Unit 1 Describing Ourselves and Others

PREVIEW	Students listen to a conversation about ethical behavior, read a conversation about positive and negative outlooks, and complete a quiz about their outlook.	
LESSON 1 **Talk about your personality and character**	***Vocabulary***	Adjectives to describe personality and character traits
	Grammar	Gerunds and infinitives: review and expansion
LESSON 2 **Describe how people behave**	***Grammar***	Verbs that require a noun or pronoun before an infinitive
	Listening skill	Listen to infer
LESSON 3 **Discuss how we respond to others' conduct**	***Vocabulary***	Attitudes towards others' conduct
	Listening skill	Listen to confirm content; Listen to infer
LESSON 4 **Talk about nonverbal communication and culture**	***Reading skills***	Recognize main idea; Understand from context
	Project	Research and present information about nonverbal communication

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Preview

A THE BEHAVIOR OF OTHERS

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation. To check comprehension, ask:
  Who do you think Charlie is? (Elaine's son or her younger brother)
  What happened when Charlie was filling out his school application? (Elaine told him to lie about having gotten an award for community service.)
  Why is this a bad idea? (Charlie will think it's OK to lie, and he could be asked to leave the school if the school finds out he lied.)
- In pairs, have Ss discuss the question in the directions.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Allow Ss to skim the featured words and phrases.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  Why is Mark nervous? (He is starting a new job.)
  Does Lucy think Mark is a pessimist? (No, she says he just imagines the worst to protect himself.)
- Point out the two occasions in which Lucy says *gonna*. Explain that *gonna* is never used in writing.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Ask, *What is* context? (the words and sentences that come before and after a word or phrase) Read the directions aloud. Make sure Ss understand that *paraphrase* means to express something in one's own words.
- Model item 1. Ask a pair of Ss to read Lucy's first turn and Mark's reply. Ask, *What tells you the meaning of* get butterflies in your stomach? (When Mark says *I'm always a little nervous . . .*) Finally, call on a volunteer to read the answer and the example statement.
- Have Ss work in pairs. Go over the answers with the class. Call on Ss to share their sentences.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Clarify that Ss shouldn't look up the featured phrases in Exercise C.
- Have Ss look up their words or phrases in a dictionary. At this level, Ss should be using an English-English dictionary, such as the *Longman Dictionary of Contemporary English*. For example, *rise to the occasion* means to deal successfully with a difficult situation.

E GROUP WORK

Suggested time: 10 minutes | Your time:

- Have Ss complete the chart individually. Then have them compare answers in small groups.

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F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Write on the board: *Quiz about your outlook*. Review that *outlook* refers to a person's point of view or attitude about life.
- Tell Ss they will read a variety of situations and choose the response they would have. Point to the white circles to indicate where Ss will write numbers. Then draw Ss' attention to the bottom of the quiz and explain the goal: to determine if one is an optimist, a realist, or a pessimist.
- Invite Ss to circle the outlook they think they have, to later compare with the outlook the quiz calculates.
- Clarify any vocabulary as needed. For example, *assume* means to think that something is true.
- Assist as Ss complete the quiz. Make sure Ss write points and calculate a score.

LANGUAGE NOTES

- Item 1: *You win some, you lose some* is an expression used to show you accept that you weren't successful at something. It can also be used to show another person sympathy for something that didn't work out. The abbreviated version is also used: *Win some, lose some*. A similar expression is *You can't win them all*.
- Item 6: *Keep* (or *have*) *an open mind* means to deliberately not form an opinion about something.

START TALKING | GROUP WORK

Suggested time: 5 minutes | Your time:

- Have Ss discuss the quiz results in small groups. Write on the board: *Were you surprised by your score? Did you predict a different outlook?*
- Bring the class together and count the number of Ss with each type of outlook.

LANGUAGE NOTES

- You may need to clarify the differences between the noun and adjective forms: *optimist, optimistic; realist, realistic; pessimist, pessimistic*.
- A person or attitude can be *optimistic, realistic*, or *pessimistic*.
- A person can be described as *an optimist, a realist*, or *a pessimist*.
- The abstract nouns are *optimism, realism*, and *pessimism*. For example: *Her optimism encouraged everyone around her*.

