

# Communication

**LANGUAGE**

present simple and continuous; action and state verbs ■ communication

## 1A Connected

1 How do you keep in touch with people? Order the communication phrases from 1 (I do this less often) to 6 (I do this most often). Compare your answers in pairs.



get a text message



share a photo



give someone a call



reply to an email



check your phone



comment on a post



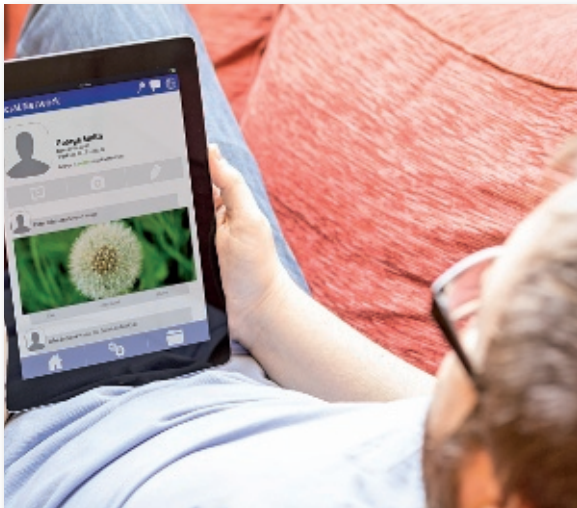
Go to Vocabulary practice: communication, page 136

2 Think of three people in your life. Tell your partner how you keep in touch with these people.

3 A Are sentences 1–6 true (T) or false (F)? Discuss your answers in pairs.

- 1 We speak to each other face to face more nowadays. \_\_\_\_\_
- 2 Our phone calls are longer today compared to ten years ago. \_\_\_\_\_
- 3 These days, it seems we prefer text messages to phone calls. \_\_\_\_\_
- 4 People in the USA send more letters and parcels nowadays. \_\_\_\_\_
- 5 At the moment, we are sending a million emails per second. \_\_\_\_\_
- 6 More than half of the internet pages we visit are social media sites. \_\_\_\_\_

B Read the text and check your answers in 3A. Correct the false sentences.



## THE CHANGING FACE OF COMMUNICATION

Methods of communication have never changed so much in such a short space of time. We look at the results of recent surveys that tell us about the changing face of communication.

### We talk to each other less.

Ten years ago, 80% of our communication was face to face. Now, it's only 60%. Even our phone calls are shorter – on average, each call now lasts one minute, compared to three minutes ten years ago. It seems that people prefer texting to calling.

### We use traditional postal services less.

In the USA, over 200 billion letters and parcels were sent in 2008, compared to 150 billion last year. These days, we usually write to people by text, messaging app or email. In fact, at this very moment, people are sending two million emails per second!

### We love social media.

60% of the pages we view on the internet are social media pages, and we share nearly two billion photos on them every day. The average person has five social media accounts and spends about two hours a day looking at them.

Comments

**Tina**

It's a shame we **don't write** letters much, but the postal service **seems** so slow nowadays compared to communicating online! I **need** the internet to be in immediate contact with people, especially at the moment because **I'm organizing** my wedding.

**Rob**

I agree with Tina, but I still try to send letters and cards on important occasions, and postcards when I'm on holiday. I don't know how people organized things with just snail mail!

**UNIT 1 OVERVIEW:** This unit focuses on the topic of communication. Sts read about the changing nature of communication in the digital age, and complete a questionnaire about how they communicate. They read an account by someone who spent a week without their smartphone, and discuss whether they could live without their smartphone for a week. In *Learning Curve*, Ethan makes small talk on a train and at a party.

## LANGUAGE

### Grammar

Present simple and continuous; action and state verbs; question forms

### Vocabulary

Communication; *say, tell, speak* and *talk*

### Pronunciation

Sentence stress; question intonation

## SKILLS

### Reading

Skimming a text; *actually, in fact*

### Speaking

Making small talk, keeping a conversation going

## LANGUAGE

## 1A

### 1A Connected

Sts read a text about the changing face of communication in the digital age. They then do a questionnaire to find out how they communicate with their friends, and discuss the findings.

### Grammar

Present simple and continuous; action and state verbs

### Vocabulary

Communication (*access the Internet, check Facebook/your emails, check your phone, comment on a post, get a text message/an email, give someone a call, go online, keep in touch with someone, reply to a text message/an email, share something on social media, speak to someone face to face*)

### Pronunciation

Sentence stress

### Communication

Talking about your experiences

## WARMER

Write the word *communication* on the board. Ask: *What forms of communication can you think of?* Elicit a few ideas, e.g. speaking face to face, writing emails. Put sts into pairs to brainstorm ideas. Bring sts' ideas together on the board and ask: *Which of these do you use at work? Which do you use with friends?*

- 1 Sts look at the pictures and order the communication phrases from the one they do the least often (1) to the one they do the most (6). Put sts into pairs to compare their answers. Ask some pairs to tell the class which of their answers were similar, and which were different.

### 3 x PRACTICE *SB page 4, exercise 1*

- 1 Do the exercise as normal. To check answers, call out each phrase in turn and ask: *Who put number 6 for this?* Ask a student who put that number to tell the class when they use that form of communication.
- 2 Ask sts to cover the phrases. In pairs, sts look at the pictures and try to remember the phrases. They can look at the phrases again to check.
- 3 In pairs, ask sts to write questions for their classmates using four of the phrases in exercise 1, e.g. *How often do you get text messages? Do you always check your phone after class?* Put pairs together into groups of four to ask and answer the questions. Get feedback on their answers.

**Go to Vocabulary practice:** communication, SB page 136/TB page 285.

Sts will find more language presentation and practice for communication vocabulary here. Do these exercises with the class, or set them for homework, before continuing with exercise 2 of lesson 1A.



Remind sts to go to the app for further self-study practice of communication vocabulary.

