Unit 4 Building Relationships

PREVIEW	Students listen to a podcast about the differences between men's and women's friendships, read a conversation about an argument, and take a self-test about shortcomings.	
	Vocabulary	Shortcomings
LESSON 1 **Introduce and respond to criticism**	***Grammar***	Cleft sentences: review and expansion
LESSON 2 **Give someone positive feedback**	***Grammar***	Adverb clauses of condition
LESSON 3 **Explain how you handle anger**	***Vocabulary***	Expressing and handling anger
	Listening skills	Listen for main idea; Listen to infer
LESSON 4 **Explore your relationships with friends**	***Reading skills***	Identify main idea; Summarize
SOFT SKILLS WORKSHOP 2	*An Interview*	

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

Preview

A RELATIONSHIPS WITH FRIENDS

Suggested time: 5 minutes | Your time:

- Play the audio. Suggest Ss take notes of the differences as they listen.
- Ask volunteers to summarize the differences.

OPTION (+3 minutes) Elicit the similarity between male and female interviewees mentioned in the podcast. (They both agree that truly good friends stick by each other through thick and thin.)

LANGUAGE NOTES

- *What makes someone tick* is what makes someone behave the way they do, what motivates them.
- *Through thick and thin* means under all circumstances, especially difficult ones.

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the conversation.
- Ask, *Why did the sisters have an argument?* (Brooke was late for their lunch date.)

LANGUAGE NOTES

- *Come to one's senses* means to begin to think in a sensible or correct way after being foolish or wrong.
- *Have a good laugh over something* means to realize that something is funny, especially when it was at first upsetting.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Go over the answers. Ask Ss what in the conversation indicates the meaning of each expression.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss look up the words, write their sentences, and then share them with a partner.
- Call on volunteers to share their sentences with the class.

E SUMMARIZE

Suggested time: 5 minutes | Your time:

- Give Ss time to individually summarize what happened.
- Then have Ss tell a partner what happened. Ask them to agree on a summary.
- Have Ss share their summaries with the class.

OPTION (+5 minutes) If Ss need support, ask these guiding questions: *What plans did Brooke and her sister Tara have?* (to have lunch) *Why didn't the plans work out?* (Brooke didn't show up on time.) *What happened when Brooke tried to call Tara?* (Tara didn't pick up.) *When did they finally get to talk?* (just now) *What did Tara keep doing on the phone?* (telling Brooke off and not letting her explain what happened) *What did Brooke finally do?* (lost her cool and hung up)

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F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the title of the test and the instructions. Elicit the meaning of *shortcoming*. (a fault or weakness that makes someone or something less successful or effective than desired)
- Read the key in the **Rating Scale** box. Ask Ss to rate each person's comment *A*, *B*, or *C*.
- Give Ss five minutes to take the test individually. Monitor and assist as needed.
- Ask Ss to explain why Terence uses the idiom *honesty is the best policy.* (because he is about to admit something, to be honest about a shortcoming)
- Elicit the meaning of *get a grip.* (to make an effort to control your behavior or emotions) Ask Ss to explain why Sonia says she's *gotta get a grip.* (to say that she needs to deal with her disorganization, control the situation)

LANGUAGE NOTES

- Mitchell: *Check yourself* means to stop to consider the consequences of your actions before you end up in trouble.
- Audrey: *Get in the way* of something is to make it difficult for that thing to happen or continue.

G VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the list of shortcomings. Then have them listen and repeat the phrases.
- Elicit which words are nouns and which are adjectives. Ask Ss if they notice any patterns in those parts of speech. (Nouns have the article *a* before them.)

EXTENSION (+5 minutes) In pairs, have Ss explain the meaning of the vocabulary using the context of the comments in Exercise F. Do the first phrase as a class. Ask, *What does it mean to be a perfectionist?* (to not be satisfied with anything unless it's completely perfect in your view) Give Ss time to define the rest of the terms. Elicit meanings from the class.

