

5 COMMUNICATION

LESSON A ► Making conversation

1 STARTING POINT

Types of people you might meet

A Read about six different types of people you sometimes meet on social occasions. Match the descriptions with the pictures.

<p>1 It's a good idea to try out different topics to get a conversation going, and the conversation starter does just that. <input type="checkbox"/></p>	<p>a</p>	<p>b</p>
<p>2 Talking about your accomplishments too much is often considered rude, but that doesn't stop the braggart. <input type="checkbox"/></p>	<p>c</p>	<p>d</p>
<p>3 Saying nice things about others is customary for the complimenter. <input type="checkbox"/></p>	<p>e</p>	<p>f</p>
<p>4 It's rude to ignore your conversation partner, but the wandering mind does it anyway. <input type="checkbox"/></p>		
<p>5 Talking about topics that interest you is fun. Unfortunately, the bore is interesting to no one else. <input type="checkbox"/></p>		
<p>6 It's usually considered impolite to interrupt people, but the interrupter is always jumping into the conversation out of turn. <input type="checkbox"/></p>		

B Pair work Do you know any people like the six types above? What is it like to have a conversation with them?

"My best friend is kind of an interrupter. She's really nice, but I guess she just gets excited about the conversation and wants to jump in. It can be very annoying."

5 COMMUNICATION

LESSON A ► Making conversation

In this unit, Ss use infinitive and gerund phrases to talk about interpersonal communication in social situations. They also practice using reported speech.

1 Types of people you might meet (STARTING POINT)

Learning aim: Compare different types of people you meet on social occasions and see infinitive and gerund phrases in context (10–15 minutes)

A

- Books closed. Explain the term *good conversationalist*. Ask Ss if they think they are good conversationalists. Write on the board:

What are the qualities of a good conversationalist?

What makes a conversation interesting or boring?

- Ss work in pairs or small groups to discuss the questions. Have several Ss share their ideas with the class.
- On the board, write the name of each type of person on page 36. Ask Ss to predict how each type would act in a conversation.
- Books open. Explain the task and have Ss skim the descriptions. Check that Ss understand the following vocabulary.

Vocabulary

get a conversation going begin or continue a conversation

accomplishments difficult things that someone has completed successfully

customary normal, usual

ignore pay no attention to what someone is saying

out of turn not at the proper time

- Have Ss read the descriptions more carefully and match them to one of the illustrations. Ss work in pairs to compare their answers. Go over answers with the class.

Answers

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

B Pair work

- Explain the task. Read the example description aloud. Ss work in pairs to say if they know any people like the ones described in part A. Encourage Ss to give examples and to ask each other follow-up questions.
- Have Ss share their partner's answers with the class.

Optional activity: Who am I? (10–15 minutes)

Ss practice identifying the different types of people you meet in social situations.

- Ss work in groups. Give each group six slips of paper, each slip with one of the different types of people described in part A. Groups put the slips face down on the table.
- Each group member picks up one slip of paper and plays the role of that type of person while the group makes small talk about a topic such as weather, music, TV shows, etc. At the end of the conversation, group members identify which S played which role.

2 Infinitive and gerund phrases (GRAMMAR)

Learning aim: Practice using infinitive and gerund phrases (20–25 minutes)

Grammar notes

In the structure *it + be + adjective + infinitive* phrase, the subject is *it*.

It's impolite to ask how much money someone makes.

This kind of sentence can be changed to start with a gerund. In this case, the gerund becomes the subject.
Asking how much money someone makes is impolite.

- Books closed. Write on the board:
It's impolite to talk about yourself too much.
Ask: *What else is it impolite to do?* Write Ss' answers on the board using the *it + be + adjective + infinitive* phrase pattern.
- Write on the board:
Talking about yourself too much is impolite.
Ask Ss if the sentences mean the same thing. (Answer: yes) Then ask what is different about the verb *talk*. (Answer: It is an infinitive in the first sentence and a gerund in the second.)
- Ask Ss to come to the board and change their sentences so that the verb is in the gerund form.
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 36 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

Gerund phrases:

2: *Talking about your accomplishments too much is often considered rude, . . .*

5: *Talking about topics that interest you is fun.*

Sentences changed to *It's . . .*:

It's often considered rude to talk about your accomplishments too much, . . .