ROLE PLAY

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the statements. Then form pairs.
- Instruct Ss to take turns playing the person making the pessimistic statement and the person responding. Pairs can use the Zoom-In conversation on page 2 as a model for the role play. Encourage Ss to vary the role play by having a pessimistic person agree with the pessimistic outlook for one of the statements.
- Invite pairs to share their role plays with the class. Tell Ss to comment on the situations where not only the speaker but also the responder had a pessimistic outlook. Ask, *Have you ever said something pessimistic and gotten a pessimistic response?* Invite Ss to share.

EXTENSION (+5 minutes) Have Ss think up scenarios similar to those described in the quiz and ask each other how they would react. These can be made-up situations or examples from real life.

EXTENSION (+5 minutes) Say, *In Exercise C you learned the saying "Opposites attract."* In pairs, have Ss discuss if they agree with the idea that opposites attract in a relationship, giving examples from their own experience.

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LESSON 1 Talk about your personality and character

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the adjectives to describe personality and character traits.
- Then have Ss listen and repeat the words.
- To check comprehension, ask, *What does* [ambitious] *mean?* Tell Ss to refer to the sentence(s) above each picture to come up with a definition. Model the first answer if necessary. Say, Ambitious *means having a strong wish to be successful or powerful.*

LANGUAGE NOTES

- *Considerate* can describe an affirmative action, such as being helpful to others. In that sense, it is similar to *helpful* or *polite*. However, *considerate* is also often used when one refrains from doing things that might annoy others, such as talking loudly on the phone in a quiet public place.
- *Trustworthy* suggests moral and ethical behavior. A trustworthy person is truthful and honest and can be trusted with secrets.

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Call on a volunteer to read the words in **Other adjectives**. Elicit definitions to check comprehension. Make sure Ss understand the words *liberal* (favoring progress or reform; open to ideas and opinions), *conservative* (opposed to change or new ideas), and *independent* (confident and able to do things by himself or herself). Note: The adjectives on this list were taught previously in the *Connectivity* course. If Ss don't remember the words, suggest they use a dictionary to look them up.
- Direct Ss' attention to the example answer.
- Assist as needed while Ss complete their charts and compare them. Question Ss if they appear to have misplaced any of the adjectives. For example, ask, *Why do you think being modest is negative?*
- Draw the Venn diagram on the board. Call on volunteers to fill it in. Invite the class to respond if they agree. If there are words Ss disagree on, write them in the *Can be either* column. Encourage Ss to present scenarios to support their opinions. (For example: Being ambitious can be a good personality trait. But if a person doesn't have a good work-life balance, this could be negative.)

OPTION Have Ss create a vocabulary journal in which they can write words they want to remember.

C GRAMMAR

Suggested time: 15 minutes | Your time:

- To review gerunds and infinitives, write *see* on the board. Ask, *What is the infinitive form? What is the gerund form?* Write *to see / seeing* underneath.
- Have Ss read the **Remember** note. Elicit or explain that a subject complement is a word or phrase that comes after a linking verb (such as *be*) and identifies the subject. Have Ss study the third example sentence. Ask, *What is the subject complement?* (to find) *What subject does it identify?* (our goal) *What verb does it follow?* (is)
- Tell Ss to read the other example sentences. Then write on the board:
  1. My dream is to run in a marathon one day.
  2. Running is a good form of exercise.
  3. I enjoy running in the park.
  Ask, *What is the infinitive?* (to run) *The gerund?* (running)
  Ask, *In which sentence does the gerund or infinitive function as the subject?* (sentence 2) *Direct object?* (sentence 3) *Subject complement?* (sentence 1)
- Have Ss read the second rule and study the examples and incorrect uses.
- Point out that while some verbs can only be followed by gerunds or infinitives, others (like *prefer*) can take either a gerund or an infinitive.
- Tell Ss there are a few verbs that can be followed by either a gerund or an infinitive with differences in meaning. Write on the board:
  1. Owen stopped buying coffee.
  2. Owen stopped to buy coffee.
  Elicit the difference. (In sentence 1, Owen doesn't buy coffee anymore; in sentence 2, Owen stopped doing an activity in order to buy coffee.)
- Have Ss read the rule about prepositions and the explanation on the right about adjectives. Write: *I'm interested in (take) a class. I am happy (see) you.* Elicit answers. (taking / to see you) Point out that an infinitive comes directly after the adjective. If there is a preposition after the adjective, then a gerund follows.
- Have Ss read each rule under *Other uses of infinitives*. Call on volunteers to read the examples.