CHALLENGE (+10 minutes) Write on the board: *She / He wishes. . . .* Ask Ss to work in pairs to complete the prompt for each of the people in Exercise F. Encourage Ss to use descriptions that mean the opposite of the shortcoming, rather than just writing the negative form of the words. (Possible answers: Katie wishes she weren't so hard on herself. Jeremy wishes he had a more positive perspective. Mitchell wishes he weren't so critical of others. Audrey wishes she could take criticism well. Dawn wishes she could finish things on time. Mick wishes he could collaborate more easily with others. Terence wishes he had less of a temper. Sonia wishes she had her things more in order.)

H PAIR WORK

Suggested time: 10 minutes | Your time:

- Ask Ss to take turns saying if they are like each person or not, and explaining how. Encourage them to give specific examples of how the shortcomings have affected their lives.
- Invite volunteers to share who they are most similar to and different from.

START TALKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the example answer for the class.
- Elicit additional shortcomings. (For example: be impatient, be jealous) Write Ss' ideas on the board.
- In small groups, have Ss discuss which of the shortcomings in Exercise G and on the board can cause the most problems, and what those problems are.
- Remind Ss to give reasons to support their opinion based on the comments and their own personal experiences. Encourage them to use the underlined phrases from **Zoom-In** as they discuss.
- Have a volunteer from each group explain which shortcoming the group thinks causes the greatest problem, and why.

EXTENSION (+5 minutes) In pairs or small groups, have Ss consider if any of the personality characteristics mentioned in Exercise F could be beneficial or useful in some situations. (For example: Perfectionists may create things that need to be very precise, almost perfect, or with details that can't be flawed.)

EXTENSION (+10 minutes) In pairs, have Ss write about two situations, each illustrating how one of the shortcomings in Exercise G plays out in real life. (For example: Situation: I'm late to work every morning because I can't ever find my glasses or my keys!
I need to work on leaving items in the same place by the door and not all over the house. Shortcoming: disorganized.) Then have pairs form groups of four. Ask the pairs to take turns reading their situations aloud and guessing which shortcoming each situation is about. Invite volunteers to read one of their situations to the class. Have Ss guess the shortcoming.

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LESSON 1 Introduce and respond to criticism

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first rule about cleft sentences with *What*.
- Have a volunteer read the two examples. For each, elicit which part of the sentence is the subject and which is the complement. (1. subject: What bothers them; complement: getting interrupted . . .; 2. subject: What surprised them; complement: the many apologies . . .) Point out how the form of *be* agrees with the complement.
- Ask, *Which part of the sentence is emphasized?* (the complement)
- Elicit the cleft sentences as simple direct sentences without the *What* clause. (1. Getting interrupted when they're talking bothers them. 2. The many apologies they received surprised them.)
- Point out how the *What* clause prepares the listener or reader for the information in the complement, emphasizing it. (1. What bothers them? Getting interrupted. 2. What surprised them? The many apologies they received.)
- Read the rule about noun clauses as complements.
- Have volunteers read the examples. Point out that we can only use *that* if the complement is a clause with a subject and a verb.
- Read the rule about cleft sentences with *It*. Ask, *When is the pronoun* it *considered "impersonal"?* (when it does not refer to a particular person or thing)
- Read the headings and both sets of example sentences. Stress the information after *it* as you speak.
- Reiterate that cleft sentences with *It* call attention to a noun or noun phrase. For example, who or what did, caused, or intended something. Ask Ss which word is being emphasized in each example sentence. (*Toby* in the first, and *her self-confidence* in the second.)
- Point out that the *be* form in the *It* clause is always singular, even when followed by a plural noun or noun phrase. For example: *It's the new employees who were perfectionists.*

LANGUAGE NOTES

- Cleft sentences are frequently used in speech, but they are particularly useful in writing, where we cannot use intonation for focus or emphasis.
- *Wh-* cleft sentences can start with other question words, such as *why*, *where*, and *how*.
- In informal spoken English, we often omit *that* and *who* after the *it* clause when they are the object of the verb. For example: *It was your sister, not your mother, (who) I met!*

GRAMMAR EXPANDER (optional, page T123)

B LISTEN TO ACTIVATE GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss preview the items and answer choices.
- Play the audio. If appropriate, pause after each conversation for Ss to choose the answer.
- Call on Ss to read the completed statements aloud.

