

# 1 Social networks

## Lesson A Speed-friending

### Grammar extra Questions

(See Student's Book p. 144.)

Lesson A does not include a grammar chart. Instead, Ss are referred to Grammar Extra, which provides review and practice of basic question forms and meanings.

### Vocabulary Personality traits

(See Student's Book p. 11.)

- This lesson presents a number of useful expressions for describing people's personality traits.

### Vocabulary notebook The right choice!

(See Student's Book p. 19.)

The Learning Tip tells Ss that when they learn a new, informal expression, they should find out its more formal equivalent.

- There is a mix of informal expressions and more neutral expressions that can be used in speaking or writing. The Vocabulary notebook picks up formality issues.

*She's a bit of a pain.* = *She can be annoying.*

## Lesson B Networking

### Grammar Talking about habits

(See Student's Book p. 13.)

Simple present, present continuous, the verb *tend*, and the modal verb *will* can be used to talk about current habits.

#### Use

- Simple present

Ss have learned to use the simple present for things that are true "all the time" and to describe regular activities – in this lesson, habits.

*Mostly, I call on my cell.*

*My friends don't use IM.*

- The verb *tend* (to)

*I tend to walk everywhere.* = *I usually walk everywhere.*

*My son tends to text.*

- Present continuous for longer activities

The present continuous can be used in subordinate clauses for a "longer activity" that happens at the same time as another activity.

*When I'm traveling, I normally use my laptop.*

- Present continuous with *always* and *constantly*

The present continuous with *always* or *constantly* can be used for habits that are noticeable or more frequent than usual.

*My kids are constantly texting.*

- Frequency expressions to talk about habits

*mostly, occasionally, normally, (five or six) times a day, always, constantly, all the time*

### Grammar extra Frequency expressions; State verbs

(See Student's Book p. 145.)

Grammar Extra provides more information and practice with frequency expressions and their placement. It also reviews and practices state verbs (e.g., *believe, know*) in present tense.



### Corpus information

#### Talking about habits

People often use *will / 'll* in statements to talk about habits. Questions and the negative forms *will not / won't* are rarely used in this meaning.

When *tend* is used in negative statements, *not* has two possible positions:

*I tend not to text.*

*I don't tend to text.*

### Speaking naturally Questions with answers

(See Student's Book p. 138.)

- This section gives Ss practice in using rising intonation when they suggest one or more short answers to their own information questions.

*When do you update your profile? At night? On weekends?*

## Lesson C And why's that?

### Conversation strategy Finding out or checking information

(See Student's Book p. 14.)

- In this lesson, Ss use questions or statement questions (declarative questions) to find out and check information. People often ask questions using question word order to find out new information that they need to fully understand a situation (e.g., *And why's that?*).
- *Statement questions* are questions that use the word order of statements. Statement questions are usually, but not always, follow-up questions. People often add a checking expression such as *right?* or *huh?* to the end of a statement question.

*But you emailed her, right?*

### Strategy plus Linking with And, But, and So

(See Student's Book p. 15.)

Follow-up questions often begin with *And*, *But*, or *So* in order to link them what the previous speaker said. This helps the conversation flow more smoothly.

## Lesson D Online footprints

### Reading tip Use an example to illustrate an argument

(See Student's Book p. 16.)

The Reading Tip shows how writers often begin an article with an example to illustrate an argument. An example captures the reader's interest. In addition, the reader's reaction to the example will help him or her start thinking about which side to support. These things encourage the reader to feel engaged with the article.

### Writing Making judgments

(See Student's Book p. 18.)

This lesson presents planning an argument and expressions for contrasting ideas in writing. Contrasting expressions such as *on the other hand*, *however*, and *while* are practiced.

- Planning an argument

The lesson shows brainstorming reasons for and against an argument. It also outlines a four-stage argument: Stage 1: Introduction; Stage 2: Reasons "for"; Stage 3: Reasons "against"; Stage 4: Conclusion.

The stages are combined within one paragraph, but they could equally well make up a four-paragraph essay.

- Contrast ideas in writing

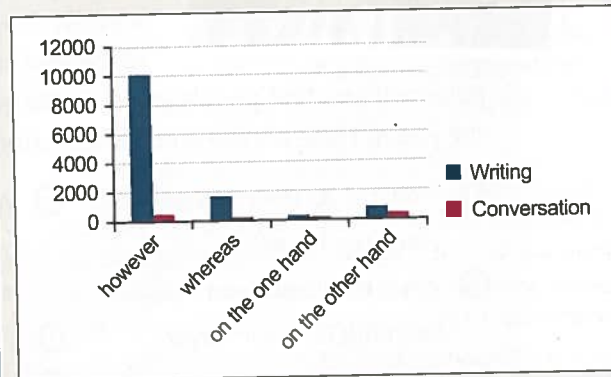
The expressions *on the one hand* / *on the other hand*, *while*, and *whereas* contrast ideas that are not contradictory. (This use of *while* does not refer to time.) Clauses with *while* and *whereas* can come first or second in a sentence. The use of *however* taught here is to show a contrast with an idea in a previous sentence.