- 2 Read out the task and explain *keep in touch* if necessary. Give one or two examples of people you keep in touch with in different ways, then put sts into pairs to discuss their answers. Ask some sts to tell the class something they learned about their partner.

- 3 **A** Check that sts understand *parcel*. Sts work in pairs to read the sentences and decide if they are true (T) or false (F). Elicit one or two examples, encouraging sts to give reasons for their answers.

**B** Sts read the text to check their answers to exercise 3A and correct the false sentences. Check answers.

### Answers

- 1 F. We speak to each other face to face less nowadays.
- 2 F. Our phone calls are shorter today compared to ten years ago.
- 3 T
- 4 F. People in the USA send fewer letters and parcels nowadays.
- 5 F. At the moment, we are sending two million emails per second.
- 6 T

- 4** Which piece of information in the text did you find most surprising? Do you agree with Tina and Rob?
- 5 A** Look at the highlighted verbs in Tina's comment and answer the questions.
- Which four verbs are in the present simple? Which verb is in the present continuous?
  - Which two verbs describe actions? Which three verbs describe states?
- B** Choose the correct options to complete the rules.
- We use the present *simple / continuous* to talk about things that happen regularly or things that are always true.
  - We use the present *simple / continuous* to talk about actions that are happening now or actions that are temporary.
  - We can't use the present continuous for *action / state* verbs.
- 6** Read the Grammar box. Then look at the sentences in exercise 3A again. Do they contain action or state verbs? What tense are they?



**Grammar present simple and continuous; action and state verbs**

**Present simple with action and state verbs:**

*I call my brother at least once a week. I'm so thirsty right now. I need some water. NOT ~~I'm needing some water.~~*

**Present continuous with action verbs:**

*I'm calling you from New York! We're studying French this year.*



**Go to Grammar practice:** present simple and continuous; action and state verbs, page 112

- 7 A** 1.3 **Pronunciation: sentence stress** Listen to the sentences. Do we stress the auxiliary verbs *be* and *do*?
- Are you trying to access the internet?
  - Do you need a new laptop?
  - The internet doesn't seem slow at the moment.
  - Why are you using my tablet?
- B** 1.3 Listen, check and repeat.
- 8 A** Complete the sentences with the correct tense of the verbs in brackets.
- I \_\_\_\_\_ (not check) my text messages when I'm having a coffee with friends.
  - The price of desktop computers \_\_\_\_\_ (go) down at the moment.
  - I \_\_\_\_\_ (like) looking at the selfie photos that my friends post on social media.
  - At the moment I'm studying English online, so I \_\_\_\_\_ (need) the internet on my phone.
  - I \_\_\_\_\_ (look) for a new phone because my phone is very old.
  - Most people \_\_\_\_\_ (have) friends on Facebook that they never talk to face to face.
- B** In pairs, discuss the sentences in 8A. Which sentences do you agree with or are true for you?

**Go to Communication practice:** Student A page 156, Student B page 166

- 9** Complete the questionnaire and discuss your answers in pairs.

**How do you communicate?**

- When I want to meet up with friends, I normally ...  
message them on Facebook.  text them.   
call them.
- When I'm feeling happy and I want to share good news with people that live far away, I ...  
send a text message.  send a letter.   
arrange to meet up.
- When I'm feeling sad, I prefer to speak to people ...  
on the phone.  on Skype.  face to face.
- On my best friend's birthday, I usually send ...  
a message on social media.  a text.  a card.
- I usually share important photos ...  
using a messaging app.  by email.   
on social media.
- When I want to keep in touch with old friends, I usually ...  
contact them on social media.  email them.   
give them a call.

- 4** Sts discuss the questions in pairs. Get feedback on sts' answers.
- 5 A** Sts look at the highlighted verbs in Tina's comments. Ask the questions and check that sts understand the difference between *actions* and *states*. Explain if necessary that action verbs describe things that people do, e.g. *walk, speak, look*; state verbs describe things that people feel, or things that just exist, e.g. *be, seem, know*. Elicit the answers.

**Answers**

- 1 present simple: 's, don't write, seems, need  
present continuous: 'm organizing
- 2 actions: don't write, 'm organizing  
states: 's, seems, need

- B** Sts read the rules and choose the correct options to complete them. They could work in pairs for this. Check answers with the class.

**Answers**

- 1 simple 2 continuous 3 state

- 6** Read the Grammar box with the class. Sts look at the sentences in exercise 3A again and decide if they contain action or state verbs and which tense they are. Check answers.

**Answers**

- 1 speak: action, present simple  
2 are: state, present simple  
3 seems: state, present simple; prefer: state, present simple  
4 send: action, present simple  
5 are sending: action, present continuous  
6 visit: action, present simple; are: state, present simple

**Grammar**

Read the Grammar box with sts about the present simple and continuous with action and state verbs. Explain that we use the present simple for regular actions and things that are always true, and we use the present continuous for actions happening now. However, some verbs are state verbs, and we DON'T use these verbs in the present continuous. We use the present simple with these verbs, even if we are talking about something that is happening now: *I want to go home now*. NOT *I'm wanting to go home now*. Examples of state verbs are *like, want, need* and *have*. Ask questions to check concept.

**Concept check questions:**

*Which verb form do we use for regular actions in the present?* (present simple). *Which do we use for things that are always true?* (present simple). *Which verb form do we use for things that are happening now?* (present continuous). *Can we use action verbs in the present simple and present continuous?* (yes). *Speak and write – action verbs or state verbs?* (action verbs). *Like, want, need and have – action verbs or state verbs?* (state verbs). *Can we use state verbs in the present simple and present continuous?* (no – just the present simple)

**Go to Grammar practice:** present simple and continuous; action and state verbs, SB page 112/TB page 237. Sts will find more language reference, presentation and practice for the present simple and continuous with action and state verbs here. Do these exercises with the class, or set them for homework, before continuing with exercise 7A of lesson 1A.



Remind sts to go to the app for further self-study grammar practice of the present simple and continuous with action and state verbs.

