

Conversation Overview

Section	Aims	What the students are doing
Speaking & Vocabulary SB page 8	Fluency practice Adjectives describing conversation styles	Discussing relationships between people in pictures. Categorizing adjectives used in conversations and matching them with the pictures. Discussing recent conversations.
▶ Listening & Vocabulary SB page 9	Listening for gist Conversation collocations	Discussing what makes a good and bad conversation. Listening to conversations and matching them with questions. Completing extracts from conversations. Matching definitions with expressions.
Speaking SB page 9	Fluency practice	Talking about their last conversation in English.
Reading & Speaking SB page 10	Fluency practice	Discussing perspectives of different conversation styles. Using pictures and definitions of conversation styles as a starting point for talking about conversation style differences.
Vocabulary SB page 11	Word building	Matching vocabulary of personal values with definitions. Completing a table with noun, verb, adjective, and adverb forms.
▶ Speaking & Listening SB page 12	Fluency practice Predicting	Talking about typical complaints girlfriends and boyfriends make about each other. Listening to a conversation and matching extracts with speakers.
Pronunciation SB page 12	Intonation	Identifying angry tones from a conversation and practicing conveying feelings by intonation.
Grammar SB page 13	Position of adverbials	Identifying different types of adverbials. Studying the implications of the position of adverbials.
Speaking SB page 14	Fluency practice	Discussing eavesdropping and accidentally overhearing people's conversations.
Listening SB page 14	Listening for gist and detail	Listening to conversations and identifying the dynamics displayed in them.
Grammar SB page 15	Aspect	Completing extracts from conversations. Identifying correct verb forms.
▶ Language for Life SB page 16	Opening conversations	Reading tips about starting a conversation. Matching the conversations with their situations. Matching conversation openers with their functions and responses. Discussing which conversation is the most successful. Practicing starting a conversation.
Life Skills SB page 16	Communication	Creating Rapport
Vocabulary Extra SB page 17	Multiple meaning and uses of common words	Discussing proverbs. Identifying the part of speech of the word <i>talk</i> in various sentences. Completing sentences and discussing idioms with <i>talk</i> .
Writing WB page 6		Writing an email of complaint.

Warm up

Focus the students' attention on the pictures and ask them in which situation they feel more comfortable: having an intimate chat with a close friend or talking in a large group.

Speaking & Vocabulary (SB page 8)

1

Pairwork. Focus the students' attention on the pictures. Put them in pairs and give them time to talk about what they can see and to discuss the questions. Then have a feedback session with the class, getting as many different opinions as possible.

2

- Ask the students to classify the adjectives in the box according to the headings in the table. Allow them to compare their answers in pairs before checking with the class. You may need to point out that sometimes whether an adjective is positive or negative depends on one's personal viewpoint. Some people, for example, like having an *intense* conversation, while for others having this would not be desirable. The adjectives in the neutral category in the answers below could be either positive or negative depending on the circumstances. *Intimate* can be both positive and neutral.
- Students then add one or two more adjectives under each heading. Then compare their adjectives with their partner.
- Finally, ask the students to discuss in pairs which adjectives they would use to describe each of the conversations in the pictures in Exercise 1.

POSSIBLE ANSWERS:

Positive: animated, hilarious, meaningful, stimulating

Negative: boring, bizarre, frustrating, one-sided, pointless, predictable

Neutral: in-depth, intense, intimate, lengthy

3

- Pairwork. Ask the students to work in pairs to answer the questions. Keep it light-hearted and make it clear that they don't have to reveal any information that they don't feel comfortable about sharing.
- Encourage the students to report back to the class on their discussions.

Listening & Vocabulary (SB page 9)

1

- Groupwork. Before putting the students into groups, go through the instructions with the class and make sure everybody understands that a *frustrating* conversation is one which leaves you unsatisfied, and that a *good conversationalist* is somebody who is good at making conversation. (What they are expected to do here is not to explain the meaning of *good conversationalist*, but to discuss what qualities, skills, and techniques a good conversationalist employs. If they miss the point, steer them towards doing this.)
- Encourage the groups to report back to the class on their discussions.