### Corpus information

#### Contrast words in writing and conversation

The graph below shows the relative frequency of the expressions *however*, *whereas*, *on the one hand*, and *on the other hand* in writing and in informal conversation. They are generally more frequent in writing, although in different ratios. *However* is over 20 times more frequent in writing than in conversation; *on the other hand*, which is a fairly common conversational expression, or chunk, is only twice as frequent in writing.



#### Common errors

Clauses that begin with *whereas* or *while* are subordinate, or dependent clauses. They need to be accompanied by a main (or independent) clause to make a grammatically correct sentence. The *whereas* clause can come at the start of the sentence, but a main clause that states the contrasting idea must follow in the same sentence. *However* is used to contrast an idea in one sentence with an idea in the previous sentence.

# Social networks

**Introduce the theme of the unit** Tell Ss that in Unit 1 they'll talk about social networks and ways to network. Check that Ss know what a *network* is [a group of people who know each other]. Say, "There are business networks and social networks. What kinds of social networks do people have?" Have Ss call out their ideas (e.g., *school friends, co-workers, online friends*). Have individual Ss each read a lesson aim aloud. Ss listen and read along.

## Lesson A Speed-friending

### 1 Getting to know each other

- **Set the scene** Say, "Imagine that you have just moved to a new city and you want to meet people who could become new friends. What are some ways to do that?" Get ideas from the class (e.g., *take a class, join a gym or a sports team, invite a classmate or co-worker for coffee*).

#### A CD1, Track 2

- **Preview the task** Books closed. Ask, "What is speed-dating?" [An event where single people meet each other; they speak with each other for a few minutes and then move on to speak to someone else. If they meet anyone they like, they can contact them later for a date.] Write on the board:

#### *Speed-friending*

- Ask, "What do you think speed-friending is?" Call on several Ss to give their ideas.
- **Do the task** Books open. Read the title of the magazine article aloud. Read the instructions aloud. Say, "Read the article for the answers."
- **Play the recording** Have Ss read and listen. Check answers with the class. Ask, "Why do people go to speed-friending events?" [They are looking for a quick way to make new friends and network.] Ask, "What happens at this kind of event?" [You have just a few minutes to ask and answer questions with each person. You decide which people you want to contact after the event.]
- **Play the recording again** Say, "Underline any vocabulary that you don't understand."
- Ask Ss to call out their underlined words, and write them on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.

#### About you

#### B Pair work

- **Preview the task** Read the instructions aloud.
- **Do the task** Pairs interview each other. Go around the class, and help as needed.
- **Follow-up** Ask several Ss to report something interesting they learned from their partner.

- **Preview the task** Say, "You are writing questions for a speed-friending event." Point out the example question and read it aloud. Ask, "What other kinds of information would you like to get?" Call on several Ss for topic ideas, and write them on the board (e.g., *job, career plans, family, background, achievements, interests: books, movies, music, shopping, sports, video games*).

- If needed, share some example questions with the class (e.g., *Where did you grow up? What do you do for a living? / What line of work are you in? How do you like to spend your weekends? What do you usually do in the evening? What are your hobbies?*).
- Say, "Now write six questions." Go around the class, and help as needed. If Ss are having difficulty with basic question formation, the Grammar Extra for this unit will help. This can be set as homework for students. However, if the class generally has problems with this, you might want to teach the page before proceeding to Exercise D.

#### D Class activity

- **Preview and do the task** Say, "Now we're going to have our own speed-friending event. Half of you will stay seated and answer questions. The other half will move around the room to ask their questions. The movers have two minutes to ask their questions. Try to talk to classmates you don't know well."
- Divide the class into "sitters" and "movers." Explain that you will call "Move!" when each two-minute period is up. Each "mover" will then go to a different "sitter" and ask the questions again.
- Reverse the roles and repeat the activity. (Note: Depending on the size of the class and the amount of time you can allot to the activity, you may have to arrange several different groups of movers and sitters.)
- **Follow-up** Have several Ss report some of the interesting or surprising facts they learned about a classmate.

#### Extra activity – groups / class

In groups, Ss discuss which of their questions were most successful for learning about a classmate in a short time. Groups decide on their three most useful / revealing questions and report to the class.

The class decides on six questions for a speed-friending event.

#### Extra activity – groups

Write on the board:

1. *Do you think speed-friending is a useful idea?*
2. *Do you think speed-friending would work for you?*
3. *What do you like / not like about speed-friending?*

Group members answer the questions and discuss the concept of speed-friending. Have groups report to the class.