It's fun to talk about topics that interest you.

B

- Explain the task. Go over any vocabulary Ss don't understand.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. Talking about politics at work or school is inappropriate.
2. It's impolite to use certain gestures in some foreign countries.
3. It's often considered rude to ask someone's age.
4. Addressing a professor by his or her first name isn't unusual in the U.S.
5. It's customary in many cultures to hug friends when you greet them.
6. It's inappropriate in some countries to ask strangers if they're married.

3 What's appropriate? (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using vocabulary to talk about social situations (15–20 minutes)

A

- Read the words and phrases aloud to Ss. Make sure they understand what *neutral* means.
- Explain the task. Have Ss call out any new vocabulary. Ask other Ss to explain the meaning if they can. Help with vocabulary as needed.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

- | | | | |
|------|------|------|-------|
| 1. + | 4. – | 7. – | 10. – |
| 2. – | 5. – | 8. + | 11. ~ |
| 3. + | 6. ~ | 9. – | 12. ~ |

B Group work

- Explain the task. Read the sentences aloud. Ss work in groups to discuss each situation.
- Have a S from each group share their discussion with the class. As a class, discuss which customs or behaviors Ss think would be considered unusual in their country.



To help Ss with speaking skills in this exercise, download the Fresh Idea **Face up, face down** from the Teacher Support Site.

2 GRAMMAR

Infinitive and gerund phrases

It + be + adjective/noun + infinitive phrase is often used to comment on behavior.

These sentences can also be restated with gerund phrases.

It's rude to ignore your conversation partner.

Ignoring your conversation partner **is rude**.

It's a good idea to try out different topics.

Trying out different topics **is a good idea**.

*The word **considered** may also follow **be** in this kind of sentence.*

It's considered impolite to interrupt people.

Interrupting people **is considered impolite**.

*These sentences can also include the phrase **for + person/pronoun**.*

It's customary for the complimenter to say nice things about others.

Saying nice things about others **is customary for the complimenter**.

GRAMMAR PLUS see page 114

A Look at the Starting Point on page 36 again. Can you find more sentences that begin with gerunds? Try to change them into sentences beginning with *it's*.

B Rewrite the sentences using infinitive or gerund phrases. Then compare answers with a partner.

- It's inappropriate to talk about politics at work or school.
Talking about politics at work or school is inappropriate.
- Using certain gestures is impolite in some foreign countries.
- Asking someone's age is often considered rude.
- It's not unusual in the U.S. to address a professor by his or her first name.
- Hugging friends when you greet them is customary in many cultures.
- Asking strangers if they're married is inappropriate in some countries.

3 VOCABULARY & SPEAKING

What's appropriate?

A Are these words and phrases positive (+), negative (-), or neutral (~)? Write the correct symbol next to each word.

- | | | | |
|---------------------|----------------------|------------------|-----------------|
| ___ 1. a compliment | ___ 4. bad form | ___ 7. offensive | ___ 10. strange |
| ___ 2. an insult | ___ 5. inappropriate | ___ 8. polite | ___ 11. typical |
| ___ 3. appropriate | ___ 6. normal | ___ 9. rude | ___ 12. unusual |

B Group work How do you feel about these things? Discuss these situations using the words and phrases in part A.

- You kiss people on the cheek when you meet them.
- You and your classmates interrupt the teacher.
- You stand very close to people when you talk to them.
- You and your parents talk honestly and openly.
- Your best friend calls you after 11:00 P.M.
- You start a conversation with a stranger on a bus or subway.

"It's unusual for me to kiss people I meet on the cheek."



VOCABULARY PLUS see page 134

4 ROLE PLAY

Making small talk

A Small talk is light conversation, often between people who don't know each other. Select the topics that are appropriate for small talk in your culture.

