

Unit 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?

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.

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

(See Student's Book p. 15.)

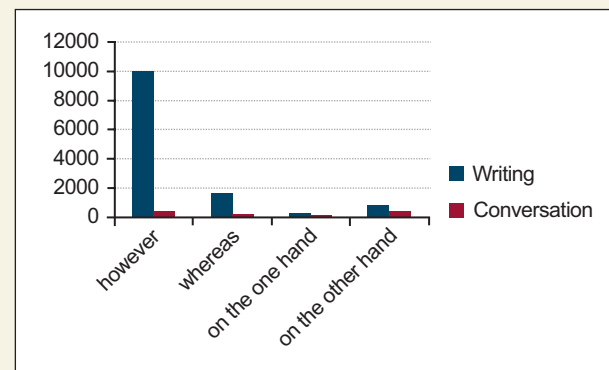
Follow-up questions often begin with *And*, *But*, or *So* in order to link them what the previous speaker said. This helps the conversation flow more smoothly.



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.

Vocabulary notebook *It's just the opposite!*

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "When you learn a new adjective or descriptive expression, find out how to express the opposite meaning. Sometimes you can use a prefix." Point out the first example in the box. Say, "The prefix *in-* was added to *articulate* to mean *not articulate*. Sometimes you have to use a different word." Say, "*Adept at* means *skilled or good at*. *Bad* was used as the opposite word."
- **Present Dictionary Tip** Read the information aloud. Ask Ss what a thesaurus is. [a reference book, set up like a dictionary, that contains synonyms and antonyms]

- A**
- **Preview and do the task** Read the instructions aloud. Point out that the first answer has been done as an example. Have Ss complete the task. Check answers with the class.

Answers

1. inarticulate; 2. insensitive; 3. illiterate; 4. unskilled;
5. inefficient; 6. unable; 7. incapable; 8. unimportant;
9. incorrect; 10. incomplete.

- B**
- **Preview and do the task** Read the instructions aloud. Ask, "What's the opposite for the expression *be adept at*?" [be bad at] Say, "Sometimes, all you can do is add *no*."
 - Have Ss complete the task and compare answers with a partner. Check answers with the class.

Possible answers

1. be bad / poor / unskilled at
2. be good at / have a talent for
3. have no talent for / be unable to
4. be bad at / have no talent for

C Word builder

- **Preview the task** Read the instructions aloud. Remind Ss to use a dictionary or thesaurus. [Note: There are no "rules" for choosing the correct negative prefix. Instead, there are tendencies: Use *il-* before *l*; *im-* before *p*; *in-* or *un-* before a vowel, *ir-* before *r*. This is not a complete list. A dictionary or thesaurus is the most useful source for checking the correct prefix.]
 - Have Ss complete the task. Check answers with the class.

Answers

1. inadequate; 2. ineffective; 3. inconvenient; 4. illegal;
5. illogical; 6. unlikely; 7. unnecessary; 8. impatient;
9. imprecise; 10. irrelevant.

On your own

- **Present On Your Own** Read the instructions aloud and point out the example cards.
- **Follow-up** At the start of the next class, several Ss use their cards to play word games with a small group of classmates.

Checkpoint 4 Units 10–12

Before you begin the Checkpoint, tell Ss to think of three language points from Units 10–12 (grammar, vocabulary, or conversation strategies) that they are unsure of. Have Ss make note of them, find them in the units, and review them.

1 It's not as difficult as . . .

↻ This task recycles vocabulary related to weddings, comparative and superlative adjectives and adverbs, and *as . . . as*. It also recycles reported speech and the conversation strategies of drawing conclusions and of showing that you strongly agree with someone by using expressions like *No doubt*.

- A**
- **Preview and do the task** Read the instructions and the example aloud. Ss complete the task.
 - Have Ss compare their answers in pairs. Have Ss call out words and expressions.
 - **Follow-up** Find out who had the most words and expressions.

Possible answers

1. Western-style wedding, religious ceremony, bride, walk down the aisle
2. (perform) a civil ceremony, say their vows, exchange rings
3. go to a reception, parents of the groom, best man, groom

- B**
- **Preview and do the task** Read the instructions aloud. Ask a S to give the first answer. Have Ss complete the task.
 - Have Ss compare their answers in pairs. Then correct answers with the class. Call on individual Ss to each read a completed sentence.

Answers

later; more carefully;

1. **Dan** more confident than; younger
Lisa the biggest; the most important; as hard as;
as successful as; earlier.
2. **Dan** as difficult as
Lisa as pressured as; better; less sure than.
3. **Lisa** as carefully as; least expensive.

- C**
- **Preview and do the task** Read aloud the instructions and the sentence stems in the box. Remind Ss to pay attention to verb tenses and check to see if backshift is needed. Tell Ss to use this structure when requesting information: *The interviewer asked Lisa to tell him . . .*
 - **Do the task** Ss work individually to complete the task and then compare answers in pairs.