- 7 A** 1.3 Play audio track 1.3. See the SB page opposite for audio script. Sts listen and observe the sentence stress. Ask whether we stress the auxiliary verbs *be* and *do*. Don't confirm the answer yet.

- B** 1.3 Play audio track 1.3 again. Sts listen and check their answer, then listen again and repeat.

**Answer**

We stress only the negative form of auxiliary verbs *be* and *do*.

- 8 A** Sts read the sentences and complete them with the correct verb forms. Check answers with the class.

**Answers**

- 1 don't check  
2 is going  
3 like  
4 need  
5 'm looking  
6 have

- B** Sts discuss in pairs which sentences in 8A they agree with, and which are true for them. Get feedback on their discussions.

**Go to Communication practice**

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 156. All 'Student B' sts should go to SB page 166. Go to TB page 325 for the teacher notes. Do the activity then continue with exercise 9 of lesson 1A.

- 9** Sts read and complete the questionnaire. Put sts into pairs to compare their answers. Get feedback on their answers and discuss as a class who communicates the most online and who uses other forms of communication more.

**PERSONAL BEST**

Sts can practise using state verbs further. They write four sentences using these verbs in the present simple. Sts can compare their answers in pairs.

With weaker sts, write four state verbs on the board, e.g. *like, want, need, have*. Sts work in pairs and write a sentence using each one in the present simple. Ask some sts to read their sentences to the class.

## 1B Smart living?

- 1 What do you use your smartphone for? What do you think of people who constantly check their phones?

### Skill skimming a text

Before you read a text in detail, get a general idea of the topic of the text and of each paragraph.

- Read the title of the text and look at any images. Can you predict what the text is about?
- Quickly read the first paragraph. This will confirm the topic and can give you an idea of the text content and organization.
- Read the first sentence of each paragraph. This can give you information about the main idea of each paragraph.



- 2 Read the Skill box. Then look at the title of the text, the picture and the first paragraph on page 7. Do you think the writer had a positive or negative experience without his smartphone?
- 3 Read the first sentences of paragraphs 2–6. What is the main idea of each paragraph? Match the paragraphs with ideas a–e.
- |   |  |
|---|--|
| a With no smartphone, he felt less tired. | d There were more advantages than disadvantages. |
| b He worked better.                       | e He found things to do to entertain himself.    |
| c He communicated more face to face.      |  |

- 4 Read the complete text. Are the sentences true (T) or false (F)? Correct the false sentences.

- |  |       |
|--|-------|
| 1 The writer stopped using his smartphone because of an article he read. | _____ |
| 2 Normally his smartphone distracts him when he's working.               | _____ |
| 3 He has become a better listener when he's with friends.                | _____ |
| 4 He doesn't enjoy reading books and newspapers any more.                | _____ |
| 5 The light from smartphone screens helps us to sleep.                   | _____ |
| 6 The writer now uses his smartphone differently from before.            | _____ |

- 5 Read this sentence from the text. Which word is used to express surprise that something unexpected happened?

'I actually talked to people more and felt more connected to them, although we weren't in constant contact online.'

### Text builder *actually, in fact*

To say that something is surprising or unexpected, we can use **actually** or **in fact**:

*I was worried that I would be bored without my phone as entertainment, but **actually** I enjoyed it.*

*I thought living without a smartphone would be hard, but **in fact** it was quite easy.*

**Look!** We can use **actually** at the start of a phrase, before a main verb, or after *be*.  
We usually use **in fact** at the start of a phrase.

- 6 Read the Text builder. Match 1–4 with a–d.
- |   |   |
|---|---|
| 1 My friends say I'm addicted to my new smartphone. | a but it was actually on yesterday, not today.    |
| 2 My teacher's surprised because                    | b Actually, I don't use it as much as my old one. |
| 3 Tim thought the film was on at 8.30 this evening, | c but in fact I'm staying at home.                |
| 4 I thought I was going away this weekend,          | d I actually passed the exam!                     |
- 7 Could you live without your smartphone for a week? In pairs, discuss what you think the experience would be like.

## 1B Smart living?

Sts read about someone who spent a week without their smartphone and discuss what it would be like living without their smartphone for a week.

### Reading

Sts read a text about someone who decided to live without their smartphone for a week.

### Skill

Skimming a text

### Text builder

*actually, in fact*

### WARMER

Ask: *What kind of phone do you have? Do you always have your phone with you? When are you away from it? Elicit a few answers, then ask: How would you feel if you lost your phone? Why?* Elicit a range of answers.

- 1 Read out the title of the lesson *Smart living?* Elicit or explain that *smart* usually means 'intelligent', but when we use it to describe devices such as mobile phones, it means 'able to connect to the internet'. Sts discuss the questions in pairs. Get feedback on their discussions.

### Skill

Read the Skill box with sts about skimming a text. Check they understand *predict* and *confirm*. Point out that predicting the content of a text before you read can help you to understand it better.

- 2 Sts look at the title of the text and the picture, then read the first paragraph. Ask: *Do you think the writer had a positive or negative experience? Why?* Elicit a range of answers.
- 3 Ask sts to read through sentences a-e. Read out the first sentence of paragraph 2 and ask: *Which idea, a-e, does it match?* (b). Sts read the first sentence of the remaining paragraphs and match each one with ideas a and c-e. Check answers with the class. Point out to sts that they now have a clear idea of what the text is about, even though they haven't read the whole text yet.

### Answers

2 b 3 c 4 e 5 a 6 d

- 4 Check that sts understand *distract*. Sts read the complete text and decide if the sentences are true (T) or false (F). Remind them to correct the false sentences. Check answers.

### Answers

- 1 F. His phone died and he had to wait a week for a new one.
- 2 T
- 3 T
- 4 F. He says he'd forgotten how much he loves books and newspapers.
- 5 F. The opposite is true. The blue light from smartphone screens wakes us up when we're trying to get to sleep.
- 6 T

- 5 Read out the sentence and elicit which word expresses surprise that something unexpected happened.

