

| Section                                    | Aims  | What the students are doing  |
|--|---|--|
| <b>Speaking &amp; Reading</b><br>SB page 8 | Reading for detail<br>Fluency work                          | Talking about friends, relatives, and famous people.<br>Reading a questionnaire about friendship.<br>Answering the questionnaire for themselves.   |
| <b>Speaking &amp; Grammar</b><br>SB page 9 | Asking questions<br>Question forms                          | Matching beginnings and endings to form questions.<br>Studying the structure of questions.<br>Asking and answering questions about close friends.  |
| <b>Pronunciation</b><br>SB page 10         | Fractions   | Listening and repeating fractions.<br>Matching percentages and fractions.  |
| <b>Reading</b><br>SB page 10               | Reading for detail  | Talking about ways of communicating with friends.<br>Reading and choosing the correct alternative to complete a survey about keeping in touch.   |
| <b>Listening</b><br>SB page 11             | Listening for detail  | Guessing what people will say about contacting friends and listening to check answers.   |
| <b>Grammar</b><br>SB page 11               | Adverbs of frequency  | Adding adverbs of frequency to a table.<br>Studying the position of adverbs of frequency.<br>Writing sentences which are true for them.  |
| <b>Reading</b><br>SB page 12               | Reading for gist  | Predicting the content of a text, then reading to check.<br>Choosing names to complete sentences about the text.   |
| <b>Vocabulary</b><br>SB page 13            | Friendship expressions                                      | Completing sentences about friendship.<br>Putting a summary of the reading text in order.<br>Talking about staying in touch with old friends.  |
| <b>Speaking: anecdote</b><br>SB page 13    | Fluency practice  | Listening to a description of a friend.<br>Talking about a friend who is different from them.  |
| <b>Language for Life</b><br>SB page 14     | Useful conversational phrases: meeting friends unexpectedly | Listening to conversations and saying whether statements are true or false.<br>Choosing the best expressions to complete conversations.<br>Completing a table with useful phrases, then listening and repeating the useful phrases.<br>Practicing conversations. |
| <b>Life Skills</b><br>SB page 14           | Communication:<br>Non-verbal communication                  | Discussing what is involved in communication.<br>Matching images with emotions.<br>Listening to speakers and identifying emotions.<br>Acting out a dialogue with different emotions.   |
| <b>Vocabulary Extra</b><br>SB page 15      | Using a dictionary  | Discussing information you can find in a dictionary.<br>Matching dictionary abbreviations with their meanings.<br>Answering questions about information from dictionary extracts.  |
| <b>Writing</b><br>WB page 7                |   | Writing emails.<br>Email vocabulary.<br>Punctuation.   |

### Warm-up

Write on the board: *You can't choose your family, but fortunately you can choose your friends.* Students talk about whether they agree with the message of this sentence—that families are an obligation and friends a pleasure.

## Reading & Speaking (SB page 8)

1

- Write on the board the names of three people who are important to you: a friend, a relative, and somebody famous. Tell the students to ask you questions about the three people: *Who's Greg? How did you meet him? When did you meet him? How long have you known him?*, etc. Answer their questions and correct any errors.
- Ask the students to write the names of their three chosen people and then show their lists to a partner and take turns asking questions about the names their partner has chosen. Encourage them to ask as many questions as they can, and to find out as much about these people as possible.

2

- Focus students' attention on the picture of Chantal and Louise, and explain that they have both taken part in a questionnaire about their friendship. Elicit possible answers for the question from each friend and ask the students if they think the answers will be similar or different.

3

- Go through the words in the box with the class, check comprehension and give help with pronunciation. Ask students to read the questionnaire and choose the three words in the box that describe Louise according to Chantal's answers. Check answers with the class, and encourage students to point out the information in Chantal's answers that led them to the words.

#### ANSWER:

stylish (*she dressed in a fashionable way*)  
kind (*[she] was very nice when I arrived and helped whenever I had a problem*)  
wise (*she is always smart and sensible*)

4

- Ask the students to work in pairs to read Louise's responses to the same questions and to decide if

they are the same as Chantal's. Go through the answers with the whole class, and encourage the students to explain the differences in detail.