TEACHING TIP Ss can refer to pages 113–114 of the Reference charts for lists of verbs followed by gerunds and / or infinitives, expressions followed by gerunds, and adjectives followed by infinitives.

GRAMMAR EXPANDER (optional, pages T115–116)

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D LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss read the lists. Clarify vocabulary as needed. Ask Ss to skim the exercise items and tell them that each sentence will require one item from each list.
- Play the audio. Pause after each conversation to allow Ss time to choose the words.
- Have Ss listen again to check their work. Go over the answers as a class.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs. Tell Ss to underline the verb, adjective, preposition, or phrase with impersonal *it* before the blank.
- Invite volunteers to read the example conversation.
- Give Ss a few minutes to complete their questions.
- In pairs, have Ss ask and answer each other's questions.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *I'd say* to soften an assertive opinion
- Say *I see you as* to introduce your description
- Use *I don't see myself that way* to politely contradict another person's description of you
- Use *tend to* and *seem to* to make generalizations

- Have Ss look at the photo and say what they see.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What word does the man use to describe his personality? (serious)
  Does the woman agree? (No, she thinks he is fun-loving.)
  How does the man see the woman? (as outgoing)
  Why does he think this? (because she tends to be talkative and seems to like being with people)
- Invite Ss to identify a gerund and two infinitives in the conversation. (*spend . . . time working* in lines 2–3; *tend to be* and *seem to like* in lines 10–11)
- Call Ss' attention to the **Social language** box and read the heading. Model each phrase for Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen to the conversation again and repeat each line. Make sure they:
  - use falling intonation for *So how would you describe yourself?* and *Why do you say that?*
  - use rising intonation for *Me?*, *Serious?*, *You do?*, *You?*, and *Really?*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Form pairs. Instruct Ss that they should use the Exercise A Conversation Model to help them create their conversation.
- Have pairs role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas, before working with a new partner.
- Go over the information in the **Keep Talking!** box and play the video to support Ss as they extend their conversations.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

✓ using adjectives to describe personality and character traits

✓ using infinitives after *tend* and *seem*

OPTION Use the Unit 1 Energizer Worksheet to provide Ss with additional language support in creating their conversations. (See "Energizer Worksheet" under Printable Resources in the Pearson English Portal.)

TEACHING TIP The purpose of the **Keep Talking!** box and video is to encourage Ss to personalize the conversation by asking more questions and providing more information.

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Form pairs. Write on the board:

1. *Angela decided _____ (apply) for the vice president position at her company.*
2. *Leo and Barb are excited about _____ (work) with two other teams on the new project.*
3. *Jeff loves _____ (laugh) and hang out with people.*
4. *Jamie studies hard and tries _____ (get) good grades in her classes.*

Have Ss complete the sentences with a gerund or infinitive form of the verb. (1. to apply, 2. working, 3. to laugh, 4. to get) Then have them choose adjectives to describe the person or people in each sentence. (For example: 1. ambitious, 2. collaborative, 3. fun-loving, 4. serious) Monitor Ss' conversations to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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LESSON 2 Describe how people behave