What's Safe for Small Talk?

☐ Children and family

☐ Health problems

☐ Salaries

☐ Current affairs

☐ Hobbies

☐ Sports

☐ Entertainment

☐ Marital status

☐ The weather




B Group work Imagine you are at a party. Start a conversation with one person, keep it going for one minute, and bring it to a close. Then find a new partner and repeat.

"Hi. How's it going?"

"Pretty good. Hey, did you see that soccer game last night?"

"I did! It's amazing to see our team play so well."

"I know! Hey, I should get going, but I'll call you later."

Useful expressions

Conversation openers

How's it going?

Can you believe this weather? It's (awful)!

That's a great (jacket).

Do you know many people here?

Conversation closers

See you later.

Sorry, I've got to run. Talk to you soon.

It was great to meet you.

I should get going. I'll call you later.

5 LISTENING

Party talk

A Listen to three conversations at different parties. Who is speaking in each one?

- | | | |
|---------------------------------|--------------------------|-------------------|
| 1. a. a mother and her son | 2. a. two young students | 3. a. two cooks |
| b. a teacher and her student | b. two older friends | b. two wives |
| c. a woman and her son's friend | c. a father and his son | c. two classmates |

B Listen again. What closing phrase is used to end each conversation?

1. _____ 2. _____ 3. _____

4 Making small talk (ROLE PLAY)

Learning aim: Practice making small talk (15–20 minutes)

A

- Books closed. Ask Ss if they know what small talk is. Ask them to give examples of topics that are appropriate for small talk. Ask them in what situations they usually make small talk.
- Books open. Explain the task. As a class, have Ss call out examples of questions for each topic.
- Ss work individually to complete the activity. Go over answers with the class.

Culture note

For small talk in the United States, it is usual and appropriate to talk about children and family, current affairs, entertainment, hobbies, sports, and the weather.

However, most people stay away from the topics of politics and money during social occasions. Politics is usually a controversial topic, and money is often considered to be a personal topic.

Also, personal details such as health problems and marital issues are usually not appropriate to talk about with acquaintances. Close friends can talk about these subjects, however.

5 Party talk (LISTENING)

Learning aim: Develop skills in listening to identify a speaker and specific phrases (15–20 minutes)

A [CD 2, Track 2]

- Explain the task. Tell Ss to look at the lists of possible speakers. Check that Ss understand the following vocabulary.

Vocabulary

kids an informal way to say *children* or *young people*

overseas in the United States, a country that is across an ocean; abroad

old-fashioned not modern; typical of a time in the past

Thanksgiving in the United States, a holiday celebrated in November, when families get together, eat a big meal, and give thanks for all the good things in their life

lyrics the words to a song

- Tell Ss to listen for who is speaking in each conversation. Play the recording once as Ss listen. Play the recording again while Ss choose the correct answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class. Ask Ss what parts of the recording indicated who the speaker was.

B Group work

- Explain the task. Read the information in the Useful Expressions box.
- Ask two Ss to read the example conversation to the class. Give Ss a few minutes to think about which topics they are going to use. Tell Ss to try and use a different topic for each conversation.
- Ss work in groups to do the activity. Make sure that each person in the group has a chance to ask and answer questions.

Answers

1. c 2. b 3. b

Audio script: See page T-170.

B [CD 2, Track 3]

- Explain the task. Remind Ss of what a closing phrase is. Ask them for examples.
- Tell Ss to listen for the closing phrase used to end each conversation. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. It was great to meet you, Pete.
2. Anyway, I should get going. I'll call you later.
3. Talk to you soon.

Audio script: See page T-170.