2  1.02-1.07

- Go through the instructions with the class and make sure they understand that they have to match each speaker with one of the questions from Exercise 1. Play the recording, pausing it after each speaker if necessary to allow the students to decide which question is being answered each time.
- Ask the students to compare their answers in the same groups they were in for Exercise 1. Encourage them to discuss whether the opinions expressed by the people on the recording were similar to their own.
- Only one of the speakers on the recording answers Question c, so it might be worth spending some more time on this question and having a whole-class discussion on whether being a good conversationalist simply means having something interesting to say or whether there are other factors at play, such as the ability to talk to anyone (no matter how boring or how different from you they are), the skill of being able to elicit good conversation out of other people and to make them feel important, the sensitivity not to dominate the conversation, the ability to steer a conversation subtly away from tricky subjects, etc.

ANSWERS:

Joanna - a

Mike - c

Phil - b

Jessica - b

Brianna - a

Rafael - b

▶ 1.02

Joanna

Well, I like to be able to take an active part, so it helps if there aren't some people who hog the conversation all the time, and also people need to have a sense of humor about things, I think, not to take things too seriously, and you need a conversation that flows, so that you can ... well, you don't get stuck on one point.

▶ 1.03

Mike

Um, a good conversationalist. I'd say it's somebody who has a point that they want to get across during the conversation, somebody with something to say as opposed to somebody who just talks endlessly about various subjects and doesn't engage in one particular subject. And I'd say it was somebody who listens to other people as well, that's what I'd say.

▶ 1.04

Phil

When people aren't really interested in what you're saying, that's very annoying. Also, people who interrupt you continually with grunts or opinions of their own or whatever, and also some people don't care about whose turn it is to talk, so they just, you know, butt in when you're in the middle of a thought and obviously, you know, when the topic's boring, that's very irritating. And sometimes, you know, the conversation goes nowhere, it's going nowhere, and that's also extremely irritating.

▶ 1.05

Jessica

I really hate it when I'm with somebody who just drones on and on in a conversation, and who doesn't give you a chance to speak at all. Oh, and I also really hate it when they just carry on and they don't care whether or not you are interested at all in what they're saying. They seem oblivious to how you're reacting to them. I hate that.

▶ 1.06

Brianna

It's good when you're talking about things you have in common with the person you are talking to, like you're on the same wavelength and you can share the same tastes or experiences so you know where the other person's coming from. It's also nice if you can share a joke or a personal story or an anecdote or something like that.

▶ 1.07

Rafael

I can't stand it when you have to do all the talking yourself, when the other person's not responding. Or when they are responding, but it's with monosyllabic answers, you know, they're just going "yeah," "hmm," "uh," and that's all you're getting back. And when you have to work to keep the conversation going. That's, that's really bad, when you're having to hunt around for things to say because you're just not getting anything back.

3

Ask the students to fill in the blanks. Play the recording again when they've done this to check their answers and hear the target expressions in context.

ANSWERS:

- a hog
- b flows
- c get across, something to say
- d butt in
- e drones on and on
- f on the same wavelength
- g hunt around

4

Ask the students to work individually to match the definitions with the expressions in Exercise 3, but allow them to compare in pairs before checking with the class.

ANSWERS:

- 1 hunt around
- 2 butt in
- 3 hog
- 4 something to say
- 5 on the same wavelength
- 6 get across
- 7 flows
- 8 drones on and on

5

Pairwork. Put the students into pairs and ask them to decide which expressions they associate with which type of conversation.

SUGGESTED ANSWERS:

- 1 hunt around
- 2 butt in, drone on and on, hog
- 3 flows, on the same wavelength, something to say

Speaking (SB page 9)

- Pairwork. Go through the instructions and the questions with the class. Give the students time to think about their own answers before you put them into pairs to discuss the questions.
- Have a feedback session with the class and get them to decide whose conversation was the most challenging and whose the most satisfying.

Reading & Speaking (SB page 10)

1

Groupwork. Put the students into groups and ask them to discuss the statements and how much they agree or disagree with them. Make sure the discussion doesn't become too heated and remind the students that they need to give reasons for their opinions.