### Answer

actually

### Text builder

Read the Text builder box with sts about *actually* and *in fact*. Explain that we often use these words to say that something surprising is true. Read out the example sentences and point out that we often express an idea or opinion, then use *actually* or *in fact* to correct it and say something surprising. Point out that we can use *actually* or *in fact* at the start of a phrase, e.g. *I wasn't looking forward to the party, but actually it was fun.* We can also use *actually* before a main verb, e.g. *I actually enjoyed the party,* or after *be*: *The party was actually fun.* Ask questions to check concept.

### Concept check questions:

*What can we express using 'actually' or 'in fact'? (something surprising). Where in the sentence can we use them both? (at the start of a phrase). Where else can we use 'actually'? Before or after a main verb? (before). Before or after the verb 'be'? (after). I use actually my phone a lot – correct? (no – I actually use my phone.) She actually is quite young – correct? (no – She is actually quite young.)*

- 6 Sts match the sentence beginnings with the endings. Check answers.

### Answers

1 b 2 d 3 a 4 c

- 7 Read out the question, then put sts into pairs to discuss what it would be like. Ask them to make notes on the advantages and disadvantages they think there would be. Get feedback from sts on their discussions and build up a list on the board of potential advantages and disadvantages of living without your smartphone for a week. Ask: *Do you think the experience would be positive or negative overall? Why?* Elicit a range of answers.

# A WEEK WITHOUT MY *smartphone*



by David Sharpe

- 1 When I read that we spend three hours every day checking our smartphones, I was surprised. What was I missing in the real world when walking down the street, lost in a virtual world of social media updates and videos of dogs on bicycles? I promised myself I would use my smartphone less ... but it didn't happen. But then my phone died and I had to wait a week for a new one. Would I survive? I thought it would be hard, but in fact it was quite easy – and surprising in a good way for a number of reasons!
- 2 The first consequence was quite amazing – on the first day in the office without my phone, I was thinking more deeply and concentrating more. I had re-discovered my brain! Not having access to my favourite apps meant that I wasn't interrupted every five minutes by social media alerts, football scores and WhatsApp group messages. Without these distractions I was more productive and felt satisfied that I'd done a better job.
- 3 Another consequence was that I actually talked to people more and felt more connected to them, although we weren't in constant contact online. At lunch with friends one day, I realized I was being more responsive to their news and sympathetic to their problems because I wasn't constantly checking my phone. Another day I was in a new city and I asked people for directions instead of using an app. Their kindness made me feel welcome, and I discovered my brain has a very good GPS!
- 4 I was worried that I would be bored without my phone as entertainment, but actually I enjoyed it – I'd forgotten how much I love books and newspapers. I'd also forgotten how much I enjoyed doing Sudoku puzzles. I had an app for that on my smartphone, but never used it. Doing one every day in the newspaper felt a lot more special and it became part of my morning routine. My brain felt a lot sharper and much more ready for the day ahead as a result.
- 5 One completely unexpected consequence of not having a smartphone was that I slept so much better and felt more awake in the morning. At night I relaxed with a book before going to sleep, instead of watching Netflix or reading the news on my phone. Apparently, the blue light from smartphone screens makes our brain think it's morning, so it's releasing chemicals to wake us up, just when we're trying to get to sleep. That's not very smart!
- 6 Of course, at times it was extremely inconvenient to have no mobile internet connection, but all in all, there were a lot of benefits in not being connected 24/7. Although I was jumping for joy when my new smartphone arrived, I'm a lot more careful about how much I use it now. So, if you think you use your smartphone too much, put it away for a few days and see what happens. You never know, you may become smarter!

### Personal Best

Have you ever lived without something for a period of time? Write two or three sentences about the experience.

7

## PERSONAL BEST

Sts can practise talking about their own experiences further. They think about something they have lived without for a period of time and write two or three sentences about the experience. If sts are struggling for ideas, elicit a few things they could write about, e.g. living without their laptop, TV, hot water, heating in their flat, etc. Sts can compare their sentences in pairs. Get feedback on their answers. Ask: *What are the worst things to live without? Why?*

With weaker sts, brainstorm some ideas about things it would be difficult to live without, e.g. TV, hot water, heating in your flat, a credit card, etc. and write them on the board. Sts work in pairs and discuss which would be the most difficult to live without and why. Get feedback on their discussions.

## EXTRA PRACTICE

With books closed, write the following matching task on the board:

- |                     |              |
|---------------------|--------------|
| 1 a virtual         | a puzzle     |
| 2 social media      | b connection |
| 3 a Sudoku          | c world      |
| 4 my morning        | d screen     |
| 5 a smartphone      | e alerts     |
| 6 a mobile internet | f routine    |

Sts work in pairs and match the halves of the phrases. They can check their answers in the text. Check answers, and check that sts understand all the phrases.

### Answers

1 c 2 e 3 a 4 f 5 d 6 b

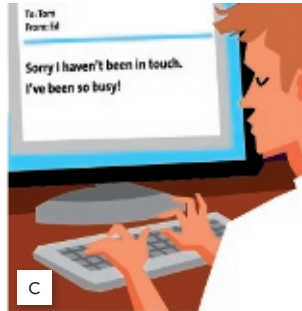
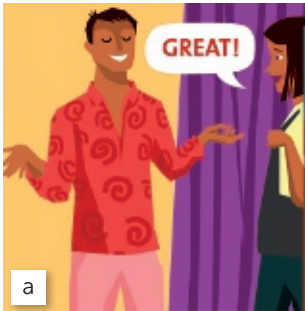
## EXTRA PRACTICE

Ask sts to imagine some more negative consequences of not having their smartphone for a week. Brainstorm some ideas about what could happen, e.g. missing a party because they didn't get a message, missing an important appointment, getting lost because they didn't have GPS or missing a date with someone they like. Put sts into pairs and ask them to write an alternative paragraph for the text, which presents a more negative view. Encourage sts to use their imagination, and point out that their paragraph doesn't have to be completely serious! Monitor and help while sts are working. Ask pairs in turn to read their paragraphs to the class. See whose week without their smartphone was the most disastrous!