6 Organizing ideas with an outline (WRITING)

Learning aim: Organize ideas using an outline and write a paragraph about a cultural rule (40–50 minutes)

A

- Books closed. Remind Ss of how they learned (in Unit 3) to use a mind map to organize their ideas for a paragraph. Tell them they are going to learn another way to organize their ideas for a paragraph.
- Books open. Tell Ss to read the information in the box at the top of the page. Ask Ss to find the outline on the page. Ask: *How are the ideas organized?* (Answer: under headings) Elicit the order the ideas follow (topic sentence, supporting sentences, conclusion).
- Explain the task. Read the example topic sentence in the outline aloud. Ask Ss to find the topic sentence in the paragraph. Ask Ss what the difference between the two is. (Answer: The sentence in the outline is shorter.) Check that Ss understand the following vocabulary.

Vocabulary

constantly frequently

silent mode a setting on a cell phone that shuts off the ring or any other noise the phone makes

glaring at looking at someone in an angry manner

scolded told someone that what they were doing was inappropriate, often in an angry manner

shocked unpleasantly surprised

- Ss read the paragraph and then the outline silently to themselves.
- Have students complete the outline individually. Go over answers with the class.
- Then ask Ss to find the additional information included in the paragraph that isn't in the outline. Go over answers with the class.

Answers

A. is impolite

B. Step away from people; a café

C. use polite behavior when speaking on cell phones

Additional information included in the paragraph:

People dislike being bothered by noise.

Listening to others talking on the phone is irritating.

B Pair work

- Explain the first part of the task. With the class, brainstorm cultural rules and write them on the board. Have Ss work individually to write an outline about a cultural rule.
- Explain the second part of the task. Read the questions aloud. Ss work in pairs to exchange outlines and review them using the questions.

C Pair work

- Explain the writing task. Have Ss work individually to write their paragraphs.
- Read the questions aloud. Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Help as needed. Encourage Ss to ask and answer follow-up questions about the paragraphs, and ask about anything in the paragraph they don't understand.
- Ask pairs to share the cultural rule that they wrote about with the class.

Optional activity: World traveler (10–15 minutes)

Ss categorize cultural rules and write a cultural guide.

- Explain that Ss are going to create a cultural guide for someone who is traveling around the world or around their country.
- As a class, brainstorm some categories for the cultural rules, such as "Eating and Drinking," "Clothing," "Visiting Someone's Home," etc., and write them on the board.
- Ss work in small groups and choose one category to write about. Then each group writes the cultural rules for the chosen category and organizes them as a section of the cultural guide.
- If time allows, encourage Ss to include more cultural rules and/or pictures.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 5A	Grammar
Vocabulary Plus 5A	Vocabulary
Online Vocabulary Accelerator 5A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

6

WRITING

Organizing ideas with an outline

Making an outline is a good way to organize your ideas before you write.
An outline is usually written in reduced sentences or in notes and provides a general plan to follow when you write.

- A** Read the paragraph about a cultural rule in Japan. Then complete the outline below with information from the paragraph. What additional information is included in the paragraph but not in the outline?

Speaking on a cell phone in some public places in Japan is considered impolite. When receiving or making a cell phone call, most Japanese step away from the people around them. If that's impossible, it's customary to speak softly and use your hand to cover your mouth. Announcements on Japanese trains constantly remind passengers to switch their phones to silent mode. This is because people dislike being bothered by noise. Not everyone follows the rules, but most people do. The other day, people were glaring at me for taking a call in a café, and one person even scolded me. I was pretty shocked, but then I thought about it. Listening to others talking on the phone is irritating. There is a good reason why Japanese people use polite behavior when speaking on cell phones.

**A. Topic sentence**

Speaking on a cell phone in some public places in Japan is impolite.

B. Supporting sentences

- Recommended behavior:
_____ or speak softly and cover mouth
- General example:
Train announcements remind passengers – put phone on silent
- Personal example:
People glaring for taking a call in _____

C. Concluding sentence

There is a good reason why Japanese people _____.

- B Pair work** Write an outline about a cultural rule from your country. Then exchange outlines and answer the questions.

1. Is the outline in a logical order?
2. Does the outline provide enough information? Is there anything else you would include?