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Write on the board: *I taught Mel to play guitar*. Underline *Mel*. Then write the topic of the grammar chart: *Verbs that require a noun or pronoun before an infinitive*. Then write: *I taught to play guitar* and ask, *Is this a correct sentence?* (no) *Why not?* (It doesn't say who you taught.)
- Have Ss read the **Remember** rule at the top of the chart. To review the grammar, focus on the first example sentences under *Active voice* and *Passive voice*. For the active statement, ask, *Who ordered them to leave?* (She did.) For the passive statement, ask, *Who ordered them to leave?* (We don't know.)
- Call on volunteers to read the rest of the example sentences in pairs.
- Return to the examples on the board. Elicit and write the passive form of *I taught Mel to play the guitar*. (Mel was taught to play the guitar.) Ask, *Is there a noun or pronoun object before the infinitive?* (no) Reiterate that only an active statement requires the object.
- Have Ss read the **Negative infinitives** note. Point to the second example sentence under the *Passive voice / Active voice* headings in the main grammar chart to illustrate the placement of *not* in each sentence.
- Have Ss read the next rule in the chart. Ask volunteers to read the sentence pairs aloud. For each sentence ask, *Is the focus on the subject or the object?*
- Write on the board: *Lisa needs to go to the store* and *Lisa needs you to go to the store*. Elicit the difference. In the first sentence, Lisa will be going to the store; in the second sentence, she will be asking you to go to the store.
- Finally, have Ss look at the final rule and list of verbs. Write on the board: *Ben allowed me to drive his car*. Call on volunteers to make statements using one of the verbs + an object + an infinitive. Refer Ss to the fuller list on page 114.

TEACHING TIP Negative gerunds were taught previously in the *Connectivity* course. The second part of the **Negative infinitives** note is a reminder to Ss that they've already worked with negative gerunds. If Ss haven't studied from *Connectivity* or learned how to form negative gerunds, reinforce the form by writing it on the board next to the negative infinitives.

B UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- For item 1, ask, *Who is the performer of the action?* (the rental agency) *What did it do?* (required rental customers to return cars with a full tank of gas) Ask a volunteer to read the sample answer on the right.
- In pairs, have Ss complete the exercise. Assist as needed. If necessary, ask, *Who is the performer of the action? What action occurred?*
- Call on a S to write the answer to item 5. Point out that the performer of the action may not be a specific person. Then bring Ss' attention to the agent in items 1, 2, and 3. Compare these to the agent in item 4, which is a specific person.

Answers for Exercise B

2. The administration invited spouses of teachers to attend the graduation.
3. The manufacturer has told people who bought those sandals to return the shoes for a refund.
4. The nurse advised Rachel to get her flu shot early in the season.
5. The invitation encouraged us to arrive at the wedding ceremony before 4:00.

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Tell Ss they will make up their own answers in this exercise. Point out that they can write either a pronoun or a noun before the infinitive. Elicit an example for the first item. (For example: The news about the forest fires persuaded us to cancel our vacation.) Then call on volunteers to think of other possible scenarios.
- Have Ss complete the exercise individually. Then have pairs compare answers. Assist as needed.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- For each item, tell Ss to identify the noun or pronoun in the cue and to make sure to follow it with an infinitive. (1. us, 2. my husband, 3. the bride and groom, 4. them, 5. Evelyn)
- Give Ss a few minutes to complete the exercise. Then have them compare answers with a partner. Point out that some items can have multiple answers. In pairs, Ss role-play the short conversations.

PRONUNCIATION LESSON (optional, page T131)

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E GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Have Ss read the text. Play the audio if appropriate. To check comprehension, ask: *Do Doris's employees say positive, negative, or both positive and negative things about her?* (only positive) *What adjectives might describe a person who would "give you the shirt off her back"?* (kind, generous) *Why does Glen "thank (his) lucky stars" that he works for Doris?* (because their former boss was very unfair) *What allowed Trustworthy to thrive even when people weren't flying anywhere?* (Doris encouraged employees to brainstorm a new direction for the company, and they became a taxi service for packages.)
- Have Ss read the text again, focusing on the featured grammar. Ask, *What form do you recognize in the featured grammar?* (infinitives with active and passive voice) *Which three examples are in the passive voice?* (are urged to collaborate to solve, weren't allowed to carry, were forced to think) Finally, ask, *Do all the active statements with infinitives have a noun or pronoun object?* (yes) Call on volunteers to name them. (us, us, every employee, us, me, me)

F RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Have a volunteer read the phrases in the box. Tell Ss to scan the text for these words. Say, *You don't have to read the whole text again, just look for the words.* Ask, *Which of these words have a positive meaning?* (people person, sweetheart, team player) *Negative?* (pain in the neck, tyrant, workaholic)
- In pairs, have Ss talk about people they know with these styles of behavior. Time permitting, bring the class together and elicit one example for each of the styles.

G LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Have Ss read the names and choices. Remind Ss that *inferring* is forming an opinion that something is probably true because of information that you have.
- Play the audio. Pause after each description to allow Ss to choose the correct answer.
- Have Ss listen again to check their work. Go over the answers as a class.

OPTION (+5 minutes) For grammar review, show Ss the audio script for Exercise G in the Portal. Have them find examples of verbs with objects and infinitives. (Conversation 1: . . . *and she's already persuaded us to do this complicated project* and *But is she going to expect everyone to work as much as she does?* Conversation 2: *He always asks me to work faster!* Conversation 3: *He seems to want people to think he's smarter than they are.*)

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Tell Ss to write notes about two people. Call on a volunteer to read the sample writing.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these terms in their descriptions. Also encourage them to use the verbs in the chart in Exercise A on page 6 when describing people's behavior. (For example: My sister is a team player. She encourages everyone to work well together.)

B DISCUSSION

Suggested time: 5 minutes | Your time:

- Bring Ss' attention to the ideas in the **Keep Talking!** box. Explain that they will share the information from their notes and then talk about the people in more detail.
- Form pairs or groups. Encourage Ss to ask each other questions.
- Monitor Ss' conversations, encouraging Ss to use phrases for styles of behavior from the Grammar Close-Up. Assist as needed.
- For more support, play the **Keep Talking!** video before Ss do this activity themselves. Ask Ss to summarize the discussion in their own words. Then have Ss look at the audio script. You can make copies or access it in the Portal and then show it to Ss.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ including vocabulary for styles of behavior
- ✓ using verb + noun / pronoun object + infinitive
- ✓ recycling vocabulary to describe personality and character traits

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Tell them to write a paragraph about a teacher who has had a positive impact on their lives. Instruct them to write about the person's character, personality, and behavior. Tell Ss to use three of these verbs: *advised, encouraged, forced, persuaded, reminded, required, instructed*. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar and pronunciation practice in their digital resources.

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LESSON 3 Describe how we respond to others' conduct

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write on the board: *Attitudes towards others' conduct.* Summarize that in the last lesson the focus was on how people behave. This lesson will focus on how we react to other people's behavior.
- Have Ss skim the four attitudes.
- Have Ss listen. Then have them listen and repeat.
- Ask, *Which ones are you familiar with and which ones are new to you? Which have a positive connotation?* (open-minded, empathetic) *Which have a negative connotation?* (judgmental, indifferent)

LANGUAGE NOTES

- An *antonym* is a word that means the opposite of another word. *Open-minded* and *judgmental* are antonyms. *Empathetic* and *indifferent* are antonyms.
- The expression *put oneself in someone else's shoes* means to try to imagine what it would be like if you were in the same situation as someone else. A similar idiom is *walk a mile in someone's shoes.*

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Make sure Ss understand that the words in Exercise A should be used only in reply to a partner's first comment. Read the example conversation with a volunteer.
- Monitor as Ss work. Help elicit comments if needed.

C RELATE TO PERSONAL EXPERIENCE

Suggested time: 10 minutes | Your time:

- If Ss don't feel comfortable talking about themselves, tell them they can talk about someone they know.

OPTION (+5 minutes) Invite Ss to comment on whether their parents or people from other generations tend to be more judgmental. Ask Ss to share examples. (For example: They are judgmental about morals, music, and how much time younger people spend on their phones.) Then ask, *In what ways might younger generations be judgmental about older generations?* (For example: They think that older generations don't understand technology and are not open-minded.)

EXTENSION (+10 minutes) Have a class discussion on the topic of whether social media is making us more empathetic and open-minded towards other people, or more judgmental and / or indifferent. Ss can discuss in groups, giving examples to back up their views.

D LISTEN TO CONFIRM CONTENT

Suggested time: 15 minutes | Your time:

- Read the directions. Tell Ss to preview the statements.
- Play the audio, pausing after each person speaks. Clarify vocabulary as needed (see Language Notes below). Have Ss work individually to mark the statements. Replay each conversation if appropriate.
- Go over the answers with the class.

LANGUAGE NOTES

- Emilie:

  Watch something go down means to watch it happen.

  Enough is enough is used to say that something that is happening should stop.
- Nelson:

  Give someone the benefit of the doubt means to accept what someone tells you, even though you think they may be wrong or lying.