EXTENSION (+5 minutes) In pairs, have Ss rewrite the complex cleft sentences as simple direct sentences. (1. He wanted to bring up her missing the meeting. 2. Simon losing his cool bothered him. 3. His interrupting her meeting made her decide to talk to him. 4. The two women having such a bad argument is surprising to him. 5. His constant criticism upset her.) Elicit answers. Then ask, *How are these sentences different?* (They are less emphatic.)

LANGUAGE NOTES

- Conversation 1: *It was my bad* is a common way to say "It was my mistake" in very informal spoken English.
- Conversation 2: *As far as I'm concerned* is used to introduce an opinion.

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and the example item. Have a volunteer read the sample answer. Ask, *What does* It's *emphasize?* (the way she talks to people) *What must follow the* It *clause?* (a clause with *that*)
- Have Ss complete the exercise individually and check answers in pairs. Remind them to keep the new sentences in the same verb tense.
- Call on Ss to read the new sentences aloud.

CHALLENGE (+5 minutes) Have Ss change the cleft sentences with *It* to cleft sentences with *What*. Do the example as a class. (What's so offensive is the way she talks to people.) Then have Ss restate the remaining items in pairs. (1. What makes me want to avoid working with Tom is that he's such a hothead. 2. What was unbelievably annoying was her constant lying about what happened. 3. What worries me is the way they speak to their children. 4. What might give you some strategies for getting more organized is this afternoon's session. 5. What always gets in the way of Jake being promoted is his negative attitude.)

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D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions and the example item. Have a volunteer read the sample answer.
- Ask, *What's the subject in the cleft sentence?* (What's always surprised me) Tell Ss to notice how *What's* takes the place of *That's* in the original sentence. If necessary, point out that *That's* and *What's* are contractions with *has*, not *is*.
- Ask, *What's the complement?* (that people tell me I'm too controlling)
- Have Ss complete the exercise individually and check answers in pairs.
- To go over the answers, read each item aloud and call on Ss to read the cleft sentence. Remind Ss that the word *that* is optional in the complement of cleft sentences with *What*.

E ROLE PLAY

Suggested time: 10 minutes | Your time:

- Read the directions. Have two volunteers read the example conversation.
- Give Ss a few minutes to think about how to respond to the cleft sentences in Exercise D.
- Form pairs. Have Ss take turns responding to the different situations.
- Monitor as Ss role-play.
- Bring the class together. Ask different volunteers to role-play one of their dialogues for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Politely introduce criticism or an uncomfortable topic with *There's something I need to bring up*
- Say *I didn't realize . . .* to acknowledge your acceptance of someone's criticism
- Say *I didn't mean to . . .* to acknowledge how your behavior might have been interpreted
- Say *On the contrary* to assure someone you don't feel the way they think you might
- Express gratitude for someone's negative yet helpful feedback with *You've done me a favor*

- Have Ss preview the conversation before listening. Elicit examples of the target grammar in the conversation. (What really bothered me was that you weren't paying attention to Amy's presentation . . .; it was Amy who pointed it out to me)
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *What is Ted's issue with John?* (John was being disrespectful during a co-worker's presentation.) *How does Ted introduce his criticism?* (There's something I need to bring up.) *Does John react to the criticism positively or negatively?* (positively)
- Call Ss' attention to the **Social language** box. Read the heading and the expressions. Have Ss repeat. Point out that the expressions use *I* or *we* instead of *you* to emphasize that the person is expressing his or her own concerns.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use emphatic stress for *terrible* in *I feel terrible*, *Amy* in *it was Amy,* and *contrary* in *On the contrary.* Listen for rising intonation on *What really bothered me* and a brief pause after it.
- Form pairs. Monitor as Ss role-play. Remind them to change roles and practice again.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Review the ideas in the **Keep Talking!** box. Play the video to support Ss as they extend their conversations.
- Have a volunteer read the list of **Things you might criticize someone for**. Remind Ss they could also discuss the other shortcomings in Exercise G on page 35.
- Remind Ss to switch roles and then partners. Encourage them to use different ways to introduce the criticism politely.