- C Pair work** Use your outline to write a paragraph about the cultural rule. Then exchange paragraphs and answer the questions.

1. Does the paragraph follow the outline?
2. Is the cultural rule clear? What suggestions do you have to make it clearer?

LESSON B ► *It's personal.*

1 STARTING POINT Eavesdroppers

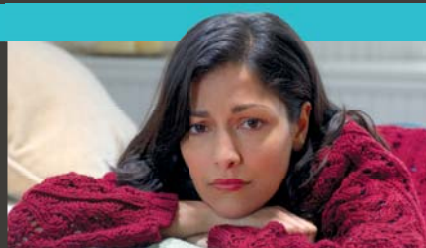
A Read each person's statement. What do you think they should do about each situation?

I Wish I Hadn't Heard That!



Luis, 23, Mexico City

“On the bus to work, I heard my boss's voice behind me. I think he was talking to the office manager on his cell phone. He was telling her that it would be a bad day at work. He explained that they were going to lay off my entire department!”



Rebecca, 25, Vancouver

“I overheard my roommate and her friend gossiping about me when I got home. I asked them what they were saying, but they claimed they hadn't been talking about me. I knew that wasn't true. It really hurt my feelings.”



Pam, 18, Portland

“Last week, I overheard my little brother on his cell phone. He was warning his friend not to say anything. So of course I listened. He said he was getting a terrible grade in math this year! And he said it was a big secret, too. In fact, my parents still don't know the truth.”

B Group work Have you ever heard someone talking about you? What did you do?

2 DISCUSSION Who can you confide in?

A Read the information in the chart. Would you rank each person in the same way?

Who do you tell first?

We asked a group of young adults to rate each person in the chart according to when they would tell that person different types of personal news (1 = tell first, 4 = tell last). This is what they said.

Who would you tell . . .	Family member	Spouse	Close friend	Colleague
good news?	2	1	3	4
bad/tragic news?	1	2	3	4
gossip?	4	3	2	1
personal information?	3	2	1	4



Source: Interviews with people between the ages of 22 and 35

B Pair work Why would you tell something to one person and not to another? Discuss your reasons.

“I would usually talk about a personal problem with my close friends rather than my colleagues because my friends already know most of my secrets.”

LESSON B ► *It's personal.*

1 **Eavesdroppers** (STARTING POINT)

Learning aim: Discuss overheard conversations and see reported speech in context (10–15 minutes)

A

- Books closed. Ask Ss what *eavesdrop* means. (Answer: to listen to someone else's conversation)
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

lay off let employees go from their jobs, usually for reasons unrelated to their performance

overheard unintentionally heard what someone said even though the person was not talking directly to you

gossiping talking about someone else's personal life

hurt (someone's) feelings upset or offend someone

- Ss read the three statements silently to themselves.
- Ss work in pairs to discuss the question. Have some Ss share their answers with the class.

B Group work

- Explain the task. Read the questions. Ss work in groups to discuss the questions.
- Have one S from each group report on the group's discussion.

2 **Who can you confide in?** (DISCUSSION)

Learning aim: Talk about and compare who you confide in (15–20 minutes)

A

- Books closed. On the board, write the categories of news listed in the chart: *good news*, *bad/tragic news*, *gossip*, *personal information*. Ask Ss to give an example of each.
- Ask Ss what *confide in* means. (Answer: to tell personal news or problems with an expectation that it will not be repeated) Ask them who they confide in.
- Give Ss time to think about who they usually confide in. Ask them to consider whether they would share very good news and tragic news with the same person or a different person.
- Books open. Explain the task. Have Ss scan the information in the chart and compare their own answers to the questions.

B Pair work

- Explain the task. Ask a S to read the example statement aloud. Encourage Ss to ask follow-up questions and give examples to support their answers.
- Ss work in pairs to do the activity. Have Ss tell the class about their partner's answers.

Optional activity: Discussion (20 minutes)

Ss discuss secrets kept by men and women.