Possible answers

1. The interviewer asked Lisa why she had decided to get married in her forties. He also asked (her) if / whether she felt more confident than she did / had when she was younger. Lisa told him / explained / said (that) getting married was / had been the biggest decision she ever made / she had ever made / she'd ever made – and obviously it's / it was the most important. She said (that) she waited / she had waited / she'd waited because she was working / had been working / she'd been working as hard as she could on her career. She also told Dan (that) she might not have been as successful as she is / was if she had gotten married earlier.
2. The interviewer asked Lisa to tell him if / whether staying single is / was as difficult as it used to be. Lisa told him / said (that) she doesn't / didn't think so. She also said (that) people generally don't / didn't feel as pressured as they used to to get married. She told Dan (that) she thinks / thought it's / it was better to take your time. She said (that) when she was young, she was / she had been / she'd been less sure than she is / was now about life. She told him that her advice for young people is / was to enjoy life and not to rush into marriage.
3. The interviewer asked Lisa to tell him / asked if Lisa could tell him how much she / they spent / had spent on her / their wedding. She told him / explained / said (that) they weren't sure. She also said (that) they chose / had chosen everything as carefully as they could to keep the costs down. She explained that they even bought / had even bought the least expensive dress they could find. Still, she said (that) they would / will be paying for the wedding for years! She said (that) they would worry about that the next / following day.

About you

D Pair work

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Tell Ss to complete the task, reminding them to use expressions like *no doubt* or *so what you're saying is*.
- **Follow-up** Have several pairs tell the class which ideas they agreed on.

Extra activity – pairs

Partners write five questions about the information in Exercise 1, part B (e.g., *How old is Lisa? What was the biggest decision she ever made?*). Each pair then joins another pair. Pairs take turns quizzing each other. Find out which pair got the most answers right.

2 That's talent!

↻ This task recycles vocabulary for describing intelligence, skills, and abilities. It also recycles verbs with two objects and the conversation strategies of asking for details and of using vague expressions when you don't need to be precise.

- A**
- **Preview the task** Read the instructions and the examples aloud. Point out that not all the underlined sentences can be written in a different way.
 - **Do the task** Have Ss complete the task individually and then compare answers in pairs. Check answers with the class: Call on individual Ss to each read an item from the exercise.

Answers

1. My sister has a capacity for understanding others. You know, she has great *interpersonal* skills. She's very *sensitive to people's feelings* and everything. She always gives me good advice.
2. My best friend is very *musical*. She's able to pick up any instrument and play it. A friend lent a guitar to her once. She was playing it within three weeks!
3. I love to talk, and I'm pretty *articulate*. I'm pretty skilled at learning languages, too. My parents bought some Italian-language CDs for me when I was a kid. I listened to them all the time.
4. I sent some calligraphy pens to my niece for her birthday. She has a talent for drawing and all that.

5. My sister's really good at singing and dancing. She made us a recording of her last show. My mom sent it to everyone! [no change]
6. My brother has always read a lot since he was little. He's very *literate*. You know, he's very smart and he's capable of doing anything, really.
7. My dad's so efficient at solving problems and things. I gave him my math homework last week. He did it in 20 minutes. He's just very *logical*, I guess.

B Pair work

- **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation. Ask, "What are some other vague expressions we can use when we don't need to be precise?" [and things, and things like that, and stuff like that, and all, and that kind / sort of thing, and everything]
- Ss work in pairs to talk about people they know, using the ideas in Exercise A. Encourage them to use *In what way?* to ask for details.
- **Follow-up** Have a few Ss tell the class about someone their partners described who they thought sounded interesting.

3 Traveling

↻ This task recycles adjective forms and adverbs to modify adjectives. It also recycles using relative clauses with *when*, *where*, and *whose*. In addition, the task recycles the conversation strategies of adding softening comments and of agreeing with someone and then making a comment of your own.

- A**
- **Preview the task** Read the instructions and the example aloud. Ask Ss to write their answers on their own paper.
 - **Do the task** Have Ss complete the task individually and then compare answers in pairs. Check answers with the class: Have two Ss read the conversation in item 1, and ask another two to read item 2.

Answers

1. **A** What's the most physically challenging thing you've ever done?
B Well, the trek to Machu Picchu was kind of exhausting. But it was worth it because it is an incredibly impressive place. My friend did the climb relatively easily, which was a little depressing because he's ten years older than me. He was fine, but I was totally exhausted by the time we got there. But I remember the first morning there, when we got up early and watched the sunrise. That was just amazing.

2. **A** What's the most frightening thing you've ever done?
B I'm not really sure. Maybe going on a roller coaster on my birthday. I was absolutely terrified. There's a really great amusement park near here, where young people go to celebrate birthdays. Anyway, I started off completely relaxed. I was sort of OK, till we got to the top, when / where I looked down and started screaming. It was windy that day, so it was particularly terrifying.

B Pair work

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation for the class. Ask, "What expression is used in the example to soften the speaker's comment? [kind of] What are some other expressions we can use to soften comments?" [sort of, a little, a little bit, slightly, somewhat, not really, not quite]
- **Do the task** Have Ss work in pairs to share stories.
- **Follow-up** Have a few Ss share their experiences with the class.

Extra activity – pairs / groups

Pairs or small groups tell one another about the happiest day of their lives. Encourage them to comment on and ask questions about one another's stories.