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

✓ using cleft sentences with *What* and *It* correctly

✓ introducing and responding to criticism politely

OPTION Use the Unit 4 Energizer Worksheet (see Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write 2–3 sentences about a problem in their lives that is bothering them. Ask them to use expressions from the **Social language** box in Exercise A and at least one cleft sentence. For example: *I'm having a problem with this co-worker at the office. What bothers me is how she's always looking at her phone during presentations and meetings.* Collect Ss' sentences as they leave. Check for the correct use of cleft sentences.

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

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LESSON 2 Give someone positive feedback

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss to look at the photo and read the question above it.
- Have Ss read the texts silently.
- To check comprehension, ask:
  How does Jared define positive and negative feedback? (Positive feedback is praise and recognition for a good job. Negative feedback is letting someone know where their performance has fallen short.)
  What kind of feedback does he think employees need? (both)
  Does Helmut agree or disagree with Jared? (agree)
  Which kind of feedback does Helmut say is more important? Why? (Positive feedback is more important because negative feedback is not helpful without it.)

OPTION Play the audio. Have Ss read and listen to the text so that they notice the emphasis used with the featured grammar.

LANGUAGE NOTES

- The phrase *fall short* means to not reach an expected standard or amount.
- If something is *indisputable*, it is impossible to question or deny it.
- To *offset* something is to balance or diminish its effect.

EXTENSION (+5 minutes) Ask Ss if they agree or disagree with Jared and Helmut about the importance of positive and negative feedback, and why or why not.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the target question.
- In pairs, have Ss take turns answering the question. Encourage them to give specific examples from the texts in Exercise A as well as from their own personal experience to support their opinion.
- Invite volunteers to share their views.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Tell Ss they will learn about three different types of adverb clauses of condition.
- Draw this chart on the board without the text:

1.	*even if* *whether or not*	*No matter what the condition, there is no way to affect or change it.*
2.	*only if*	*A certain condition is necessary for something to happen.*
3.	*unless* *otherwise*	*There's a consequence of the action or inaction (if not).*

- Read the first rule in the grammar box.
- Have a volunteer read the examples and the paraphrases in parentheses. Point out how the clause can appear at the beginning or the end of the sentence.
- Then fill in the first row of the chart on the board.
- Read the second rule. Have a volunteer read the examples. Elicit the independent clause in each. (Laura will be happy at her job . . .; . . . will she be happy at her job)
- Point out how the word order in the independent clause changes when *only if* appears at the beginning of the sentence.
- Then fill in the second row of the chart on the board.
- Draw Ss' attention to the **Remember** note. Read the rule and example to help Ss differentiate clauses beginning with *if only* from those with *only if*.
- Read the last rule. Have a volunteer read the examples. Make sure Ss understand that *Unless I put* has the same meaning as *If I don't put* in the first example, and *unless he apologized* has the same meaning as *if he didn't apologize* in the second.
- Read the **Note** aloud. Have a volunteer read the examples.
- To check comprehension, ask: *What happens if I don't put things in my calendar?* (I'll forget all about them.) *What happens if I don't set my alarm for 7:00 A.M. on weekdays?* (I'm late for class.)
- Fill in the final row of the chart.
- Leave the chart on the board for Ss to refer to while completing Exercises D and E on page 39.

GRAMMAR EXPANDER (optional, page T124)

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D UNDERSTAND THE GRAMMAR

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Have a volunteer read the sentence. Ask, *What is my sister's shortcoming?* (She leaves things until the last minute.) *What is the only way for her to stop doing this?* (if she takes a workshop about procrastination) *What will happen if she doesn't take the workshop?* (She won't stop leaving things until the last minute.) Elicit the answer. Have a volunteer explain why choice b is not correct. (because *whether or not* means there is no way to affect change)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To go over the answers, read the item aloud and call on Ss to read the correct choice.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Monitor. If Ss need support, ask them these guiding questions for each item:
  1. *Which choice indicates no matter what the condition?*
  2. *Which choice is used in a sentence with the consequence of an action or inaction?*
  3. *Which choice indicates that a certain condition is necessary for something to happen?*
  4. *Which choice indicates no matter what the condition?*
  5. *Which choice is used in a sentence with the consequence of an action or inaction?*
  6. *Which choice indicates that a certain condition is necessary for something to happen?*
- To go over the answers, call on Ss to read the complete sentence aloud.