#### ANSWERS:

- 1 Different—Chantal says they met fifteen years ago.
- 2 Same—Chantal says, "She probably thought I was a bit messy at work."
- 3 Same—Chantal says, "I was a bit scared of her at first!"
- 4 Different—Chantal says she invited Louise to lunch to say thank you.
- 5 Different—Chantal says they meet every three months or so.
- 6 Same—they both mention each other's sense of humor, although Chantal also describes Louise as helpful, smart and sensible.
- 7 Same

### 5 Pairwork

- Give the students time to choose five questions they'd like to answer from the questionnaire and to think about their answers.
- Tell the students to work with their partners and take turns asking and answering the questions. Go around, giving any help they need with vocabulary. Encourage them to report back to the class on their discussions.

## Speaking & Grammar (SB page 9)

### 1 Pairwork

- Ask the students to work in pairs to match the beginnings of the questions with the endings.
- Check answers with the class. Then ask students to take turns asking and answering the questions. Encourage them to take notes on their answers so that they can compare them. You could then ask them to compare their answers with those of another pair before reporting back to the whole class.

#### ANSWERS:

- a 5 (Where are you from?)
- b 8 (How many brothers and sisters do you have?)
- c 10 (What does your name mean?)
- d 7 (Are you studying for any exams right now?)

- e 12 (How often do you see your parents?)
- f 1 (What do you do for a living?)
- g 2 (What kind of music do you listen to?)
- h 11 (How long have you been learning English?)
- i 3 (Have you ever been to an English-speaking country?)
- j 6 (When did you last go on vacation?)
- k 4 (What were you doing at this time yesterday?)
- l 9 (Who do you admire most?)

### Language note

#### Grammar: word order in questions

When making questions, ...

... the auxiliary comes before the subject, not after it (as in statements).

... if there is no other auxiliary verb, use *do*.

... if there is another auxiliary verb, don't use *do*. (*Do you can swim?*).

... *What, Who, Where, How*, etc. (question words) come at the beginning.

### Question forms

#### 2

- Focus the students' attention on the question forms. Elicit or explain which tenses these questions are in (simple present, present perfect, past progressive, and simple past).
- Ask the students to look at the table and focus attention on the examples in Exercise 1, getting a student to read aloud the completed questions a) and b), and making sure they know why these belong in the simple present column of the table.
- Ask the students to work individually to classify the remaining questions from Exercise 1 according to tense. Go around, monitoring and giving help. Check answers with the class and then ask them which two tenses are not included in the questions. With strong classes, you could ask the students to think of some questions as examples in these two tenses.

#### ANSWERS:

Simple present: a, b, c, e, f, g, l

Present progressive: d

Present perfect: i

Present perfect progressive: h

Simple past: j

Past progressive: k

Past perfect and past perfect progressive.

#### 3

- Read aloud questions a) and g) from Exercise 1, or get a student to do it. Highlight the position of the prepositions: *Where are you from? What kind of music do you listen to?* Focus attention on the example in the exercise and ask the students to identify the preposition (for).
- Ask the students to work individually to rewrite the remaining questions in the correct order. Go around, monitoring and giving help.
- Check answers with the whole class before getting the students to ask and answer the questions in pairs.

#### ANSWERS:

a What are you learning English for?

b What kinds of things are you good at?

c What kinds of things are you interested in?

d What do you spend the most money on?

e What clubs or groups do you belong to?

f What kinds of things do you worry about?

g Who do you usually have lunch with?

h Who do you confide in?

### Language notes

#### Grammar: word order

- When a question word is the object of a preposition, the preposition often comes at the end of the clause, especially in informal spoken language.

*What are you interested in?*

*Where did you get it from?*

#### Vocabulary: confide in

- You may need to clarify the meaning of *confide in* (to talk freely to someone about personal matters), as this is a "false friend" in some Romance languages. In Spanish, for example, a similar verb means "to trust in," not "to talk to."

#### 4

Focus the students' attention on the questions a) and b) and go through the answer with the whole class, making sure the students understand the difference between *Who* as a subject, and *Who* as an object.

#### ANSWERS:

*Who* is the subject in b.

You don't use the auxiliary *do* when *Who*, *What*, or *Which* is the subject.

## Language note

### Grammar: subject questions

If the question word *who* is the subject of the question, you don't use *do*, *does*, or *did*.

Compare:

*Who went to the party?* (Who is the subject)

*Who did you go with?* (Who is the object—you is the subject)

*Who saw him?* (Who is the subject)

*Who did he see?* (Who is the object—he is the subject)

## 5 Grammar Extra 1

Ask the students to turn to Grammar Extra 1 on page 128 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practice it.