2

- Focus the students' attention on the descriptions of conversation styles. Are they able to identify their conversation styles? Do their self descriptions jibe with their partners impressions?
- Encourage the students to report back to the class and see which students belong to the same conversation style. It might be interesting to pair them by similar styles. Are there any students who identify with more than one conversational style?

ANSWERS:

- c Though these words allow for a certain amount of disagreement, the suggested categories are:
 Analytical - technology, productivity
 Functional - precision, punctuality, focus
 Personal - patience, flexibility
 Intuitive - creativity

3

- Pairwork. Think about how you pair the students up in this exercise. Would the students feel more comfortable in same-style pairs? Would the results be more interesting if they were mixed-style? Should they read same style or different style texts?
- Ask one student in each pair to read each of the texts and make notes on their particular text.

ANSWERS:

Testimonial A

- a June did not allow time for the creative process to happen.
- b Making the process and roles more explicit helped resolve the problems.
- c Travis: intuitive and personal. June: analytical and functional.

Testimonial B

- a Lack of organization and focus; poor communication.
- b Knowing how and when to say things.
- c Travis: intuitive and personal. June: analytical and functional.

4

Allow plenty of time for the students to tell each other about their texts and to discuss the questions. Tell them to report back to the class on their discussion.

Vocabulary (SB page 11)

1

Ask the students to complete the glossary.

ANSWERS:

- a profitable
- b productivity
- c specifically
- d assess
- e strategy
- f beneficial

2

Ask the students to try to complete the table without using a dictionary.

Noun	Verb	Adjective	Adverb
profit / profitability	profit	profitable	profitably
productivity	produce	productive	productively
specification	specify	specific	specifically
assessment	assess	assessed	-
strategy	strategize	strategic	strategically

Language notes

Vocabulary: word building

- Review some of the noun and adjective endings presented: -ment (indicates the result of an action, e.g. *fulfillment, achievement*), -ence/-ance (*competence*), -cy (*efficiency*), -ion (*satisfaction*).
- Some other typical noun endings are: -ism (a belief in something, e.g. *optimism*), -ist (the person who believes, e.g. *optimist*), -ness (*goodness*); adjective endings: -ful/-less (*skillful, hopeless*), -able/-ible (*achievable*), -ing/-ed (*satisfying* (provides satisfaction), *satisfied* (receives satisfaction)).

3

Ask the students to complete the sentences. Then allow them to compare their answers in pairs before checking with the class. Note that there could be more than one answer for some of the blanks. Accept any answers that are grammatically correct and make sense.

ANSWERS:

- a productivity
- b assess
- c specifications
- d profitable
- e strategic

Speaking & Listening (SB page 12)

1

Groupwork. Put the students into groups. Again, you might consider whether this will work best with your students in single-gender or mixed-gender groups. Ask the students to brainstorm a list of complaints. In a class feedback session, get the groups to share their lists and then get the students to vote on which ones are most commonly made about men and which about women.

2

- Groupwork. Put the students into two groups. If you have used single-gender groups up to now, perhaps change so that the students have a chance to think about the point of view of the opposite sex. You could also tell the male students to take the role of Suzi and the female students to take the role of Brian. With a very large class, make several groups, but when pairing the students up in the next exercise, make sure you have a Suzi and a Brian in each pair.
- Ask the groups to turn to page 136. Allow them time to read their information and discuss what they're going to say.

3

- Pairwork. Make pairs with students from different groups and ask them to act out the telephone conversation between Suzi and Brian. Telephone roleplays often work best if you seat the students back-to-back so that they can't see each other.
- As they work, go around, monitoring and giving help where necessary. Take note of any particularly good conversations which could be repeated for the class.

4  1.08

Ask the students to listen to the conversation and say how different it was from theirs.

 1.08 (B = Brian; S = Suzi)

B: Hello?

S: Hi, it's me!

B: Hi! How are you doing?

S: Fine, a little stressed, had a hard day at work, you know, the usual.

B: Yeah, me too.