## 1C Liar, liar


- 1 In pairs, answer the questions.
- 1 What are the people in the pictures lying about?
  - 2 What other things do people often tell lies about? Make a list.



Go to Vocabulary practice: say, tell, speak and talk, page 136

- 2 A In pairs, do the quiz 'The truth about lying'.

### THE TRUTH ABOUT LYING



- How often do people tell lies?
  - twice a month
  - twice a week
  - twice a day
- What do people lie about most frequently?
  - work
  - money
  - unimportant things
- How do people usually answer the question, 'When did you last tell a lie?'
  - 'I never lie.'
  - 'I can't remember.'
  - 'Some time today.'
- How can you know when people are lying?
  - They don't look directly at you.
  - They move their hands a lot.
  - They give unnecessary information.
- Is communication technology making us less honest?
  - yes
  - no
- Do men lie more often than women?
  - yes
  - no
- Do men and women lie about the same things?
  - yes
  - no

B 1.5 Listen and check your answers. Which answer surprised you most?

- 3 Cover the quiz. Complete the questions from memory. Then check your answers in the quiz.

- \_\_\_\_\_ lies?
- \_\_\_\_\_ most frequently?
- \_\_\_\_\_ last \_\_\_\_\_ a lie?
- \_\_\_\_\_ when people are lying?
- \_\_\_\_\_ us less honest?

- 4 A Look at questions 1–5 in exercise 3. How do we form most questions? Choose the correct structure, a or b.

- (question word/s) + auxiliary verb + subject + main verb
- (question word/s) + main verb

B Look at question 2 in exercise 3. Is the preposition before the question word or after the main verb?

## 1C Liar, liar

Sts learn the difference between *say*, *tell*, *speak* and *talk*. They do a quiz about when and how often people tell lies and listen to three short conversations in which people tell white lies. They study question forms, and practise intonation in questions. Finally, they practise asking and answering questions about themselves.

### Grammar

Question forms

### Vocabulary

**say** *hello/goodbye/sorry/thanks/congratulations, something (to someone)*

**speak** *a language*

**speak/talk** *to someone about something, quickly/slowly/loudly*

**tell** *someone something/a story/a joke/a lie/the truth/a secret*

### Pronunciation

Question intonation

### Communication

Asking and answering personal questions

## WARMER

Read out the lesson title *Liar, liar* and elicit or explain the meaning. Explain that there is a children's rhyme, which children say to each other if they think someone is lying: *Liar, liar, pants on fire!* Point to the picture in exercise 2 and elicit or explain that there is also a saying that if you tell lies, your nose will grow longer. Ask sts if there are any sayings or rhymes to do with lying in their language. Elicit a range of answers from individual sts.

- 1** Sts look at the pictures and discuss the questions in pairs. Take feedback and discuss as a class the most common reasons for lying.

### Answers

- 1 a** She's lying about liking his shirt.  
**b** She's lying about where she is/what she's doing.  
**c** He's lying about being busy.  
**d** She's lying about her dinner being ready.  
**2** Sts' own answers

**Go to Vocabulary practice:** *say*, *tell*, *speak* and *talk*, SB page 136/TB page 285.

Sts will find more language presentation and practice for *say*, *tell*, *speak* and *talk* here. Do these exercises with the class, or set them for homework, before continuing with exercise 2A of lesson 1C.



Remind sts to go to the app for further self-study vocabulary practice of *say*, *tell*, *speak* and *talk*.

- 2 A** Sts do the quiz in pairs. Encourage them to discuss each question in turn and the possible answers before they choose the one they think is the most likely. Elicit some possible answers, but don't confirm them.

**B** 1.5 Play audio track 1.5. Sts listen and check their answers. Discuss as a class which answer sts found the most surprising and why.

### 1.5 Audio script

**Question 1:** Most studies agree that we tell lies at least twice a day. So the correct answer is 'c'.

**Question 2:** The most common lies are little lies about things that aren't that important, like 'I have to go now – I have some work to do' or 'Yes, those trousers look great on you'. We say things like this to others in order to protect other people's feelings. So the correct answer is 'c'.

**Question 3:** We lie a lot, but we usually forget our lies because, as I mentioned before, we normally lie about small, unimportant things. We don't remember these little lies. So the correct answer is 'b'.

**Question 4:** When they're telling a lie, liars often add extra, unnecessary information. But it doesn't help to look at body language. So the correct answer is 'c'.

**Question 5:** Technology hasn't really had an effect on our honesty. We're usually more honest when we write and less honest when we speak. This is because we know people can check what we have written! So the correct answer is 'b'.

**Question 6:** Most studies say men lie more. So the correct answer is 'a'.

**Question 7:** Men and women usually lie about different things. Women often tell 'white lies' – little lies to protect other people's feelings. Men usually lie in order to save money. So the correct answer is 'b'.

### Answers

1 c 2 c 3 b 4 c 5 b 6 a 7 b

- 3** Sts cover the quiz and complete the questions from memory. They could work in pairs for this. Discuss as a class which questions they made mistakes with, and what kinds of mistakes they made.

### Answers

- 1 How often do people tell 2 What do people lie about  
 3 When did you, tell 4 How can you know  
 5 Is communication technology making

- 4 A** Sts look at questions 1–5 in exercise 3 again, then choose the structure that matches the questions. Check the answer with the class.