- If possible, put Ss in single-gender pairs. Have them discuss different types of secrets kept by men and by women (e.g., health, work, family, etc.). Have Ss make a list for each gender.
- Have pairs share their lists with the class. Write their ideas on the board. Have a class discussion to see how many items from the men's and women's lists are the same. Find out if the class agrees with the items on each list.

3 Reported speech (GRAMMAR)

Learning aim: Practice using reported speech (20–25 minutes)

Grammar notes

When a statement in direct speech changes to reported (or indirect) speech, the statement becomes a noun clause. The tense in the noun clause usually changes to a tense one step in the past.

John said, "I do a lot of homework."

John said (that) he did a lot of homework.

John said, "I did a lot of homework last week."

John said (that) he had done a lot of homework last week.

However, there are exceptions to this rule. There is no tense change in general truths (e.g., *The earth is round.*) or when a very recent statement is being reported (e.g., *He just said he has a lot of homework.*).

That is optional after the verbs *said*, *told*, etc.

When questions are used in reported speech, question word order becomes statement word order. In yes/no questions, the auxiliaries *do/does/did* are normally replaced with *if*.

I asked, "Does John see a lot of movies?"

I asked if John saw a lot of movies.

With commands, the verb in the imperative becomes an infinitive. *Don't* + base form of verb becomes *not* + infinitive.

Emma said, "Talk to your friend."

Emma told her to talk to her friend.

- Books closed. Explain to Ss that reported speech is the language used to tell others what someone else said. Write on the board:

1. *John said, "I'm not hungry."*

2. *John said that he wasn't hungry.*

Ask Ss to identify what is different about the verb *be* in the two sentences. (Answer: In sentence 1, the verb *be* is in the present tense. In sentence 2, the verb *be* is in the past tense.)

- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 40 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

He was telling her that it would be a bad day at work.

He explained that they were going to lay off my entire department!

B

- Explain the task. Ss work individually to complete the activity.
- Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. She told me (that) she wasn't surprised at all.
2. He asked me if I had heard the news.
3. She said (that) there was / is a bank down the street.
4. She asked me why I wasn't talking.
5. He told me to give him a call.
6. She told me (that) they were getting married.
7. The children asked me if the movie was / had been scary.
8. They told me (that) they hadn't taken / didn't take the 8:00 train.

C Pair work

- Explain the task. Read the conversation with a S.
- Ss work in pairs to take turns changing each line to reported speech. Tell Ss that different reporting verbs are possible. Go over answers with the class.

Possible answers

Ryan told Lara (that) he'd heard some interesting news. He asked Lara if she knew Amanda Jenkins.

Lara said (that) she knew what she/Amanda looked like, but she had never met her.

Ryan said (that) she/Amanda was going to study for a year in Australia.

Lara asked how she/Amanda could afford that.

Ryan said (that) she/Amanda had gotten a scholarship that would take care of all her expenses.

Lara said (that) she thought that was great. She asked Ryan when she/Amanda was leaving.

Ryan said (that) he didn't know.

3

GRAMMAR

Reported speech

Statements

"It's a big secret."
 "I'm **getting** a terrible grade."
 "They **got** engaged."
 "We **weren't talking** about you."
 "She's **been** absent since Tuesday."
 "We **had never been** there before."
 "I'll **meet** you at the café."

Questions

"Did you **know** about the layoffs?"
 "What **are** you **saying**?"

Commands

"Don't **say** anything!"

General truths

"The sun **rises** in the east."

Reported statements

He said (that) it **was** a big secret.
 He said (that) he **was getting** a terrible grade.
 He said (that) they **had gotten** engaged.
 They claimed (that) they **hadn't been talking** about me.
 He said (that) she **had been** absent since Tuesday.
 She said (that) they **had never been** there before.
 He said (that) he **would meet** me at the café.

Reported questions

I asked him if he **had known** about the layoffs.
 I asked them what they **were saying**.

Reported commands

He warned his friend **not to say** anything.