S: So, what about the movie? I just called to check the times and it's on at 7 and 9:30. Which is best for you?

B: Listen, honey, do you mind if we go another night? I'm tired, I just feel like watching some football on TV.

S: But it's the last night. You said you really wanted to go!

B: Why don't you go with your sister? You said she wanted to see the movie ...

S: This is the third time you've pulled out. What's going on?

B: Nothing. I just don't feel like it tonight, that's all.

S: Come on, if there's something wrong, you can tell me. I'm not going to fly off the handle.

B: There's nothing wrong ...

S: Yes, there is. You've been acting funny for days. You don't talk to me, you don't want to see me.

B: That's not true.

S: Are you bored with me? Is there someone else? Have I done something wrong?

B: No, no, of course not.

S: You never used to be like this; you used to want to spend time with me. What's changed?

B: Nothing's changed. Of course I want to see you.

S: But not tonight, huh? The football game is more interesting, I guess.

B: Oh, you know that's not true. It's just that I'm tired, that's all. It's been a tough day. I just need a night at home ...

S: Alone!

B: Look, if it's that important to you, I'll come. What time did you say?

S: No, forget it! I wouldn't want you to go out of your way or anything!

B: Don't be like that. Come on, should I come and pick you up?

S: No, forget it. I don't want to go now. Let's just drop it.

B: Look, I'd love to do something tomorrow, OK?

S: Whatever. Do what you want. You always do!

B: Suzi, don't ... Suzi. Suzi?

5

Pairwork. Ask the students to discuss with their partner whether the extracts are from what Suzi said or from what Brian said. Play the recording again for them to check their answers.

ANSWERS:

a Suzi

b Suzi

c Brian

d Suzi

e Suzi

f Brian

g Suzi

h Suzi

6

Either this could be done as a class discussion or you could put the students into pairs or groups, and then get them to compare their suggestions. You might like to get different suggestions from male and female students and see how they differ.

Pronunciation (SB page 12)

1

Pairwork. Put the students into pairs and ask them to read the extracts and discuss the questions. Check answers with the class and make sure the students understand sarcasm. Explain that somebody's tone of voice will often indicate that they are being sarcastic.

ANSWERS:

No. She conveys her anger by using sarcasm - saying the opposite of what she really means.

Language note

Pronunciation: stress and intonation to sound sarcastic

This section focuses on ways of using stress and intonation to show annoyance through the use of sarcasm. It's important for your students to try to imitate as closely as possible the stressed words within the sentences to achieve their maximum effect. Bear in mind sarcasm will be a much more familiar concept to some cultures than to others.

2  1.09

- Play the recording and ask the students to identify the differences between the normal tone and the angry tone.
- Check answers before asking the students to look at page 154 and find other phrases where the girl uses an angry tone of voice. When they've identified these, get them to practice in pairs.

ANSWER:

When people speak angrily, the words are stressed more strongly.

 1.09

- 1 But not tonight, huh? The football game is more interesting, I guess.
- 2 But not tonight, huh? The football game is more interesting, I guess.
- 3 No, forget it! I wouldn't want you to go out of your way or anything.
- 4 No, forget it! I wouldn't want you to go out of your way or anything!

Grammar (SB page 13)

Position of adverbials

1

- Pairwork. Explain that adverbials give extra information about a verb. Focus the students' attention on the examples in bold in the sentences in this exercise and point out that adverbials can be a single word or a phrase.
- Pairwork. Put the students into pairs and ask them to read the example sentences and match the adverbials in bold with their functions.

ANSWERS:

- 1 **a** by himself,
d dramatically, like an overgrown teenager
- 2 **a** never
- 3 **b** tomorrow
- 4 **c** on the couch
- 5 **e** Frankly

2

- Read the example sentence to the class and point out the four numbered positions. Give the students time to think about where in the sentence they'd add the six adverbials in the list. Encourage them to experiment with the different positions, saying the sentence aloud each time in order to develop a feeling for what sounds right and what sounds wrong.
- Check answers with the class and point out that sometimes more than one position may be correct (though sometimes this changes the meaning, as they will see in Exercise 4).
- Go through the information about adverbials in the margin. Get the students to say what the function is of: *home* (place), *tomorrow* (time), *quickly* (manner), *to see us* (purpose), *every week* (time). Point out that several adverbials can be used in combination, as in the last three sentences in the margin.