### Answer

a

**B** Refer sts back to question 2 in exercise 3 and ask the question. Point out that many learners of English find it difficult to remember that the preposition comes after the main verb. Give, then elicit, one or two more examples, e.g. *Who were you talking to? What are you looking at?*

### Answer

after the main verb

- 5 A**  1.6 Listen to people telling a lie in three conversations. What is each person lying about? Write the conversation number (1–3).
- a receiving text messages \_\_\_\_\_ b eating chocolate \_\_\_\_\_ c liking someone's food \_\_\_\_\_
- B**  1.6 Listen again and complete the questions.
- 1 Who \_\_\_\_\_ all of my chocolate?      3 Who \_\_\_\_\_ more banana and potato sandwiches?  
2 What \_\_\_\_\_ to you last night?
- 6** Look at the questions in exercise 5B. Choose the correct options to complete the sentences. Then read the Grammar box about the different question forms.
- 1 In these questions, we *know* / *don't know* the subject of the verb.  
2 We use the *positive* / *question* form of the verb.

 **Grammar** question forms

**Object questions:**

*Where do you work?*  
*What are you doing at the moment?*  
*Where did you go to university?*  
*Have you finished?*

**Questions with prepositions:**


*Where do they come **from**?*  
*Who did you play tennis **with**?*

**Subject questions:**

*Who called me?* NOT *Who did call me?*  
*Who wants coffee?* NOT *Who does want coffee?*  
*Who invented the telephone?* NOT *Who did invent the telephone?*



**Go to Grammar practice:** question forms, page 113

- 7**  1.8 **Pronunciation:** question intonation Listen to four of the questions from this lesson. Does the intonation go up (↗) or down (↘) at the end of the questions?
- 1 Have you finished?      3 What happened to you last night?  
2 How often do people tell lies?      4 Do men lie more often than women?
- 8 A** Complete the questions with an auxiliary verb from the box if necessary. Which question doesn't need an auxiliary?
- do (x2)   did (x5)   have
- 1 \_\_\_\_\_ you usually tell little white lies to protect people's feelings?  
2 When \_\_\_\_\_ you last tell a little white lie? What \_\_\_\_\_ you lie about?  
3 When you were younger, \_\_\_\_\_ you tell your parents lies? \_\_\_\_\_ you tell the truth later?  
4 Who \_\_\_\_\_ tells the best jokes in your family?  
5 \_\_\_\_\_ you usually say hello to people you don't know in the street?  
6 \_\_\_\_\_ you ever told someone that they can't cook well? What \_\_\_\_\_ they say?
- B** In pairs, decide if the intonation goes up or down at the end of the questions in 8A. Then ask and answer the questions.

**Go to Communication practice:** Student A page 156, Student B page 166


- 9** Ask and answer the questions in pairs.
- 1 Who helped you with your homework as a child?  
2 Who taught you how to ride a bike?  
3 What happened on your first day of school?  
4 Who taught you how to drive?  
5 Which author wrote your favourite book?  
6 What happened on your first day at work?



**Personal Best**


Write four questions to ask your partner about his/her life.

9

- 5 A**  1.6 Allow sts time to read the three situations in which people tell lies, then play audio track 1.6. See TB page 354 for audio script. Sts listen and write the correct number next to each situation. Check answers.

**Answers**

a 2 b 1 c 3

- B**  1.6 Allow sts time to read the gapped questions, then play the audio again. Sts listen and complete the questions. Check answers.

**Answers**

1 ate 2 happened 3 wants

- 6** Sts look at the questions in exercise 5B again, then read the sentences and choose the correct options to complete them. They could work in pairs for this. Check answers.

**Answers**

1 don't know 2 positive

 **Grammar**


Read the Grammar box with sts about question forms. Explain that when we ask about the object of a verb, we use an auxiliary verb: *Who does John know?* (He knows Jack). Point out that in present simple and past simple questions, the main verb is in the infinitive form (*do you know/did you know*). When we ask about the subject of a verb, we don't use an auxiliary verb, and the word order is the same as in statements: *Who knows John?* (Jack knows him). Remind sts that prepositions in questions come after the main verb. Ask questions to check concept.


**Concept check questions:**

*Which kinds of questions have auxiliaries?* (object questions). *Why are they called object questions?* (because we are asking about the object of the verb). *What are we asking about in subject questions?* (the subject of the verb). *Do we use auxiliary verbs in subject questions?* (no). *What is the word order in subject questions?* (the same as in statements). *What do you want? – subject or object question?* (object question). *Who wants a drink? – subject or object question?* (subject question). *Where do prepositions come in questions?* (after the main verb)

**Go to Grammar practice:** question forms, SB page 113/ TB page 239.

Sts will find more language reference, presentation and practice for question forms here. Do these exercises with the class, or set them for homework, before continuing with exercise 7 of lesson 1C.

 **Remind sts to go to the app for further self-study grammar practice of question forms.**

- 7**  1.8 Allow sts time to read through the questions, then play audio track 1.8. See the SB page opposite for audio script. Sts listen and decide if the intonation goes up or down. Play the audio again for sts to check their answers and repeat. Elicit that the intonation usually goes up for *yes/no* questions, and down for *Wh-* questions.

**Answers**

1 up 2 down 3 down 4 up

**3 x PRACTICE** SB page 9, exercise 7

- Do the exercise as normal. To check answers, read out each question with rising and then falling intonation and ask: *Which is correct?* Elicit answers, then play track 1.8 for sts to listen, check and repeat.
- Hum the intonation of the first question by humming each syllable and focusing on the rising intonation. In pairs, sts practise doing the same with each question. Ask some sts to hum one of the questions for the class. The class can listen and guess which question it is.
- Read out the first question and elicit ways in which it could be changed, e.g. *Have you had dinner? Has your class finished?* In pairs, sts change the questions so that they are different, but keep the same intonation pattern. They can practise asking and answering their new questions in pairs.

- 8 A** Sts complete the questions with the correct word(s) and decide which question doesn't need an auxiliary. Check answers.

**Answers**

1 Do 2 did, did 3 did, Did 4 – 5 Do 6 Have, did

- B** In pairs, sts read the questions again and decide if the intonation goes up or down. Check answers. Sts then practise asking and answering the questions in pairs. Get feedback on their answers.

**Answers**1 up 2 down; down 3 up; up 4 down 5 up  
6 up; down**Go to Communication practice**

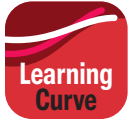
Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 156. All 'Student B' sts should go to SB page 166. Go to TB page 325 for the teacher notes. Do the activity, then continue with exercise 9 of lesson 1C.