Reported general truths

She said (that) the sun **rises** in the east. (*No change in tense.*)

GRAMMAR PLUS see page 115

A Look at the Starting Point on page 40 again. Can you find more examples of reported speech?

B Rewrite the sentences using reported speech. Then compare answers with a partner.

- | | |
|--------------------------------------|------------------------------|
| 1. "I'm not surprised at all." | She told me _____. |
| 2. "Have you heard the news?" | He asked me _____. |
| 3. "There's a bank down the street." | She said _____. |
| 4. "Why aren't you talking?" | She asked me _____. |
| 5. "Give him a call!" | He told me _____. |
| 6. "We're getting married!" | She told me _____. |
| 7. "Was the movie scary?" | The children asked me _____. |
| 8. "We didn't take the 8:00 train." | They told me _____. |

C Pair work Imagine that you have overheard this conversation. Take turns reporting each line of the conversation.

Ryan: I heard some interesting news. Do you know Amanda Jenkins?
 Lara: I know what she looks like, but I've never met her.
 Ryan: Well, she's going to study for a year in Australia.
 Lara: How can she afford that?
 Ryan: She got a scholarship that will take care of all her expenses.
 Lara: I think that's great. When is she leaving?
 Ryan: I don't know . . .

"Ryan told Lara that he'd heard some interesting news. He . . ."

4 VOCABULARY & SPEAKING

Tell me what he said.

A Put these expressions for reported speech in the correct columns.

He claimed that . . .	He promised to . . .	He told me that . . .	He advised me to . . .
He asked me to . . .	He wanted to know . . .	He told me to . . .	He encouraged me to . . .
He warned me not to . . .	He explained that . . .	He asked me . . .	He wondered . . .

Statements	Commands or advice	Questions
<i>He claimed that . . .</i>		

B Pair work Tell a partner about a conversation you recently had. What was said?
Use one of these topics or your own idea.

- an argument you had with a friend
- some exciting news a friend told you
- a time you asked someone for a big favor
- an apology you made or received

"My roommate claimed I had borrowed her sweater without asking, but I explained that . . ."

VOCABULARY PLUS see page 134

5 LISTENING

Tell me all about it!

A Listen to Nicole's and Tony's news. Choose the correct pictures.

1. Nicole



a. ☐



b. ☐

2. Tony



a. ☐



b. ☐

B Listen again. Choose the best answers.

1. Nicole's sister met her boyfriend . . .

- ☐ a. in the fall.
- ☐ b. yesterday.
- ☐ c. over four years ago.

2. Nicole's sister is probably . . .

- ☐ a. not afraid to be different.
- ☐ b. very traditional.
- ☐ c. shy.

3. How are things at the design studio?

- ☐ a. There isn't enough work.
- ☐ b. Things are picking up.
- ☐ c. Everything's about the same.

4. Tony has been working at the studio . . .

- ☐ a. longer than most other workers.
- ☐ b. less time than most other workers.
- ☐ c. as long as most other workers.

4 Tell me what he said. (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using expressions to report speech (15–20 minutes)

A

- Explain the task and read the expressions aloud. Go over any vocabulary Ss don't understand.
- Ss work individually to complete the activity. Go over answers with the class. Have Ss call out examples of how each sentence could be completed.

Answers

Statements:

He claimed that, He promised to, He explained that, He told me that

Commands or advice:

He asked me to, He warned me not to, He told me to, He advised me to, He encouraged me to

Questions:

He wanted to know, He asked me, He wondered

B Pair work

- Explain the task. Read the topics and the example aloud.
- Ss work in pairs to do the activity. Have several Ss share their partner's answers with the class.



For more practice discussing this topic, download the Worksheet **5.1 Cell phone helpline** from the Teacher Support Site.