ANSWERS:

- a when she was younger - 1, 4
- b always - 2
- c in secret - 3, 4
- d only - 1, 2, 3
- e from time to time - 1, 3, 4
- f probably - 2

One-word adverbials are often used in position 2. Phrases are usually used at the beginning or the end of the clause.

In the negative sentence, *always* and *only* come between the auxiliary and the main verb - *probably* comes before the auxiliary.

Language note

Grammar: adverbials

An adverbial gives us more information about the manner, frequency, time, or place of an action. Adverbial phrases most commonly occur at the end of sentences (although they can also be used at the beginning of a sentence, often for emphasis), while one-word adverbs often occur in the mid-position (or, again for emphasis, at the beginning of a sentence).

Notice the adverbials in the example sentence: *She lived happily in Buenos Aires when she was in her early twenties.*

In the sentence we can see that place adverbials (*in Buenos Aires*) usually come before time adverbials (*when she was in her early twenties*). Manner adverbials (*happily*) come before place adverbials. Single-word adverbs of frequency usually occur between the subject and verb, while phrases relating to frequency (*now and then, from time to time*) are more usually found at the end of the sentence.

3

Give the students time to think about how they could make the sentence true for them. Remind them that they should add at least three adverbials to the sentence. Then ask the students to compare their sentences with a partner.

4

Read the example sentences to the class, using intonation to help demonstrate the difference in meaning between them. Ask the students to read the other pairs of sentences and to think about what the different meanings might be.

ANSWERS:

- a 1 - I can't speak to her at all.
2 - I can speak to her, but not honestly.
- b 1 - Previously I wanted him to come to the meeting, but then I changed my mind.
2 - He came too late.
- c 1 - I only get into fights when I'm extremely mad.
2 - I often get into fights - especially if I'm mad.

5

Go through the two questions and the example with the class, pointing out the adverbials in italics in the example. Ask the students to answer the questions for themselves, using at least five adverbials in their answers. Then tell them to compare their sentences with a partner.

6 Grammar Extra 1, Part 1

Ask the students to turn to Grammar Extra 1, Part 1 on page 142 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and a further exercise to practice it on the next page.

1

SUGGESTED ANSWERS:

- a I always watch TV for half an hour before going to bed. / I always watch TV before going to bed for half an hour. / Before going to bed I always watch TV for half an hour.
- b I worked late at the office every night last week. / Last week I worked late at the office every night. / Every night last week I worked late at the office.
- c Frankly, I love reading a good book more than anything else. / Frankly, more than anything else, I love reading a good book.
- d I probably won't do anything special tonight. / I won't do anything special tonight, probably.
- e I sometimes wish I had more time to do fun things on weekends. / I wish I had more time sometimes to do fun things on weekends. / Sometimes I wish I had more time to do fun things on weekends.
- f I dislike loud music, particularly in public places. / I particularly dislike loud music in public places. / I dislike loud music, in public places particularly.
- g I'll probably have time to play more sports once I finish my exams. / Once I finish my exams, I'll probably have time to play more sports.
- h I know I eat too quickly, but I'm always in a hurry.

Speaking (SB page 14)

1

Read the two sentences to the class and ask them to decide what the correct options are. Ask them if they have two different words in their own language for these things.

ANSWERS:

- a eavesdropping
- b overhearing

2

Put the students into small groups and ask them to discuss the questions. If the students show particular interest in the topic, allow plenty of time for discussion. Ask a spokesperson from each group to report back to the class on their discussion.

Listening (SB page 14)

1 1.10-1.11

- Ask the students to look at the two pictures and take in what they can see in them. Explain that they're going to hear two conversations and they must decide which conversation goes with which picture.
- Play the recording for the students to choose which picture goes with which conversation. Then focus attention on the questions and ask the students if they can answer them without listening to the recording again. Play it again for them to check their answers.