- 9** Sts ask and answer the questions in pairs. Take feedback.

**PERSONAL BEST**

Sts can practise asking and answering questions further. They write four more questions to ask a partner, then ask and answer the questions in pairs.

With weaker sts, brainstorm three or four more questions with the class and write them on the board. Sts can then ask and answer the questions in pairs. Ask some sts to tell the class something they learned about their partner.



## 1D Small talk

- 1 A** Read the definition of *small talk* and look at the topics. Which topics do people typically discuss when they make small talk?

**small talk** *noun* polite and informal conversation about light topics, often between people who don't know each other well.

- B** In pairs, discuss the questions.

- When did you last make small talk?
- Where were you?
- Who did you talk to?
- What did you talk about?



- 2** 1.9 Watch or listen to the first part of a webshow called *Learning Curve*. Ethan catches a train and a passenger makes small talk with him. Who are sentences 1–6 about? Tick (✓) *Ethan* or *passenger*.

	Ethan	passenger
1 He starts the conversation.	<input type="checkbox"/>	<input type="checkbox"/>
2 He asks where the other person is going.	<input type="checkbox"/>	<input type="checkbox"/>
3 He's going to City Island.	<input type="checkbox"/>	<input type="checkbox"/>
4 He asks where the other person is from.	<input type="checkbox"/>	<input type="checkbox"/>
5 He's from Pennsylvania.	<input type="checkbox"/>	<input type="checkbox"/>
6 He asks about the other person's job.	<input type="checkbox"/>	<input type="checkbox"/>



- 3** 1.9 Complete the sentences from the conversation with the words in the box. Watch or listen again and check.

so nice mind ahead have excuse sounds living

- |   |                                     |
|---|-------------------------------------|
| 1 _____ me. Does this train go to the baseball stadium? | 5 What do you do for a _____?       |
| 2 Would you _____ if I sat here?                        | 6 Well, that _____ interesting.     |
| 3 Uh, no. Go right _____.                               | 7 Hey, it was _____ talking to you! |
| 4 _____, where are you going?                           | 8 _____ fun at the game!            |



### Conversation builder making small talk

#### Starting the conversation

Excuse me ...  
Is anyone sitting here?  
Would you mind if I sat here?  
Beautiful day, isn't it?

#### Asking about the person/situation

Are you having a good time/journey/day?  
Are you from around here?  
So, what do you do for a living?  
And what does that involve?  
I love your phone. Is it new?

#### Ending the conversation

Nice talking to you.  
Great to meet you.  
Have a lovely evening.

- 4** Read the Conversation builder. Make small talk with your partner. Imagine it's your first English class and you've never met.



## 1D Small talk

Sts hear someone making small talk and then keeping a conversation going. They then practise starting a conversation and keeping it going.

### Speaking

Sts watch a video or listen to a recording of someone making small talk and keeping a conversation going. They then practise making small talk and keeping a conversation going.

### Conversation builder

Making small talk, e.g. starting the conversation and asking questions about someone's situation

### Skill

Keeping a conversation going, e.g. *That's interesting? Really?*

### WARMER


Ask: *Do you ever talk to people you don't know? Where do you do this?* Elicit answers from individual sts, and elicit the idea of starting a conversation on a bus or train, at a bus stop, etc. Ask: *What kinds of things do you talk about in these situations?*

**1 A** Read out the definition and make sure sts understand it. Discuss as a class which topics people typically discuss when they make small talk.

**B** Sts discuss the questions in pairs. Ask some pairs to tell the class about their experiences. You could ask some general questions about small talk, e.g. *Who is more likely to make small talk – young people or older people? Why? Are people in some towns or cities more likely to make small talk than in others? Why?*




Each unit features an episode of *Learning Curve*, a web show intended for international students to engage in English language and culture. It is presented by a range of hosts who present documentaries and vox pops (in B lessons which focus on listening skills) and also talk about their personal lives through video diaries (in D lessons which focus on speaking skills). You and your students can watch the videos in class, or download them from the Learning Platform to watch at home. You can watch the episode in its entirety (for enjoyment or familiarization purposes), or you can break it down into more manageable chunks, as recommended in each lesson. It is also available as an 'audio-only' option for teaching environments without access to video. Students hear speakers from the UK and the USA (exposing them to both British and American English accents) as well as from other countries. The video allows students to practise particular speaking skills and gives them exposure to features of natural spoken speech. See TB page 00 for more information on *Learning Curve*.

**2**  1.9 All the D lessons in this level which focus on speaking skills are accompanied by video. In this lesson, Ethan makes small talk on a train and at a party. Allow sts time to read through the sentences. Model pronunciation of *Pennsylvania*. Play video/audio track 1.9 for sts to watch/listen. See TB page 354 for video/audio script. Sts watch or listen to identify who each sentence is about, Ethan or the passenger. Check answers with the class.

#### Answers

- 1 passenger 2 passenger 3 Ethan 4 Ethan  
5 passenger 6 passenger

**3**  1.9 Sts read the sentences and complete them with the correct words. Play the track again for sts to watch or listen, pausing so that they can check their answers and hear them in context.

#### Answers

- 1 Excuse 2 mind 3 ahead 4 So 5 living 6 sounds  
7 nice 8 Have

### 3 x PRACTICE SB page 10, exercise 3

- Do the exercise as normal. Before you play track 1.9, ask: *What do you think is the first missing word? Who has a different answer?* Elicit the answers, and encourage sts to give reasons for their answers.
- Ask sts to cover the sentences in the exercise. In pairs, sts look at the words in the box and try to remember the sentences. They can look at the sentences again to check.
- In pairs, sts prepare a new short conversation using sentences 1-8 and their own imagination. Allow them time to practise their conversations, then nominate pairs to perform their conversations for the class.