  Jump to the conclusion (that . . .) means to form an opinion about something before you have all the facts.

  Are you kidding? is used when you are so surprised by what someone has told you that you do not completely believe them.

  Give me a break is used when you want someone to stop doing or saying something annoying.
- Lyn:

  Have so much (or a lot) on your plate means to have a large number of problems to deal with or a large amount of work to do.

  A teachable moment is an experience that offers an unplanned opportunity to learn something about a certain aspect of life, for example, behavior or manners.

  Meddlesome describes a person who becomes involved in situations that do not concern them, in a way that annoys people.

  You can bet . . . is used when you are sure that you know what someone will do or what will happen.

CHALLENGE (+5 minutes) Write the expressions from Language Notes on the board. In pairs or small groups, have Ss create sentences or conversations using the language.

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E LISTEN TO INFER

Suggested time: 5 minutes | Your time:

- Play the audio again and pause after the first speaker. Ask, *Which word best describes the person?* Replay if appropriate. Repeat with the other two speakers. Ss might have differing opinions about whether Lyn is empathetic or judgmental. Accept either answer, as long as their sentences back up their opinion.

EXTENSION (+5 minutes) Direct Ss' attention to Nelson. Say, *We can infer Nelson is judgmental. Which of the adjectives describes what he is trying to be?* (open-minded) Ask, *Do you think it is possible to learn to respond to others' conduct differently? What are some ways to do this? Think of examples from your life or from observing other people.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures and read the descriptions. For the first picture, ask, *What verb describes what this person is doing?* (cheating) For the last picture, ask, *Why is* decorate in *quotation marks?* (because the toilet paper isn't making his house more attractive, and it is difficult to clean up)
- Have Ss take notes on how they would react to each situation. Assist as needed. For lower-level Ss, write the prompt *I would . . .*

TEACHING TIP In multi-level classes, notice struggling Ss and assist to elicit target answers. Refrain from helping too much, however. Sometimes giving an example can give away the point of the activity. Instead, encourage and prompt Ss to come up with their own ideas first.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T151A-B)

- Read the directions. Ask two volunteers to read the example conversation. Tell Ss to notice how one person states an opinion and the other responds to it and builds on it.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these expressions in their discussion. If appropriate, write prompts to help lower-level Ss navigate the structures in their answers:
  If I saw . . . I would . . .
  In this situation I think a person could / should . . .
  Assist Ss to help them express themselves clearly, but don't get too caught up in the grammar structures. (See the Teaching Tip below.)
- Form small groups. Tell Ss to respond both to the situation and to each other's responses. Tell them they can refer to the vocabulary in Exercise A on page 8 and make statements like *You're so empathetic* or *That's not very open-minded.*
- Monitor Ss' conversations. Remind Ss to be polite when responding to one another.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ incorporating vocabulary for attitudes towards conduct
✓ giving their opinion

TEACHING TIP Questions posed to Ss may require Ss to produce structures they are not fully fluent in yet. In such cases, writing prompts can help Ss express their opinions. However, don't be tempted to give a separate grammar lesson (for example, on unreal conditionals), as this will distract from the lesson focus. If a S shows interest in more practice due to struggling with a structure, address this need separately and refer him or her to necessary practice outside of class.

CLOSURE ACTIVITY (+5 minutes) Form pairs. Write the words *open-minded, empathetic, judgmental*, and *indifferent* on the board. Tell Ss to take turns choosing a word and responding to one of the photos on page 9 with that attitude. (For example: That poor student must be so stressed. Maybe he is under pressure from his parents to do well.) The partner has to guess which word best describes the attitude. Explain that the response Ss give will not necessarily reflect their own true attitude. Monitor Ss' conversations to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

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LESSON 4 Talk about nonverbal communication and culture

A READING

Suggested time: 20 minutes | Your time:

- Read the directions and the target question *How do nonverbal signals influence our perception of others?* Tell Ss they will answer this question after reading the article.
- Write *nonverbal communication* on the board. Then have a volunteer read the title of the article. Ask, *What does the title suggest?* (Nonverbal communication is also important, not just the words we use.)
- Tell Ss to look at the images in the text. Ask, *What examples of nonverbal communication do you see?* (people's faces, shaking hands, not looking at each other, using their hands) For further tips on previewing text, see the Teaching Tips below.
- Have Ss read the article. If appropriate, play the audio for Ss to follow along.
- Write on the board the heading *Nonverbal signals* and the numbers 1–7.
- Call on volunteers to share the nonverbal signals mentioned in the article, in the order they appear. (1. facial expressions, 2. posture, 3. gestures, 4. loudness, pitch, and speed of speech, 5. touching, 6. personal space, 7. gaze or eye contact)
- Direct Ss' attention back to the target question. Point to the list of nonverbal signals and invite Ss to answer how these signals influence our perception of others. Ss can give examples from the text or share from personal experience.

TEACHING TIPS

- It's important for Ss to get into the habit of previewing a reading. Explain that one way to preview is to notice images, headings, and subheadings. These can help Ss navigate information and also remember details. Another way to preview is to read the first sentence in each paragraph. This can give Ss an idea of what to expect.
- The target question in the directions for Reading texts helps focus Ss on what they will be reading about. Help Ss preview the reading by pointing out the target question. Also, consider encouraging them to make predictions. Then revisit the target question after the reading and have Ss compare their predictions.

B RECOGNIZE MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions. Ask, *What* does main idea *mean?* (the central thought the writer of the article wants to communicate to readers)
- Have Ss work individually to choose the main idea. Encourage them to underline the place in the article where they found support for their answer choice. Then have them compare answers with a partner.
- Bring the class together and ask which answer they chose. If there is any disagreement, invite Ss who chose the correct answer to explain their choice.

OPTION (+5 minutes) Point out the incorrect answer choices. Call on volunteers to read them. Ask, *Why is the first incorrect choice not the main idea?* (Facial expressions are just one of several nonverbal signals discussed in the article.) *Why is the second incorrect choice not the main idea?* (Similarly, eye contact is just one of several nonverbal signals discussed.) Taking the time to analyze like this will help Ss become better at seeing the difference between the main idea and supporting details.

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C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Say, *Scan the article to find the words in quotation marks and circle them.*
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Invite Ss to scan the article in advance for key words for each question. Ss can do this before discussing, numbering each section of the article that contains related information.
- In pairs, have Ss discuss the questions. Assist as needed.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Model an example by writing on the board: *Interpersonal space in the U.S.* Ask, *What could be an example of a don't for interpersonal space?* (Don't get to close to someone when standing in line.) *What is an example of a* do? (Do leave space between yourself and another person when talking.)
- As Ss work individually, assist and help elicit ideas as needed. Remind Ss to refer back to the article and to keep their examples specific to their country.
- In pairs, have Ss compare their charts.

B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Call on volunteers to model the example conversation.
- In pairs, have Ss role-play a conversation with a visitor to their country. Encourage them to start the role play with a sentence indicating the country being visited. For example: *Can I ask you some questions about [Japanese] culture?*
- Monitor as Ss speak. Encourage them to keep the exchanges informal.

C PROJECT (OPTIONAL)

Suggested time: 10 minutes | Your time:

- Decide on the scope of the project, including whether Ss should make posters.
- To ensure all Ss participate, tell Ss they can have different people look up information about different nonverbal signals. Encourage Ss to expand their research beyond Internet searches. They can talk to people from the different countries or watch travel videos to observe behavior. Encourage Ss to share their favorite travel channels, vlogs, or blogs.
- Encourage Ss in the audience to ask questions and encourage presenters to interact with the audience.

LOOK FOR While Ss are doing Exercise C, monitor their presentations to determine if they are

✓ discussing cultural differences around nonverbal communication

✓ giving specific examples of nonverbal signals

WRITING HANDBOOK (optional, page T141)

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Write 3–4 sentences describing a person's behavior from another culture that illustrates geographical differences in nonverbal communication. This can be someone you know or have seen, or you can make up a person.* Provide this example: *My Italian uncle is always very friendly with everyone when he visits us in the U.S. He hugs people or kisses them on both cheeks. He's always touching someone's shoulder when talking to them. He's very funny, but he's also very loud, which attracts attention.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, listening, and reading and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review unit content.

CONNECT TV Video presents language from the unit through fun and engaging episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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