### ANSWERS:

1

- a didn't study
- b 've been / 've never been
- c was taking
- d hadn't used
- e enjoy
- f 'm reading
- g haven't been doing

2

- 1 What
- 2 Which
- 3 How old
- 4 How long
- 5 how many
- 6 What
- 7 Where
- 8 why

3

- a What does your sister like talking about?
- b Who do you usually go on vacation with?
- c What are you saving your money for?
- d Where does he come from?
- e What kind of music are you interested in?
- f What are you looking at?

4

- a What did you watch on TV last night?
- b Who usually gets up the earliest in your house?
- c What do you normally have for breakfast?
- d Who texts you the most?
- e How many people remembered your last birthday?
- f Which (or What number) bus stops near your house?
- g Who did you have dinner with last night?
- h How many people called you yesterday?

6

- Go through the example with the class. Ask the students to identify that *Who* is the subject of this question.
- Ask the students to work individually to write the remaining questions, using *Who* as the subject each time. Check answers with the class before putting them in pairs to take turns asking and answering the questions. Ask several pairs to report back on what they found out.

### ANSWERS:

- a Who talks the most?
- b Who always remembers your birthday?
- c Who wears the best clothes?
- d Who texts you the most?
- e Who lives the closest to you?
- f Who has known you the longest?

## Pronunciation (SB page 10)

### 1 ▶ 1.02

- Focus the students' attention on the fractions in the box. Play the recording and ask them to repeat them. After they've done this chorally, ask several students to repeat the fractions individually, and check that everyone is pronouncing them correctly. Some fractions with consonant clusters, e.g. four fifths, an eighth, and three tenths are harder to say than others. Pay particular attention to these and give the students plenty of practice.

### ▶ 1.02

a half; a third; a quarter; three quarters; four fifths; an eighth; three tenths; a twentieth

- Explain to students that they can also say a *fourth* instead of a *quarter*, and *three fourths* instead of *three quarters*.

## Language note

### Pronunciation: fractions

It's usual to use *a/an* (/æ//æn/) rather than one when saying any fraction that has number "1" in the top half ( $\frac{1}{8}$ ,  $\frac{1}{3}$  etc.) For example, a *third* is more common than one *third*.

## Extra activity

Divide the class into two teams. Write various fractions on the board and ask the teams to compete to be the first to draw a circle around the correct one as you read them out.

## 2 ▶ 1.03

- Focus the student's attention on the example. Point out that each fraction can also be expressed as a percentage. Then ask them to match the percentages with the fractions in Exercise 1.
- Play the recording for them to check their answers. Then play it again for them to listen and repeat.

### ANSWERS:

- a 5% - 1/20
- b 12.5% - 1/8
- c 25% - 1/4
- d 30% - 3/10
- e 33.3% - 1/3
- f 50% - 1/2
- g 75% - 3/4
- h 80% - 4/5

## ▶ 1.03

- a 5% equals one twentieth
- b 12.5% equals one eighth
- c 25% equals one quarter
- d 30% equals three tenths
- e 33.3% equals a third
- f 50% equals a half
- g 75% equals three quarters

## Reading (SB page 10)

### 1

- Explain the expression *in touch*. Point out that it refers to any kind of communication with someone; it doesn't have to involve a face-to-face meeting. You can say *We keep in touch by phone / by letter / by email*, etc. Ask the students to write down their three names quickly. They should then think about the last time they were in touch with these people and decide how they communicated.
- Put the students into pairs to talk about their three people and how they last communicated.

## 2 ▶ 1.04

- **Pairwork.** Read the introduction to the review of social media statistics to the class or ask a student to do this. Then put the students into pairs and ask them to read the review together and decide which alternative is most likely to be true.
- Play the recording for them to check their answers. Then have a class discussion on which were the most and least surprising results.

### ANSWERS:

- a 86%
- b female
- c 4
- d a pop singer
- e to fill up spare time
- f 101
- g increased
- h 61%
- i smartphones
- j 50%

## ▶ 1.04

- a 86%
- b Female
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- j 50%

## Listening (SB page 11)

### 1

- Focus the students' attention on the pictures. Ask them to say how old they think the people are and what kind of people they are.
- Focus attention on the words in the box and make sure everyone understands them. Then ask them to look at the texts next to the pictures and decide which word they think should go in each blank.
- Allow them to compare answers in pairs and discuss their guesses, but don't confirm or deny anything at this stage.

