. Encourage students to ask you questions. Then ask them if they have any photos on their phones that they would like to share. Encourage students to walk around the classroom and show their photos to other students and ask and answer questions about them in English. Circulate and assist students with useful phrases for their conversations.

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1A DO YOU PLAY ANY SPORTS?

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

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

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, and 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 call on volunteers to share. Find out who had the most interesting conversation.

1 SPEAKING AND LISTENING

a Tell students to open their books. Have them look at pictures 1–3 and tell you what they see. Elicit answers to the two questions and encourage students to explain their answers.

b 01.01 Tell students that they are going to hear three conversations from the party and that they need to identify what the people talk about in each conversation. First, go through the list of topics to check understanding. Play the recording, pausing after each conversation for students to share answers. You may need to play the conversations more than once. With a stronger group, ask students to work individually and then compare answers in pairs. Check 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

1
A It's a nice day today.
B Yes, it's a perfect day for a birthday party. It's great that so many people are here.
A So, how do you know Ana?
B We were at college together. We had the same major.
A Oh, right. What did you study?
B English literature. And you? How do you know Ana?
A I'm her neighbor. I live in the house next door.
B Really? It's a beautiful street.
A I think so. So did you come straight here from …

2
C How's the food?
D It's great. The pizza is delicious. It's always nice to get good food at a party … Um … So, do you live near here?
C Yeah, I live down by the river. You know those apartments …
D Oh yeah! The new ones. They're expensive! How much rent do you pay?
C Uh … not much. It's not so … expensive … uh …
D So, what do you do?
C I work for a bank.
D So, how much do you earn?
C Um, is that … uh … over there … sorry, I just have to speak to my friend, because …

3
E What do you think of the party?
F Yeah, it's great. It's really nice to meet all of Ana's friends. You?
E It's all right, but the music is a little boring.
F Mmm.
E I like your T-shirt. Is it for a soccer team?
F No! At least I don't think so!
E So, do you play any sports?
F No, not really. I don't really like sports.
E Well, what do you like then?
F I prefer reading, or watching movies.
E Oh.
F Yeah, so I might go to the movies after the party. There's a new movie about a man who goes to Peru to visit his brother and …
E Yeah, I saw that last week.
F Oh. What was it like?
E Oh, it's an awful movie. Really boring.
F OK, well, I'd like to see it anyway. Perhaps I'll like it.
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, thanks a lot!

c 01.01 Play the recording again. Students identify which 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 movie the woman wants to see, and the man tells her how the movie ends!

EXTRA ACTIVITY

Give students lines from the conversations and elicit responses. Don't worry if students don't remember them word for word, e.g., Teacher: *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. Circulate and assist with prompts if necessary. Call on a pair to perform their conversation for the class.

FAST FINISHERS

Ask fast finishers to role-play the other two conversations.

2 VOCABULARY Common adjectives

a 01.02 Students complete the sentences. Play the recording to check.

Answers
1 perfect
2 delicious
3 all right, boring
4 awful
5 strange

b Discuss the questions as a class. To review vocabulary, ask students to tell you something that they think is all right, awful, strange, delicious, perfect, or boring, e.g., *I'm reading a boring book at the moment.*

Answers
positive: perfect, delicious; negative: boring, awful, strange; OK: all right

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c 01.03–01.04 Students complete the exercises in Vocabulary Focus 1A on SB p. 134. Play the recording for Exercise a, and students follow the dialogue in the pictures. Encourage students to identify and underline the adjectives. Students complete Exercises b and c, working individually and comparing their answers with a partner. Then check 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. Elicit pronunciation of the adjectives and correct as appropriate. Tell students to go back to SB p. 8.