5 Tell me all about it! (LISTENING)

Learning aim: Develop skills in listening for the main idea and for details, and in making inferences (15–20 minutes)

A [CD 2, Track 4]

- Have Ss look at the pictures and describe what they see. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

seeing each other dating, being involved romantically

proposed asked someone to get married

bridesmaid a female friend or relative who participates in and helps the bride with the wedding ceremony

Why the long face? (idiom) Why do you look so upset?

picked up increased, improved

- Tell Ss to listen and choose the picture that matches the news in each conversation. Play the recording once as Ss listen. Play the recording again while Ss choose the correct picture. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. a 2. b

Audio script: See page T-170.

B [CD 2, Track 5]

- Explain that Ss are going to listen again for details about each person's news. Have Ss read the questions and choices so they know what information to listen for.
- Play the recording once as Ss listen. Play the recording again while Ss choose the best answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. c 2. a 3. a 4. b

Audio script: See page T-170.

Optional activity: In the news (10–15 minutes)

Ss tell stories using reported speech.

- Ss work in pairs to take turns telling each other about one of the stories from part A using reported speech. Let Ss listen to the recording a couple more times and take notes, if necessary.

6 Mobile mania (READING)

Learning aim: Develop skills in understanding vocabulary in context, reading for main ideas, and giving a personal reaction to a reading (25–30 minutes)

A

- Books closed. Ask: *How often do you use your cell phone? Do you get annoyed when other people talk on their cell phones in public places?*
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

generic usual, not special

distracted not focused, not paying attention to what one should be

corporate big shot a very important person in a company

offensive rude

hearing impairment damage to the ear that makes it difficult to hear

amplifies makes louder

pompous self-important

exasperating very annoying

trivial unimportant

trademark a special characteristic of a particular kind of person or thing

- Have Ss read the article silently to themselves. Explain any remaining new vocabulary. Alternatively, have Ss call out any other new vocabulary. Ask other Ss to explain the meaning using the context, if they can.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

- | | |
|---------------------------|--------------------------|
| 1. The Shouter | 4. The I-Talk-Anywhere |
| 2. The Corporate Big Shot | 5. The Distracted Driver |
| 3. The Useless Call Maker | 6. The Generic Ring |

B Group work

- Explain the task. Read the questions aloud.
- Ss work in small groups to answer the questions.
- Ask groups to share information from their discussion with the class.



For an alternative reading text or extra practice, download the Worksheet **5.2 Smartphone smarts** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 5B	Grammar
Vocabulary Plus 5B	Vocabulary
Online Vocabulary Accelerator 5B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

A Read the article. These headings are missing from the text. Put them in the correct place.

The Generic Ring

The I-Talk-Anywhere

The Distracted Driver

The Shouter

The Useless Call Maker

The Corporate Big Shot

CELL PHONE PERSONALITY TYPES

In her travels, "Telephone Doctor" Nancy Friedman has noticed a variety of "cell phone personalities." Which of these types have you seen around?

1. *The Shouter*

Talking three times louder than necessary is characteristic of this offensive cell phone user. He seems to think everyone has a hearing impairment. Doesn't he know the phone already amplifies his voice?

2.

This pompous fellow makes all his business calls in public places while standing in the middle of a crowded room. He conducts big business deals right there in front of us, but we're not impressed.

3.

This exasperating person makes trivial phone calls, one after another, after another. On airplanes, you'll overhear her saying ridiculous things like, "Hi, we haven't left yet," or "Hi, we just landed. OK, see you in a minute."

4.

Making and taking calls anytime, anywhere is the trademark of this infuriating person. She'll chat in restaurants, at movie theaters, and even at funerals. When her cell phone rings, she looks at you and says insincerely, "Oh, sorry about that."

5.

Drive or use the phone – don't do both at the same time. This can be dangerous. It's really scary to see a delivery truck in the rearview mirror with a distracted driver on a phone behind the wheel.

6.

These are the people who haven't bothered to personalize their ring tone. One phone rings and 10 people check to see if it's theirs. Hang on, I think that's my phone!

Source: "What Type of Cell Phone User Are You?"
by Nancy Friedman, www.telephonedoctor.com

B Group work Does the article describe any cell phone users you know or have seen? What bad cell phone manners have you seen recently?