PRONUNCIATION LESSON (optional, page T137)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the first tip and the benefit sample answer.
- Ask Ss if they agree with the benefit. Elicit additional ones of this tip. Remind Ss there is more than one possible benefit for each tip.
- In pairs, have Ss take turns reading the tips aloud and then brainstorm at least one benefit of each.
- Monitor. Assist with vocabulary and spelling as needed. Remind Ss to write at least one more tip and its benefit.
- To go over answers, read the tips and elicit benefits. Invite volunteers to share other tips and benefits. Encourage Ss to add any new ideas to their list.

OPTION (+5 minutes) Elicit which kind of positive feedback Ss think would be the most beneficial for them as employees. Have volunteers explain their choices.

B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Other ideas** box. Say, *What has the employee done to receive positive feedback? He or she has recently. . . .* Ask a volunteer to read the ideas for the class.
- Read the example conversation starters. Elicit other ways an employer can begin statements of positive feedback. (For example: I really appreciate that you . . .; I've noticed that you have . . .)
- Review the ideas in the **Keep Talking!** box. Encourage Ss to follow these suggestions as they practice their new conversation. Play the video for extra support.
- Ask Ss to use adverb clauses of condition in their conversations when appropriate. (For example: Employer: Whether or not a new employee is on your team, you always help them out. Employee: Well, I think it's important to have professional mentors in the workspace. Otherwise, a new job can feel overwhelming.)
- Remind Ss to switch roles.
- Time permitting, invite volunteers to role-play their conversation for the class.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ following the tips to give positive feedback
✓ using adverb clauses of condition correctly

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write 2–3 sentences about the kind of feedback they prefer on their English language development. Ask them to include an example of positive or negative feedback in this context and use at least one adverb clause of condition. (For example: I like when people correct my pronunciation. Even if it is technically negative feedback, I find it motivating. Otherwise, I wouldn't know what to work on.) Collect and read Ss' sentences to identify areas for review and their preferences about feedback.

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

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LESSON 3 Explain how you handle anger

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To introduce the topic, ask, *What makes you angry?* Elicit a few answers from the class.
- Elicit the phrases in Exercise B on page 34 that also mean to get really angry. (fly off the handle, lose one's cool)
- Ask Ss if they know other phrases for expressing anger in English. (For example: go nuts, go mad, go off the deep end)
- Have Ss read and listen to the phrases. Then have them listen and repeat.
- Have different volunteers read the example statement for each picture. After each, say the related expressions and their meanings.
- Clarify the meaning of any expression with additional examples.
- Point out that the expressions *hold it in*, *keep it inside*, *let it go*, and *shrug it off* always use the singular *it*, even when referring to something plural. For example: *He said some pretty insulting things to me, but I decided to let it go.*
- Point out that except for *lose one's temper*, the other phrases for expressing anger are very informal.

OPTION (+5 minutes) Ask, *Which of these ways do you use to handle anger?* Elicit answers.

OPTION (+3 minutes) Make these expressions easier to remember by eliciting or explaining their visual aspect: *blow one's top* is like a pressure cooker exploding; *go ballistic* is to explode like a projectile or a bullet; *shrug it off* is like shrugging your shoulders to say you don't care / mind; *vent* is like hot steam going through a vent; *let off steam* is like letting the steam out of a pressure cooker so that it doesn't explode.

B PERSONALIZE THE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions and target questions. Give Ss time to think about their answers.
- Form pairs. Have Ss take turns sharing their experiences and answering the questions.
- Monitor as Ss discuss. Listen for the correct use of the vocabulary.
- Ask for volunteers to share any interesting ways that their partners let off steam.
- Elicit additional ways of handling anger. (For example: journaling, meditating, doing art)

EXTENSION (+5 minutes) Have Ss assess the situation they described in pairs and tell their partner if they would do anything differently now. For example: *Before, I lost my temper with my sister, but now I would try to let off steam by going running before talking to her.*

C LISTEN FOR MAIN IDEA

Suggested time: 10 minutes | Your time:

- Play the audio. Suggest Ss take notes as they listen.
- Have Ss use their notes to summarize the purpose of the interview. Then have them compare answers with a partner.
- Elicit a few summaries from the class.