## 2 ▶ 1.05

- Play the recording for the students to see if they guessed correctly in Exercise 1.
- Give the students a minute or two to think about whether or not the sentences are true for them. Then ask them to report back to the rest of the class.

### ANSWERS:

- |                |                |
|----------------|----------------|
| <b>Adam:</b>   | <b>Sharon:</b> |
| 1 business     | 7 smartphone   |
| 2 spam         | 8 online       |
| 3 voice        | 9 chat         |
| <b>Carole:</b> | 10 instant     |
| 4 email        |                |
| 5 calls        |                |
| 6 letters      |                |

(I = Interviewer; A = Adam; S = Sharon;  
C = Carole)

**Adam**

I: Hi, excuse me. We're doing some research into how people use technology to talk to their friends. Do you mind if we ask you a couple of questions?

A: Well, I'm in a bit of a hurry.

I: It'll only take a few minutes.

A: Well, OK then.

I: OK, how do you usually contact your friends—by phone, email, text, ...?

A: I am at the office all the time so I usually use my business email.

I: Do you usually use it to write to friends?

A: No, that's only for business! I hardly ever check my personal email. There's a lot of spam today. I voice message my friends. It's so much quicker, and I'm very bad at texting.

**Carole**

I: Hi, excuse me. Can I ask you a question for some research we're doing?

C: Certainly.

I: How do you usually contact your friends?

C: Oh, I pick up the phone...

I: And do you ever use email?

C: Yes, of course. I regularly check my email. Oh, and I use Skype now and then. One of my grandchildren lives in Australia and she calls me on Skype every weekend.

I: When was the last time you wrote a letter?

C: Oh, I love receiving letters. But I must admit, I rarely write letters nowadays. It's a shame really, don't you think?

**Sharon**

I: Hi, excuse me. We're doing some research into how people use technology to talk to their friends. Do you mind if we ask you a couple of questions?

S: OK.

I: How do you usually contact your friends—by phone, email, text, ...?

S: I never send emails. But I text all the time.

I: Do you speak on the phone?

S: Not very often - it's too expensive. I text message them. I talk to my school group, and my family group, so I chat with them at the same time.

I: Which social media do you use? Facebook, Twitter, Instagram...

S: Hmm, I love to chat, but I like to make instant videos too. So I often use Whatsapp, Snapchat and Facebook.

### Cultural notes

#### MySpace™, Facebook, Bebo

MySpace, Facebook, and Bebo are social networking websites in which groups of users submit and exchange pictures, blogs, music, and video.

#### Skype™

Skype is a software system which allows users to call, message, or video conference other users over the internet free of charge. In 2005, Skype became part of the eBay group.

## Grammar (SB page 11)

### Adverbs of frequency

#### 1

- Focus the students' attention on the table and make sure they understand that the words in the table are adverbs of frequency, which tell us how often something happens. Point out that the table headings range in order of frequency from *Always* to *Never*.
- Ask the students to work individually to find more adverbs of frequency in the sentences in the listening exercise in the previous section. When they've found them, they should put them in the correct place in the table according to how frequently the event they describe occurs. Allow them to compare with a partner before checking with the class.
- Point out that the position of the adverbs in a table such as this may be dependent on the nature of the action being described. So, for example, checking your email once a week might be regarded as "not often," whereas a weekly visit to the hairdresser would be regarded as "often."

#### ANSWERS:

##### Always

all the time  
always

##### Often

normally  
regularly  
usually

##### Sometimes

occasionally  
from time to time

##### Not often

hardly ever  
now and then  
don't often

##### Never

never

## Language notes

### Grammar: adverbs of frequency

- Adverbs of frequency usually come before a main verb: *She always has coffee for breakfast.* Adverbs of frequency always come after be: *She's always happy.*
- While the rule states that the adverb comes between the subject and the main verb (and after the verb be), it's possible to use some adverbs at the beginning of the sentence to emphasize the frequency. From the selection in the Student's Book, adverbs which can start a sentence are: *usually, normally, sometimes, and occasionally.*

*Sometimes, I call her five times a day. / I sometimes call her five times a day.*

*Normally, they cost \$25. / They normally cost \$25.*

It's probably as well not to mention this to your students at this stage, unless someone brings up the subject, as the rule in the Student's Book covers all adverbs of frequency.