Answers (Vocabulary Focus 1A SB p. 134)

a 1 silly; boring 2 rude; serious 3 delicious; amazing 4 awful; horrible 5 wonderful; perfect 6 strange; all right 7 beautiful; ugly

b 1 all right 2 strange 3 ugly 4 rude 5 delicious 6 silly 7 serious 8 boring

c very nice/good: beautiful, wonderful, amazing, perfect
very bad: horrible, awful

d delicious 3 ugly 2 serious 3 rude 1 silly 2 boring 2 strange 1 all right 2 beautiful 3 horrible 3 wonderful 3 amazing 3 awful 2 perfect 2

3 READING

a Read the questions with the class and then students discuss 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 ideas for some good questions to start a conversation.)

c Read 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 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. Bring the class together and have students share 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 open their books and look at the questions. Are any the same as the ones on the board? Students complete the charts individually. 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 can elicit the simple present third person singular auxiliary *does* at this point.

Answers

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

c 01.05–01.06 Students read the information in Grammar Focus 1A on SB p. 144. Play the recording and ask students to listen and repeat. Students then complete the exercises in Grammar Focus 1A on SB p. 145. Check answers as a class, making sure that students are using the auxiliary verbs correctly and that they are not adding *s* to the base form. Tell students to go back to SB p. 9.

Answers (Grammar Focus 1A SB p. 145)

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 vacation?
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 movie did you see?
5 Whose key is this?
6 How many people did you invite?
7 What was the movie like?
8 What kind of music do you like?

d 01.07 **Pronunciation** Play the recording for students to underline the stressed words. Check answers as a class. Then play the recording again and students repeat the questions, using the correct stress. If appropriate for your class, you can provide more practice by writing some more questions from the lesson so far on the board. Ask the class to repeat them after you, paying attention to reproduce the correct stress pattern.

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?

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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 do activities that let students recognize where word and syllable stress is placed, but it is also important to get students to practice stress themselves by repeating.
- Drilling words and sentences chorally is useful because it encourages students to follow the pattern of the other students. You can vary drilling chorally with asking individual students to repeat words and sounds.
- You can ask students to exaggerate the stress on the words or syllables at first, and 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
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?

f 01.08 Play the recording for students to listen and check their answers to Exercise e. Then play the recording again for them to underline the stressed words. Check answers 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 or vocabulary for kinds of music and hobbies. Note any interesting answers and invite students to share with the class.

5 SPEAKING

a Call on students to read the list of topics and elicit a question for each one. 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 Call on two volunteers to read the examples in the book. Elicit additional answers. Then students ask and answer questions in small groups. Monitor 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 1A, Vocabulary 1A, Pronunciation 1A

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1B I'M REALLY INTO SOCIAL MEDIA

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 simple present and present continuous tenses correctly
- discuss digital technology

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 cell), texts/text messages, emails, instant messages, social networking sites, letters, postcards, face-to-face, video calls.* Have a brief discussion about favorite ways to communicate and invite students to elaborate.

a Students open their books and look at the title of the page *(I'm really into social media)*. Elicit the meaning of *be really into* (really like/enjoy). Students discuss the topics in Exercise a with a partner. Ask students to share their ideas with the class. If fitting, you can give students information from the Culture Note box that follows.

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 answers at this point.

c Read the questions with the class. Students then read and answer the questions individually. Check answers for Exercises b and c as a class.

Answers

b Jin: forget
Julie: text
Marc: emails
Gabriel: followers

c 1 because she usually does
2 people's birthdays, and big news
3 so his friends and family know his news
4 because he's shy

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

separate (B1) – different

CULTURE NOTE

Instagram is a popular social media app that currently has hundreds of millions of users all over the world. People of all ages use Instagram, sometimes referred to as "Insta" in popular culture, to share photos and videos and to communicate with friends and family. Instagram remains popular because of its filters. Users can change the look of their face, add extra features like tiaras, and replace the image background with something more unique. In 2019 alone, about half a billion people posted Instagram Stories every day. It's also a way for celebrities to connect with their fans. Many regular people have gained celebrity status through their Instagram posts and are now considered "influencers." These people have the ability to persuade their fans to buy the products and services they recommend.

The first version of the Instagram app was developed in only eight weeks. After some testing, improvements were made, and the app was released to the public in 2010. The day of its release, Instagram was the most downloaded photo-sharing app, and within just a few days it had more than 100,000 users. The app became so popular that Facebook decided to buy it in 2012—for one billion dollars!

d 01.09 Tell students that they are going to hear four people talking about communication. Read the topics with the class and play the recording for students to match the speakers and topics. Go over the words in the Vocabulary Support box as needed. Listen again, this time pausing the recording after each speaker to check answers.