ANSWERS:

Conversation 1 - Picture a

- a They are friends.
- b They're talking about what happened to one of them.

Conversation 2 - Picture b

- a A businesswoman talking to a client.
- b The client is unhappy about a delay in receiving some kind of printed material.

1.10 (W1 = Woman 1; W2 = Woman 2)

1

- W1:** I'd been waiting and waiting and waiting and, you know, I was beginning to think, like, you know, like, he wasn't coming or something ...
- W2:** Why didn't you call him ... or text, text him ... or whatever ...
- W1:** Yeah, well, you know, I thought he might have gotten caught up at work or something and I didn't really want to ... I didn't want him to feel ... to think ... you know, that I was like on his back, you know?
- W2:** So, what did you do?
- W1:** Well, actually, he called me! He'd been waiting for me ... but in another restaurant ... in another restaurant on the other side of town!
- W2:** What ...?
- W1:** Turns out there are two Italian restaurants named Casa Mia, and neither of us had realized! I had no idea.
- W2:** Me either!
- W1:** Yeah, and so, like, you know, neither of us had realized and we'd both, you know, thought of the other one and ...
- W2:** So, what happened? Did you go where he was or did he come where you were?
- W1:** He came to where I was. He was driving ... he had his car ... it was easier for him. He was actually really nice about it, really, really apologetic, and we ...

1.11 (W = Woman)

2

- W:** OK, well ... I guess it's OK to talk to you now.
- W:** What? Ah, yes, well We've been working on it all week.
- W:** Yes, yes, it's almost done.
- W:** Yes, of course, we all understand how important it is and we've already completed the initial plans, we're just waiting for the final details to come through ...
- W:** Yes, yes, of course, I'm sure we'll have finished it by then ...
- W:** What? Sorry? I can't hear you very well ...
- W:** Yes, yes, don't worry. We're working on the final details now. We'll be sending it to the printer's this evening ...
- W:** Yes, yes, this evening ... or tomorrow morning at the latest ...
- W:** Sorry, what's that? You said you were promised it by the end of last week?
- W:** I really don't think that's possible ... You must have been talking to the wrong person ... I mean, there must have been some kind of misunderstanding.
- W:** Yes, of course. I understand your concerns, and I'll make sure it gets done this evening.
- W:** Of course, absolutely. I'll be taking care of it personally. You can be sure of that.
- W:** Yes, yes, I'll bring it over later this evening. You can count on that.
- W:** Goodbye.

2

- Pairwork. Put the students into pairs and ask them to discuss the sentences. Play the recording again if necessary.
- Have a class feedback session to find out if everybody agrees. Then play the recording again to confirm the answers.

ANSWERS:

- a both
- b Conversation 2
- c Conversation 2
- d Conversation 1

3

- Pairwork. Ask the students to turn to the audioscript on page 155 and decide with their partner what the other person was saying. When they've done that, ask them to practice their conversations. Get some of the pairs to perform theirs for the class.

Grammar (SB page 15)

Aspect

1

Go through the information in the margin with the class. Then ask the students to work in pairs to complete the extracts. Go around, checking that they're doing this correctly.

ANSWERS:

- a waiting, waiting, beginning, coming
- b gotten
- c realized
- d working
- e completed
- f finished
- g talking
- h been
- i taking

2

Pairwork. If the students have difficulty with this, refer them to the margin where there are examples of perfect and progressive forms. As aspect is a difficult concept to grasp for many people, you could go through the Grammar Extra section on page 142 with them.

ANSWERS:

- 1 **perfect verb form:** he might have gotten / neither of us had realized / We've already completed / we'll have finished / There must have been
- 2 **progressive verb form:** I was beginning / he wasn't coming / I'll be taking
- 3 **perfect progressive verb form:** I'd been waiting and waiting / We've been working / You must have been talking

Language notes

Grammar: aspect

Aspect refers to how an event or action is to be viewed with respect to time, rather than to its actual location in time. The aspect of a verb is determined by whether the action is ongoing or completed. Although all verbs in the past have already happened, aspect is used to emphasize whether the action was ongoing or completed at the time.