- Adverb phrases usually come at the end of a sentence:

*He calls me all the time.*

*I see them now and then.*

*I go to the gym once a week.*

*We get together for a meal from time to time.*

## 2

When the students are deciding which adverbs go in which position, encourage them to say the potential sentences aloud so that they get a feel for what sounds right. When checking answers, encourage the students to read the whole sentence aloud so that they hear the words in context.

### ANSWERS:

Position A: always, often, normally, regularly, usually, occasionally, hardly ever, don't often, never

Position B: all the time, from time to time, now and then

## 3

- Put the students into pairs, but ask them to work individually to guess which adverbs would make the statements true for their partner. Do not allow them to consult.
- Go through the example questions with the class and ask for a few more examples of the kinds of questions they need to ask to find out the necessary information.
- Tell the students to take turns asking and answering questions. They should make a note of

how many of their guesses were correct and then report back to the class.

## 4 Pairwork

- The pairwork exercise for this unit is on pages 120 and 124 of the Student's Book. Put the students into pairs and tell them who will be Student A, and who will be Student B.
- While they're doing the exercise, go around, monitoring and giving help. Take note of any errors which may need particular attention later, and also any examples of good language use which you can praise in a feedback session.

## Reading (SB page 12)

### Warm-up

Ask a few students how long they've known their oldest friends. Ask if anyone had a close friend at school that they no longer see. Ask them why some friendships last your whole life, while others die.

## 1

- Focus the students' attention on the pictures of Max and Jen. Go through the statements with the class and ask them to discuss in pairs or small groups whether they think they are true or false. Tell them they should try to guess and shouldn't look the answers up in the text at this stage.
- Ask them to report back to the class and see how much agreement there is. With strong classes, tell the students to give reasons for their opinions.
- Ask the students to read the article and check their answers.

### ANSWERS:

- a True
- b False
- c False

## 2

Focus the students' attention on the first question and point out that it was Jen, not Max, who was looking for someone to share the house with. Ask them to underline the correct name for each of the other sentences.

### ANSWERS:

- a Jen
- b Max
- c Jen
- d Max
- e Jen
- f Max

## Vocabulary (SB page 13)

1

Ask students to complete the expressions. Stronger students should be able to complete many of these expressions without looking back at the text. However, you may need to allow weaker students to find them in the text.

### ANSWERS:

- a we clicked right away / we hit it off immediately
- b we had a lot in common
- c we became close friends
- d we fell out
- e we went our separate ways / we've drifted apart
- f we got along very well together
- g we had our ups and downs
- h I know she'll always be there for me

2

Students try to put the summary in the correct order. Encourage them to try to do this first without looking back at the text. They can then compare their answers in pairs before going back to the text to check.

### ANSWERS:

- 3: met. They became close
- 7: separate ways and they've drifted
- 4: friends and got along
- 1: Jen and Max hit it
- 6: in common. Now they have gone their
- 2: off immediately when they first
- 9: fall out and they say that they are still
- 10: there for each other.
- 8: apart. They didn't
- 5: well together. They had a lot

3

- Give the students time to think of their answers. Then ask them to compare their answers with a partner.
- Encourage them to report back to the class on their discussions.

## Speaking: anecdote (SB page 13)

Anecdotes are features that occur regularly in this series. They are extended speaking tasks, where the students tackle a longer piece of discourse on a personal topic. There are questions to guide them and a model to listen to. For more information about how to set up, monitor, and repeat anecdotes, see pages xix-xx in the Practical Methodology section.

1  1.06

- Focus the students' attention on the pictures of Antonia and her friend. Explain that they're going to hear Antonia talking about her friend, who is very different from her.
- Go through the questions and the answers with the class. Explain any unknown vocabulary. Play the recording and ask the students to listen and find which two questions she doesn't answer.
- Ask the students to match the questions and answers. Then play the recording again for them to check their answers.