LANGUAGE NOTES

- Saying something *is the exception, not the rule* means that it is not common or usual.
- *Have a total fit* about something is to get really angry or feel shocked.
- *Road rage* refers to angry or violent behavior by a driver toward another driver.

EXTENSION (+5 minutes) To check comprehension, ask Ss to explain to a partner how the interviewees' cultural backgrounds shaped their experiences with expressing anger. (For example: Unlike Celina, Joseph wouldn't argue with his boss in front of other people because in Taiwan people are usually taught not to express anger in public.) Elicit ideas and specific examples from the class.

EXTENSION (+15 minutes) Play the interview again. Tell Ss to listen for how the speakers make it clear they are speaking for themselves, rather than on behalf of a whole country or culture. Ask Ss to write down any expressions they hear that help speakers avoid making generalizations or stereotyping. (For example: it depends on the situation and the person; But in general . . .; this is probably relative, but . . .; it's hard to generalize; in my personal experience . . .; these are my personal observations; what I'm about to tell you may not be representative of a particular culture at all. But . . .; generally speaking, I think . . .; Speaking for myself; I may be overgeneralizing a bit, but . . .; Most people . . .; But that's just me.) Elicit the expressions from the class. Write them on the board. Suggest that Ss use this kind of language when discussing cultural differences.

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D LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss preview the items and answer choices.
- Play the audio. Have Ss complete the exercise individually.
- Have Ss compare answers with a partner. Encourage them to use the prompts to share each answer. For example: *If he were angry with his boss, Joseph would . . .*
- To go over answers, read the items aloud and elicit an answer for each person.

OPTION Have Ss read through the situations and choose what each person would do based on what they remember from the interview. Then play the audio and tell Ss to check their answers.

OPTION (+5 minutes) Ask, *What did you learn about the way people in Taiwan tend to express anger?* (Possible answers: don't express anger publicly; not likely to express anger at an authority figure; for the most part people tend to let things go; outbursts of anger not likely; road rage, however, might set someone off) *What did you learn about the way people in Argentina tend to express anger?* (Possible answers: express anger publicly, don't hold things in, will challenge an authority figure or argue with a friend or stranger)

EXTENSION (+5 minutes) In pairs, have Ss share if they tend to express anger more like Joseph or Celina in each situation.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Have a volunteer read the situations.
- Do item 1 as a class. Ask Ss, *How would you handle your anger?* Make sure they use *would* + base form of the verb in their answers. (For example: I would probably hold it in.)
- Point out that Ss can also respond *I wouldn't mind* to any of these situations.
- Have Ss complete the exercise individually. Encourage them to add to the list one other situation from their daily lives that makes them angry.
- Form pairs. Have Ss take turns sharing and explaining their reactions to each situation.
- Remind Ss they can use adverb clauses of condition to explain their answer. For example*: If someone tells me off in front of other people, I might be able to shrug it off in the moment, but I would eventually need to vent about it. Otherwise, I'd keep my anger inside and eventually go bananas.*
- Bring the class together. Read each situation. Ask volunteers to share how they would respond, and why.
- Ask, *Which situation would make you the angriest? Which would bother you the least? Why?* Elicit answers from the class.

LANGUAGE NOTE Item 2: If you tell someone something *in confidence*, you tell them something secret or private and trust them not to tell anyone.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions.
- Point out the **Recycle This Language** box. Encourage Ss to use the phrases as they discuss.
- In pairs or small groups, have Ss take turns answering the question and explaining their behavior. Suggest Ss provide examples from their personal experiences.
- Ask volunteers to share their answers with the class.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are incorporating vocabulary for expressing and handling anger.

EXTENSION (+5 minutes) Ask the class, *Are there times when you don't express your anger?* Have Ss respond with specific examples of situations in which they don't express anger and explain why. Invite other Ss to respond. For example: *I couldn't hold it in if someone insulted me like that. I would go ballistic!*

EXTENSION (+5 minutes) Write on the board: *People who get angry often are generally less happy than people who seldom get angry*. Ask Ss if they agree or disagree. Tell them to provide reasons to support their opinion.