Answers

1b, 2d, 3c, 4a

Audioscript

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

MAGDA When I want to plan something, I usually just send a text. It's the same when I cancel plans – a text is easier. You don't need to give a long explanation, you know, a lot of reasons. Or have a difficult conversation. 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 Instagram post. It's not very friendly, in my opinion.

MIKE My daughter is traveling around South America right now. She's writing a blog so we know what she's doing. But she rarely calls. And I'd love to get a postcard or a letter sometimes. Just to know she's thinking about the family.

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e 01.09 Play the recording again. Students say if each person is happy with the use of technology, and why or why not. Check 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 post 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 to …

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 the ideas in the exercise 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. For example, do: confirm plans by text; don't: announce a breakup on social media.

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 can tell us more about a verb, e.g., *often* tells us about frequency. Some adverbs can be used with verbs or adjectives to make an action stronger or weaker, e.g., *She walks pretty fast* or a state stronger or weaker, 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 the sentences with the class. Then ask students to complete the frequency adverb scale using the bolded adverbs from the sentences. Practice by eliciting sentences from students about what they often/generally/rarely do in the mornings.

Answers
1/2 usually, almost always
3/4 hardly ever, rarely

LANGUAGE NOTE

Frequency adverbs generally go *before* the main verb, but they go *after* the verb *be*. Have students compare: *I usually get up at 7:30.* and *I am often late.* Students often make mistakes with this, e.g., *I often am late*. Also note that the adverb *sometimes* can go at the beginning or end of a sentence, e.g., *Sometimes I go shopping on Saturdays. I go shopping on Saturdays sometimes.*

c 01.10 **Pronunciation** Write on the board: *often* and *usually* 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 *usually* is a long vowel. Students then decide which column in the chart 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 01.11 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 make true statements about themselves. Tell students to then compare their new sentences in pairs. Circulate and assist as needed. Note any interesting answers and discuss them with the class.

EXTRA ACTIVITY

Students write three sentences describing activities they do regularly, but omitting the frequency adverbs, 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 adverbs in the correct position in the sentences. Point out errors for students to self-correct.

3 GRAMMAR Simple present and present continuous

a Books closed. Write three sentences on the board: *I'm talking to my students about communication. I have an Instagram account. I don't use Instagram every day.* (If the second and third sentences are not true for you, you could change them slightly.) Ask students to identify the main verb in each sentence. (*'m talking*, *have*, *don't use*).

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Underline the main verbs as students identify them. Ask students which verb form is different (*'m talking*). Elicit the tense (present continuous). Ask students: *Why did I use the present continuous for this sentence?* (because it's about an ongoing action) Ask students what the verb form in the other two sentences is. (simple present) Open books. Ask students to read the sentences and say which are simple present and which are present continuous.

Answers
1/2 simple present 3/4 present continuous

b Students match sentences and uses in pairs. Check 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 simple present and present continuous as shown in the example sentences 1–4:

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

1 *Is the person putting photos on the blog now?* (No / We don't know.)
Does the person often put photos on the blog? (Yes.)

2 *Is the person sending a text at this moment?* (No / We don't know.)
Does the person send a text every time she plans something? (Yes.)

3 *How often does the person wait for text messages?* (We don't know.)
Is the person waiting for a text message now? (Yes.)

4 *Is she writing a blog at this moment?* (We don't know.)
Is she writing a blog around the present time? (Yes, she is.)

c 01.12–01.13 Students read the information in Grammar Focus 1B on SB p. 144. 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. 145. Check 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. 145)

a 1 a1 b2 2 a2 b1 3 a2 b1 4 a1 b2

b
1 I'm eating
2 isn't wearing
3 She usually 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 traveling
6 She usually sends
7 she's traveling
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 simple present 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. Also, make sure students don't omit the verb *be* when using the present continuous, e.g., ~~*I watching a good TV show*~~. (Correct form = *I'**m** watching a good TV show*.)