### ANSWERS:

- Antonia doesn't answer questions g and j.
- a 4
  - b 7
  - c 1
  - d 8
  - e 2
  - f 3
  - g -
  - h 5
  - i 6
  - j -

 1.06

I suppose I've got five or six close friends, and most of them are really similar to me. But my friend Jackie is the exception. In many ways, we're opposites. We met about ten years ago in Guatemala. I was taking an intensive Spanish language course, and she was in my class. We were also living in the same student accommodation. I arrived a few weeks after her, and she was really friendly. I guess we became friends because we were in the same situation and we were both from the USA. I'm amazed we got along so well, because we have nothing in common. For a start, we come from very different backgrounds. She grew up on a farm in the country with lots of brothers and sisters and dogs and horses. I grew up with my mother in a small apartment in the city with a pet hamster! We don't share the same taste in music, clothes, books, art, or anything really. Our personalities are very different—she's very artistic, and I'm not. I'm very neat and organized, and she's not. We even look different—she's tall and dark, and I'm small and fair. But we do have one very important thing in common. We're both crazy about baseball, and we like the same team—The Red Sox. We meet about three or four times a year and we usually go out for lunch and talk about baseball or the good times in Guatemala.



## Cultural notes

The Boston Red Sox is a professional baseball team from Boston. The team is a member of the major League. It was founded in New York in 1901 and takes its name from the red socks that the team players wear.

- Give the students a minute or two to decide who they're going to talk about. Then ask them to look at the questions in Exercise 1 again. Allow them to take notes about what they're going to say about their friend and how they're going to say it, but discourage them from writing a paragraph that they can simply read aloud. Go around, monitoring and giving help.
- **Pairwork.** Put the students into pairs and ask them to take turns telling their partner about their friend. Encourage them to ask each other follow-up questions to get further information.
- Ask some pairs to report back to the class about what they found out.

## Language for Life (SB page 14)

### 1 ▶ 1.07

Focus the students' attention on the illustrations which show Cathy meeting three of her friends. Go through the statements with the class and tell them that they should listen to the three conversations and decide if these statements are true or false. Play the recording and ask the students for their decisions.

#### ANSWERS:

- a True
- b True
- c False

### ▶ 1.07

(C = Cathy; H = Harry; J = Jim; E = Ed)

- a  
C: Hey! How's it going?  
H: Not bad.  
C: What have you been up to lately?  
H: Not a lot, really. What about you?  
C: Oh, this and that.  
H: Hey, I have to run. I'll give you a call.
- b  
C: Hello, stranger!  
J: Cathy! How's life?  
C: Great! What are you up to these days?  
J: Oh, keeping busy, you know.

- C: You should come over for dinner some time.
- J: That would be great. Better get back to the office. See you.
- c  
C: Hi. How are things going?  
E: Fine. What about you?  
C: Oh, pretty good. Are you doing anything special this weekend?  
E: No, just taking it easy.  
C: Me, too.  
E: Sorry, I can't stop. Take care.

### 2

- When the students have chosen the options they think are most natural sounding, ask them to identify the difference between the options in each case (the more natural options have fewer words) and say what effect they think this has (the conversations are less formal and, therefore, sound more friendly).
- Play the recording again for them to check their answers.

#### ANSWERS:

- 1 Not a lot, really.
- 2 Oh, this and that.
- 3 Oh, keeping busy, you know.
- 4 Oh, pretty good.
- 5 No, just taking it easy.

### 3 ▶ 1.08

- Ask the students to complete the table with the useful phrases.
- Play the recording for them to listen and repeat the phrases.

#### ANSWERS:

- a How's life?
- b How are things going?
- c Great!
- d Fine.
- e What are you up to these days?
- f Better get back to the office.
- g Sorry, I can't stop.
- h See you.
- i Take care.

### ▶ 1.08

Greetings  
How's it going?  
How's life?  
How are things going?  
Saying things are OK  
Not bad.  
Great!

Fine.  
 Asking for news  
 What have you been up to lately?  
 What are you up to these days?  
 Saying you're in a hurry  
 Hey, I have to run.  
 Better get back to the office.  
 Sorry, I can't stop.  
 Goodbyes  
 I'll give you a call.  
 See you.  
 Take care.

#### 4 Pairwork

Ask the students to practice the conversation with a partner, taking turns being Cathy and her friends. Go around, monitoring and giving help. Encourage the students playing the friends to use slightly exaggerated intonation at the end in order to convey the fact that they're in a hurry. Ask any particularly good pairs to perform their conversations for the class.