## 2 Vocabulary in context

A  CD1, Track 3

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and read along. Ask Ss to call out any vocabulary they don't understand. Have other Ss try to provide definitions. Help with definitions as needed.
- **Do the task** Say, "Which of these people do you think Tanya will get in touch with again? Who won't she contact? Why?" Have Ss discuss with a partner.
- **Follow-up** Have several pairs report to the class.

### Possible answers

I think Tanya might get in touch with Victor. He seemed to like Tanya and was interested in her answers. She might contact Lauren. Tanya thought she was fun. Or she may want to get in touch with Emma. They seemed to get along really well, and they laughed a lot. So they probably had a lot in common. I don't think Tanya will contact Greg because she said he was kind of narrow-minded. And she thought Kayla was kind of aggressive, so she probably won't get in touch with her again. I'm not sure about Rickie. She said he was sweet and thoughtful, so she might want to get to know him better.

### Extra activity – pairs

Ss decide which of the people Tanya met they would contact again. Partners tell each other whom they would contact and why.

### Word sort

- B**
- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud. Have Ss complete the task and then compare their charts in pairs. Check answers with the class: Ask several Ss to read the traits in their columns aloud.

## 3 Viewpoint

### Group work

- **Preview the task** Read the instructions aloud. Ask individual Ss to each read one of the discussion questions aloud.
- **Present In Conversation** Read the information aloud. Read the example sentence aloud and point out that *Well, . . .* was used to start the answer. Say, "The speaker is answering the first question. What do you think the speaker needed time to think about?" (e.g., *which friend to talk about; which personality trait to talk about, an example of the trait*)

### Answers

Answers will vary.

- **Follow-up** Say, "What other personality traits do you think you might notice at a speed-friending event?" Have Ss call out their ideas and write them on the board (e.g., *funny, impatient, nervous, stressed [out], rude, shy*). Tell Ss to add them to their charts. Ask a few Ss to say which column they added them to.

Tell Ss to turn to Vocabulary Notebook on p. 19 of the Student's Book. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-19.)



### About you

#### C Pair work

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss complete the task.

### Extra activity – pairs

Ss imagine they have just come from a speed-friending event where they met three people. Write on the board:

*Henry, Janet, Danny*

Pairs write these names and three personality traits for each name on a piece of paper. They exchange their list of names and traits with another pair. Pairs decide which of the three people from the event they would or wouldn't contact in the future. Pairs share their decisions with the other pair.

# Lesson B Networking

## 1 Grammar in context

- **Set the scene** Say, "How do you contact or stay in touch with people every day?" Call on several Ss for ideas (e.g., *cell phone, text messages, instant messaging*).

### A Class survey

- **Preview the task** Ask a S to read aloud the section *How do you keep in touch?* Read the methods mentioned in the chart and write them on the board. Ask Ss to write a guess about what percentage of the students in the class uses each one every day.
- **Do the task** Ask about cell phones. Say, "How many of you talk on a cell phone every day? Raise your hand if you do." Count the hands and write the number on the board beside *cell phone*.
- Assign two Ss to complete the chart with the class. One asks about each remaining method in the chart. The other counts hands and writes the total for each method on the board.
- Have the class figure out the approximate percentages for each method. Write them beside the totals on the board. Ss complete their charts.

### Extra activity – pairs

Pairs compare the class percentages with the percentages presented in their book. Write on the board:

*How similar are the totals for each method?*

*Where is the biggest difference?*

*Where is the smallest difference?*

Ss discuss the questions and think of reasons for the differences and similarities.

### Extra activity – groups

Write on the board:

1. *How many of your guesses were close?*
2. *Did any of the results surprise you? Why or why not?*
3. *Do you use any method(s) of communication not listed in the chart? What are they?*
4. *Which method do you use most often?*

Groups discuss the results and report to the class.

### B CD1, Track 4

- **Preview the task** Books closed. Write on the board:  
*Jeff Gordon                  David Smith*  
*Victoria Garza               Sarah Wang*
- Say, "These people are talking about how they like to communicate. What methods of communication do they use? Write the methods for each person." Point out to students that most people refer to their social network site by name, e.g., Facebook.

- **Play the recording** Ss listen and write. Replay the recording if necessary. Check answers with the class. [Jeff: social networking sites; Victoria: email; Victoria's kids: texting, occasional email; David: phone and Internet calls; Sarah: instant messaging (IM) and cell phone]
- **Play the recording again** Books open. Ss listen and read along. Ask Ss to call out any vocabulary they didn't know. Write the words on the board. Have Ss give definitions or explanations of words they know. Help with any remaining vocabulary as needed.

### About you

### C Pair work

- **Preview the task** Read the instructions aloud. Ask a S to read the example aloud. Call on a few Ss to say how they would complete the example sentence (e.g., *text my friends, call on my cell*).
- **Do the task** Pairs complete the task.
- **Follow-up** Have several pairs report to the class about the methods their partners use (e.g., *[Name] is like Victoria's kids. He / She is constantly texting, but not during class, of course.*).