Grammar: progressive verb form

The progressive is formed using the auxiliary *be* + *-ing* form of the verb.

I'm seeing them next week.

He will be arriving in an hour.

They were staying at the Continental.

The progressive aspect describes events in progress at a given point in time.

Grammar: perfect verb form

The perfect is formed using the auxiliary *will have/have/had* + past participle.

Tomorrow they will have been here for two weeks.

We've missed the bus!

I knew I'd seen her before.

The perfect aspect describes events completed before a given point in time.

Grammar: perfect progressive form

The perfect progressive is formed using the auxiliary *will have/have/had* + *been* + *-ing* form of the verb.

This time next year we'll have been working here for twenty years.

They've been waiting for a long time.

She'd been hoping Mark would be there.

The perfect progressive form describes events over a period of time leading up to a point in time. It's not clear if the action is completed, but it's not important. The emphasis is on the length of time the action has been in progress, not whether or not it has been completed.

3

Pairwork. Ask the students to work in pairs and to decide which option is correct in each sentence. Remind them to think about whether the action is completed or ongoing at the specified time.

ANSWERS:

- a 'd been waiting
- b have finished
- c be putting
- d 've already posted
- e 've been seeing
- f have left

4

Pairwork. Focus attention on the pictures and ask the students to work in pairs to think of suitable ways to complete the thought bubbles. Allow them to compare with other pairs before checking with the class.

ANSWERS:

- a 'd forgotten
- b 'm writing
- c haven't even gotten
- d 've just arrived

5

Groupwork. Put the students into small groups and ask them to discuss the questions. Appoint a spokesperson in each group to report back to the class.

6 Grammar Extra 1, Part 2

Ask the students to turn to Grammar Extra 1, Part 2 on page 142 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and a further exercise to practice it on the next page.

- 2
- a
- 1 have you been
- 2 've been waiting
- 3 've just arrived
- 4 were just getting / 'd just gotten
- b
- 5 have you been living / have you lived
- 6 must have been / must be
- 7 'll have been
- 8 are you moving
- 9 're moving / 'll be moving

Language for Life (SB page 16)

1

Pairwork. Focus the students' attention on the tips for how to start a conversation. Ask them to work in pairs and to read the tips and answer the questions. Encourage them to report back to the class on what they decided. Write any useful language that arises on the board, as in Exercise 3 they'll be asked to compare conversation openers on the recording to the ones they came up with here.

2  1.12

Tell the students that they're going to listen to four conversations and that they should match them with the four situations in Exercise 1. Play the recording, pausing it after each speaker to give the students time to decide which situation it represents.

ANSWERS:

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

 1.12

1 (S = Sue; J = John)

S: Hey, John! Fancy meeting you here! How are things?

J: Sue? What a surprise. I wasn't expecting to see you here. You look great!

S: Thank you! You too. So, what are you doing here? On vacation? On business?

J: Yeah, on business. I'm at the conference. I forgot you lived here now. I should have gotten in touch ...

2 (M = Man; W = Woman)

M: Excuse me. Do you know what time it is?

W: Yeah, just a sec ... it's three fifteen.

M: Shouldn't it be here by now?

W: Yeah, but it's often late ...

M: Especially when there's so much traffic.

W: Yeah, it's really busy today, there must be something going on downtown ...

M: It's that new exhibition, probably, you know, the travel fair or something ...

3 (J = Jay; R = Ruben)

J: Hi, you must be Ruben. I've heard a lot about you.

R: All good, I hope!

J: Of course. I'm Jay, by the way. I work in accounting.

R: Hi, Jay, nice to meet you. So, how long have you been here?

J: Feels like forever! No, only joking, about three years. Before that I was ...

4 (A = Alison; C = Claire)

A: Great party, isn't it?

C: Yeah.

A: So, how do you know Kim?

C: We work together.

A: Oh really? At the school? Are you a teacher too?

C: No, I'm the receptionist.

A: Oh, you're Claire, right?

C: Yes, how did you know?