## Life Skills (SB page 14)

### Communication: Non-verbal communication

#### 1

- Introduce the activity without using your voice. Write *non-verbal communication* on the board, and (silently if possible) elicit some examples, for example: hand movements, facial expressions. Use gestures to focus the students' attention on the list of features of communication.
- Ask the students to work in pairs to discuss the different aspects of communication and decide on the three most important ones. Elicit some suggestions from the class, and find out if the class can come to a consensus on the three most important features.

**ANSWERS:**  
 Student's own answers.

#### 2

- Focus the students' attention on the emojis and elicit suggestions for the emotions they represent.
- Go through the words in the box, and point out that there is no word for one of the emojis. Tell the students to match the emojis to the emotions in the box, and to identify the emoji which doesn't have a word. Check the answers with the class, and clarify why one of the emojis doesn't have a word (because it is neutral). Find out which (if any) of these emojis the students use regularly when they send messages or write posts on social media.

#### ANSWERS:

- a angry
- b kind
- c impatient
- d friendly
- e sad
- f embarrassed
- g neutral

#### 3 ▶ 1.09

- Focus attention on the words in the box and explain that the students will listen to the same sentence said in four different ways.
- Play the recording. Ask students to listen then discuss with a partner which word in the box best describes the tone of each sentence. Discuss the answers with the whole class. If there is time, write the sentence on the board and have the students work with their partner to try and practice saying the sentence using the two extra descriptions.

#### ANSWERS:

- 1 embarrassed
- 2 impatient
- 3 friendly
- 4 kind

#### ▶ 1.09

- 1 Please go into the sitting room and sit down. I'll be back in a minute.[embarrassed: errs and ums, otherwise normal speed and volume]
- 2 Please go into the sitting room and sit down. I'll be back in a minute.[impatient: clipped speech, fast speed, emphasis on 'go' and 'sit']
- 3 Please go into the sitting room and sit down. I'll be back in a minute.[friendly: upbeat tone of voice, normal speed and volume]
- 4 Please go into the sitting room and sit down. I'll be back in a minute.[kind: slightly slower speed, pause after 'Please'. Reassuring, warm tone]

#### 4

- Students work in pairs to role play the dialogue, each time using a different emotion from exercise 3 for Mom. Go around, monitoring giving help where necessary.
- Ask some of the pairs to come to the front and perform their versions of the dialogue. The rest of the class watch and call out the word that they think best describes Mom's emotion.

# Vocabulary Extra (SB page 15)

## Using a dictionary

### 1 Pairwork

- Ask the students to look at their own dictionaries as well as the one on the page and discuss in pairs what information they expect to find in a good dictionary. Then ask them to share their ideas with the class.
- Ask the students to discuss the questions about the dictionary page with their partner.

#### POSSIBLE ANSWERS:

Definitions, pronunciation, parts of speech, grammar information, grammar patterns, idioms, phrasal verbs, frequency, collocations, examples of use, synonyms and antonyms, formal or informal usage, etc.

- a 23
- b The black words are more frequent.

### 2

Ask the students to work individually to match the dictionary abbreviations and symbols with their meanings. Allow them to check with a partner before they go on to find examples on the dictionary page.

#### ANSWERS:

- a abbreviation
- b adjective
- c adverb
- d countable noun
- e uncountable noun
- f intransitive verb
- g transitive verb
- h something
- i synonym
- j opposite

#### POSSIBLE ANSWERS:

- a abbrev: Fri.
- b adj: frequent
- c adv: freshly
- d noun [C]: friend
- e noun [U]: fresh air
- f verb [I]: fret
- g verb [T]: freshen
- h sth: freshen sth up
- i =: at frequent intervals/regularly
- j ≠: friendly/unfriendly

### 3

Go through the questions with the class first to make sure they know what to do. Then ask the students to discuss the questions with their partner. Go around, monitoring and giving help.

#### ANSWERS:

- a two: freshen up, freshen sth up
- b best, close, dear, good, great, lifelong, old, trusted
- c fried, friend, friendly, friendship, fries / fraiz/ as in fried /fraɪd/; as in friend /frend/
- d **friendship** is a noun which means a relationship between people and **friendly** is an adjective which describes a person

### 4

Ask the students to look at their own dictionaries and compare the information in it with the information on the dictionary page they've just looked at. Discuss any similarities and differences as a class.

## Writing

Workbook page 7

Writing emails  
Email vocabulary  
Punctuation

## 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](http://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