LANGUAGE NOTE

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

Read the examples with the class before you start, then ask two volunteers to read the exchanges in the speech bubbles. 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 students have finished, bring the class together and ask 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 1B, Vocabulary 1B, Pronunciation 1B

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Excerpt
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1C EVERYDAY ENGLISH
It was really nice to meet you

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 sentence stress to improve pronunciation
- use phrases to end a conversation

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). Give students two minutes to think of a friend they haven't seen for a long time, and prepare to talk about him or her. Help students with vocabulary if necessary. Put students in pairs to talk about their friends. Invite students to share what they found out from their partner.

1 LISTENING

a Students open their books. Discuss the questions as a class. Look at the examples. If you need to clarify vocabulary, you can 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 photograph and tell you what they see. Then ask them the questions. Don't tell them if they are correct at this point.

c 01.14 Play Part 1 of the audio recording for the class to check their answers to Exercise b.

Audioscript (Part 1)

MADELINE Carlota?
CARLOTA Madeline!
M Hi! Long time no see! How are you?
C I'm great. What a nice surprise! Great to see you!
M Yeah! You, too.
C When did we last see each other?
M Oh, I think it was about … six years ago – maybe at high school graduation? So … where are you living these days?
C Oh, not far from here, on Hampton Street. Do you know it?
M Yes, I do. That's really close to where I work.
C How about you?
M I live on Belmont Road, in Hawthorne, near my parents.
C Oh – how nice! By the way, this is James. He's my husband.
M Hi. Nice to meet you.
JAMES Hi, Madeline! Nice to meet you, too.
M Husband … wow! That's wonderful news. When did you get married?
C Six months ago.
M James, you look so familiar – do I know you from somewhere?
J I don't think so.
M Well, congratulations! I want to know all the details! Look – I'm going to the café down the street now for some coffee. Would you both like to come?
C Sure, that sounds good.
M Great! Let's go.

Answers
The two women know each other well (they talk about high school), but Madeline and James are meeting for the first time (Carlota introduces James to Madeline).

d 01.14 Read the sentences with the class and play the recording again for students to answer true or false. If necessary, play the recording a second time and pause after the information is given. Check answers as a class and ask students to correct the false sentences.

Answers
1 T
2 F (really close to where Madeline works)
3 F (six months ago)
4 F (to a café)

2 USEFUL LANGUAGE Greeting people

a 01.15 Students complete the sentences with the words in the box. Play the recording for them to check their answers. Model pronunciation and intonation and have students repeat.

Answers
1 no see
2 are you
3 to see you
4 these days
5 this is James
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 Exercise a.

c 01.16 Tell students to listen to the ways to greet people and write down the replies. Play the recording, pausing after each phrase to give students time to write out the reply. Have students compare answers with a partner. 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 Exercise a 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
M Long time no see!
C Yes, it is! Great to see you!
2
M How are you?
C I'm great, thanks. How are you?
3
C Great to see you!
M Nice to see you, too.
4
M Where are you living these days?
C I live on Hampton Street. Do you know it?
5
C By the way, this is James. He's my husband.
M Hi! Nice to meet you.
6
M Nice to meet you.
J Nice to meet you, too.

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

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3 CONVERSATION SKILLS
Showing interest

a 01.17 With a stronger group, read 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. Call on volunteers to read the exchanges. Model pronunciation and intonation and have students repeat.

Answers
1 nice
2 nice
3 fantastic
4 good

b Have students study the highlighted phrases in pairs and answer the question. Bring the class together and call on volunteers to share answers. Make sure students understand that the phrases indicate interest and/or surprise on the part of the speaker. Point out the intonation pattern for these phrases (rising then falling).

Answer
show interest

c Tell students to look at the filled-in phrases in Exercise a and identify adjectives and nouns. Go over answers as a class. Then have students think up other adjectives and/or nouns to complete the expressions, e.g., *What a wonderful surprise. How sad. That's exciting news. Sure, that sounds fine.*

Answers
1 adjective + noun
2 adjective
3 adjective
4 adjective

d Read the task and list of topics. Students do the activity in pairs. Circulate and assist as needed. Listen and check that students use phrases from Exercise c in their replies. Mention interesting replies during class feedback.