### Conversation builder

Read the Conversation builder box with sts about making small talk. Make sure they understand the different categories of phrases, e.g. *Starting the conversation, Ending the conversation*. Point out that with phrases such as these, it is important to use a range of intonation in order to sound friendly. Ask questions to check concept.

#### Concept check questions:

*I get onto a bus or train. How can I start a conversation with someone? (Excuse me. Is anyone sitting here?) How can I ask where someone lives? (Are you from around here?) How can I ask about someone's job? (What do you do for a living?) How can I ask about something they own? (I love your ... Is it new?) How can I end the conversation? (Great to meet you.)*

**4** Model a small-talk conversation with a student. Sts then work in pairs to make small talk with each other. They could repeat with a different partner for extra practice, or they could move around the classroom and make small talk with a range of different sts.



**5** **1.10** Watch or listen to the second part of the show. Ethan goes to a party and meets Cindy for the first time. Tick (✓) the topics that Cindy and Ethan talk about.

- 1 Penny and Taylor's apartment
- 2 their families
- 3 their jobs
- 4 how they know Penny and Taylor
- 5 the food at the party
- 6 the weather



**6** **1.10** Put the sentences (a–i) in order. Watch or listen again and check.

- a  **Cindy** So, what do you do on your webshow?
- b  **Ethan** Oh, you met at work! So, are you having a good time?
- c  **Cindy** Sorry, I don't know Penny that well. By the way, I'm Cindy. I work with Taylor at the gym.
- d  **Ethan** Well, I'm a presenter, a co-host, like Penny.
- e  **Cindy** How do you know Penny and Taylor?
- f  **Ethan** Mmm! Well, I love carrot cake.
- g  **Cindy** It's a great party. I got here early so I could bring my famous carrot cake.
- h  **Ethan** I'm Ethan. I work with Penny on *Learning Curve*. It's a webshow. We're presenters.
- i  **Cindy** Hmm, a presenter, that's interesting. And what does that involve?

**Skill** keeping a conversation going

When we talk to someone we don't know well, we keep the conversation going so we don't run out of things to say.

- Give extra information when you answer a question, e.g. 'Are you from around here?' 'No. I moved here from Brazil six months ago.'
- Respond to a statement with a positive comment, e.g. 'That's interesting! I love Brazil. I've been there twice.'
- Ask open questions to find out more information, e.g. 'Really? What were you doing there?'

**7** Read the Skill box. Answer the questions about the conversation in exercise 6.

- 1 What extra information does Ethan give when he explains how he knows Penny?
- 2 What positive comments do Ethan and Cindy make?
- 3 What open questions does Cindy ask?

**8** In pairs, practise the conversation in exercise 6.

**Go to Communication practice:** Student A page 156, Student B page 166

**9** **A PREPARE** In pairs, choose one of the situations below and think of how you could start a conversation with someone you don't know well.



**B PRACTISE** Take turns to start a conversation. Make small talk and keep the conversation going.

**C PERSONAL BEST** Was it easy to start the conversation and keep it going? What could you do differently next time? Choose another situation and have another conversation.

**Personal Best**

You meet someone new at Penny and Taylor's party. Write the conversation.



- 5 1.10 Ask sts to look at the topics and guess which ones Cindy and Ethan talk about. Play video/audio track 1.10. See TB page 354 for video/audio script. Sts watch or listen and tick the topics they mention. Check answers.

**Answers**

1, 3, 4, 5

- 6 1.10 Sts read the sentences and put them in order. Draw their attention to the examples (numbers 1 and 2 in the boxes). Play the track again for sts to watch/listen and check their answers. Ask them to watch/listen also to find out what Ethan's job involves. Elicit that he does research, presents documentaries and interviews people.

**Answers**

1 e 2 h 3 c 4 b 5 g 6 f 7 a 8 d 9 i

**Skill**

Read the Skill box with sts about keeping a conversation going. Explain that good speakers can use phrases and questions to encourage someone else to keep talking, so that a conversation does not end. Remind sts that in this kind of situation it is important to use a range of intonation to sound friendly and interested.

- 7 Sts look at the conversation in exercise 6 and answer the questions. They could discuss their answers in pairs. Check answers with the class.

**Answers**

- 1 He gives his name and says what his job is.
- 2 Mmm! Well, I love carrot cake. It's a great party. Hmm, a presenter, that's interesting.
- 3 So, what do you do on your webshow? How do you know Penny and Taylor? And what does that involve?

- 8 Sts practise the conversation in exercise 6 in pairs. Remind them to use intonation to sound friendly and interested.

**Go to Communication practice**

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 156. All 'Student B' sts should go to SB page 166. Go to TB page 325 for the teacher notes. Do the activity then continue with exercise 9 of lesson 1D.

- 9 Sts follow the steps to practise starting a conversation with someone they don't know and keeping the conversation going.

**A PREPARE** Sts look at the pictures, choose one and think of an idea for their conversation. Encourage them to think of some suitable open questions to ask, and some possible answers to questions about themselves.

**B PRACTISE** Sts work in pairs to start their conversation and keep it going. Encourage them to use intonation to seem friendly and interested, and to ask open questions to keep the conversation going.

**C PERSONAL BEST** Discuss with sts how easy or difficult they found the task, and what they could improve next time. Sts then choose another situation and practise another conversation. Point out to sts that it might feel artificial to practise in this way, but the more times they practise conversations like this, the easier they will find them when they are in a real-life situation.

**PERSONAL BEST**

Sts can work in pairs and prepare a new conversation at Penny and Taylor's party. They could then practise their conversation in their pairs. Ask some sts to perform their conversations for the class.

Weaker sts can practise their conversation from exercise 9C with a new partner.

**EXTRA PRACTICE**

Put sts into groups of three. Two sts repeat the conversation from exercise 9B, in which they make small talk and keep the conversation going. The third student uses their phone to film the other two. Sts can swap roles and practise again. Watching themselves on film will help sts to evaluate how well they can make small talk and keep a conversation going.