A: Uh, well ...

3

Have a class discussion on whether the conversation openers follow the advice in the tips sheet in Exercise 1. Then ask the students to compare them with the ones they came up with. This will be easy to do if you wrote their suggestions on the board in Exercise 1.

ANSWERS:

- a yes
- b yes
- c no
- d yes

4

Do the matching part of this exercise as a class, then play the recording again. Put the students into pairs to discuss which responses they prefer.

ANSWERS:

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

Language note

Pronunciation: starting a conversation

It's important to sound (and look) genuine when using any of these ways of starting a conversation. So make sure you don't over-stress or overemphasize the words in the sentence, or smile too much, otherwise you may end up sounding or appearing insincere or even sarcastic.

Life Skills (SB page 16)

Creating Rapport

Ask students if they are good at building relationships at work or school. Find out if they know what rapport is, and how they would go about building it in a formal situation.

Rapport is the feeling of harmony and mutual understanding in our relationships whether it be at school or work. While rapport is obviously desirable, it is not always so easy to find, and some people seem to be naturally better at finding rapport with others in work situations. While it's true that some people may seem to be naturally better or worse at creating rapport, if we pay attention to some key factors, we can improve our chances of creating rapport.

Ask the students to read the list and see if they agree with the tips. Add any other information you find necessary:

- Remember names - The extra effort you make to pay attention and commit names to memory pays off. The sweetest sound in any language is one's own name!
- Really listen - Instead of preparing what you're going to say next, be present and listen. You may discover new topics of conversation or shared interests or experiences.
- Be prepared - If you are going into a situation in which you want to build rapport, prepare some safe and interesting ice-breaker questions beforehand.
- Ask open-ended questions and look for common ground - Open-ended questions are better than yes / no questions as they give people the opportunity to talk about themselves. Again, be on the lookout for common ground!

Can they add any other advice?

1

Divide the class into pairs and ask them to come up with good and bad ideas for icebreakers. Find out which ideas the whole class had in common. Invite the students to a "party" in the classroom and have them try out their icebreakers. After one minute have them change partners.

Vocabulary Extra (SB page 17)

Multiple meanings and uses of *talk*

1

Pairwork. Ask the students to work in pairs, read the sayings, and discuss the questions.

2

Pairwork. Ask the students to look at the list. You might like to explain that it is part of a concordance, a list of examples of speech and writing which linguists use to determine how language is actually being used. Point out that the word the researchers are interested in appears in the middle (here it is *talk*) and that the surrounding words give the context for its use. (In a real concordance, the surrounding words do not normally form complete sentences.) Ask the students to identify the part of speech in each sentence.

ANSWERS:

verb, verb, noun [C], noun [U], noun [C], noun [C], adjective, noun [U], noun [C], noun [C], noun [C], verb, noun [U], noun [U]

3

- Pairwork. Ask the students to work in pairs to read the sentences in Exercise 2 again and discuss the questions.
- Ask the students to work individually to check their answers in their dictionary and then to find other words formed with *talk*.

ANSWERS:

- a talk of the town:** everybody was talking about her
- smooth talker:** somebody who is very charming and pays lots of compliments
- b** when somebody is criticizing someone else for doing something that they do as well

4

Ask the students to work individually to complete the sentences.

ANSWERS:

- a** talks
- b** talkative
- c** talking

5

Pairwork. Tell students to think about the answers to the questions, then to discuss their answers with their partner.

Workbook page 6

Writing an email of complaint
Paragraph organization

Further practice material

Need more classroom practice activities?

Photocopiable resource materials in the Teacher's Presentation Kit / Extra Resources

Need more tests?

Test Generator
Teacher's Presentation Kit / Extra Resources / Tests

Need more on important teaching concepts?

Key concepts in *American Inside Out Evolution* pages xxi-xxxvi

Need student self-study practice?

Workbook pages 4-7

Need more information and ideas?

American Inside Out Evolution website www.macmillan.com.br/americaninsideoutevolution

Need to check what your students can do by the end of this unit?

Self-evaluation checklists on pages xxxix-xlvi