4 PRONUNCIATION Sentence stress

a 01.18 This exercise practices sentence stress. Remind students that English is a stress-timed language, which means that certain words in a sentence will be more heavily stressed than others. Explain that sentence stress is significant because emphasizing some words more heavily than others shows that the information they carry is particularly important. Play the recording. Stop after each sentence for students to repeat the stress pattern they have just heard.

b Clarify that *grammar words* refer to verbs such as *think* and *was*, and words that give information refer to nouns. Then have students study the sentences and and answer the question. Bring the class together and elicit that the stressed words are words that give information.

Answer
words that give information

5 LISTENING

a 01.19 Students look at the picture and guess who the children in the photo are. If they have difficulties, ask: *From what you heard in Part 1, do you think Carlota knew James as a child?* (probably not, since they recently got married) *What does Madeline say about James?* (that he looks familiar) *Do you think you would recognize a childhood friend after a long time apart?* (probably not very well) Tell students that they are going to hear the next part of the conversation in the café. In pairs, they predict three things that they think the people will talk about. Play Part 2 of the audio recording for them to check.

Answer
Madeline and James; topics: weekend plans, jobs, childhood, family

Audioscript (Part 2)

MADELINE James, I'm sure that we've met before …
JAMES Really? I don't remember.
CARLOTA Well, we should have you over for dinner. Are you doing anything this weekend?
M No, not really. Just work. I have a lot to do in the store this week.
C The store? What do you do?
M I'm a florist.
C What a great job! Where's the store?
M Not far from here. You can stop by some time.
C That would be great! And are you the manager, or …
M Well, not really – it's my store.
C Wow. Maddy, that's amazing! So you're a businesswoman! Do you work on your own?
M No, my brother Sebastian helps out. He comes in for a few hours every day.
C Oh, that's good.
J Wait – you have a brother named Sebastian?
M That's right.
J And your nickname is Maddy?
C That's what I called her in high school.
J And where did you grow up?
M I grew up in Hawthorne, on Washington Street.
J Me, too. Are you Maddy Anderson?
M Yes! How'd you know?
J I'm Jimmy – Jimmy Ballard. I lived next door to you on Washington Street. We were best friends in third grade!
M Ha! I knew you looked familiar!
C That's amazing! Wait – so you were best friends with Maddy before I was best friends with Maddy?
J That is amazing. Yes, we really do have to have you over for dinner.
C Maybe next weekend?
M Definitely! Can I call you? I really need to get back to the store.
C Yeah, of course.
M It was great to see you again, Carlota.
C Yeah, you too.
M And Jimmy – James, it was really nice to see you again!
J Great to see you too!
M OK, great. I'll give you a call.
J Bye, Maddy – and say hello to Sebastian for me!

b 01.19 Read the questions with the class and play the recording again for students to answer them individually. If students need more support, pause the recording briefly after the information is given to allow students time to write their answers. Play the recording for students to check their answers.

Answers
1 They invite her to come over for dinner.
2 She's a florist/businesswoman.
3 her brother Sebastian
4 Maddy
5 She grew up in Hawthorne, on Washington Street.
6 next door to Madeline
7 She needs to get back to the store.
8 They knew each other/were friends as children.

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VOCABULARY SUPPORT

florist – a person who sells flowers

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

6 USEFUL LANGUAGE
Ending conversations

a 01.20 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 get back
2 see
3 see
4 give/call
5 Say

b Students do the ordering task in pairs. Monitor and encourage students to look at the beginning and end of statements and questions. Hint to students to use A and 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 answers as a class. Ask students to practice 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., B: *Oh, OK. It was (great) to see you.* A: *You, (too). I'll give you a (call).*

7 SPEAKING

a Tell students that they can now practice 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 Exercise b. Students B read the instructions on SB p. 130. 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 assist as needed.

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, encourage with prompts, e.g., if students 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 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. Circulate and assist as necessary. If appropriate, call on a strong pair to perform one of the conversations for the class.

ADDITIONAL MATERIAL

Workbook 1C

Unit Progress Test

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