CLOSURE ACTIVITY (+5 minutes) In pairs, have Ss discuss how people from their home culture would generally react in the three situations in Exercise D. Ask them to share any personal experiences that demonstrate their observations. Monitor. Listen and take notes on areas for review and extra practice in later lessons.

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

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LESSON 4 Explore your relationships with friends

A READING

Suggested time: 15 minutes | Your time:

- Read the directions and the target question. Elicit what social psychologists do. (They study social interactions and their effects on individual and group behavior.)
- Read the title and introduction of the interview. Ask, *What does it mean when two things* go hand in hand? (They are closely connected.)
- Have Ss read the text silently. Suggest they underline and look up any words they are unfamiliar with.
- In pairs, have Ss answer the target question. Ask them to explain their answer with details from the text.
- Bring the class together. Ask Ss when the breakup of a friendship is not painful, and why.

OPTION Play the audio. Have Ss follow along with the text as they listen.

LANGUAGE NOTES

- If people are *on the same page*, they have similar opinions, feelings, or goals.
- If people are *like two peas in a pod*, they look, behave, or think exactly the same.
- If people *grow apart*, their relationship gradually becomes less close.
- When something *touches a nerve*, it makes the person upset or angry.
- The expression *go south* is an informal way to say that a situation that was good has become very bad.
- The expression *or the like* means "or something similar."
- *Food for thought* is something that makes you think carefully.
- *Pick up a conversation* is to start it again from where you left off.

EXTENSION (+5 minutes) Elicit what it means to *ghost someone*. Ask Ss if they have ever ghosted someone or been ghosted, and why. Have them share their experiences in pairs.

B IDENTIFY MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the answer choices for the class.
- Elicit the answer. Call on Ss to explain why the other two answer choices are incorrect. (Possible answers: 1. Dr. Dunhill says some challenges are too hard to resolve, but not all of them. 3. He says neediness and envy are possibilities in friendships, not certainties.)

EXTENSION (+5 minutes) In pairs, have Ss list other conclusions / information that can be drawn from the text. (For example: Some breakups of friendships can be painful, but not all are; Three things often connect friends: similar interests and beliefs, mutual trust, and shared identity; Close friends usually have similar interests and beliefs.) Call on Ss to share their conclusions with the class.

C SUMMARIZE

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit which paragraphs Ss should summarize. (the last two in Dunhill's second answer)
- Tell Ss to summarize each paragraph in 1–2 sentences. Remind them to include only the main ideas and leave out unnecessary details.
- Have Ss work individually and then compare their summaries in pairs.
- Ask volunteers to share their summaries with the class.

OPTION (+5 minutes) In pairs, have Ss share if they have ever experienced these challenges, and if the friendship survived. Invite volunteers to share their experiences with the class.

EXTENSION (+10 minutes) Ask Ss to summarize the main ideas of the interview. Have Ss compare their summaries with a partner. Then ask volunteers to share their summaries with the class.

Possible answers for Exercise C

Neediness: If one friend is needier than the other, it can lead to guilt and annoyance. The less needy friend may disappear from the needy friend's life.
Envy: When one friend envies another, the successful friend may sense the envy and be hurt. It may end the friendship.

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Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Say, *Read about three challenging situations people are having with friends.*
- Do the first item as a class. Have a volunteer read the situation. Read the responses and ask Ss which they agree with. Then ask, *What would you do if you felt like Jill?* Elicit a few answers from the class. (For example: If I felt like Jill, I would make an effort to call and congratulate Kate. Even if I'm jealous, she is still my friend.)
- Encourage Ss to use cleft sentences and adverb clauses of condition in their statements. Remind them to use the vocabulary for expressing and handling anger in Exercise A on page 40 when appropriate.
- Have Ss complete the exercise individually. Monitor and assist as needed.
- Bring the class together. Have volunteers read the two other situations. After each, read the responses and ask Ss to raise their hand for the response they chose.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Have two volunteers read the example discussion for the class.
- In pairs, have Ss discuss the situations and compare the responses they chose. If they are different, tell Ss to justify their choice. Then have partners share what they would do in that situation, and why.
- As Ss discuss, monitor and assist as needed. Encourage Ss to talk about when they have been in similar situations and what they did.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the three types of friendships described in Exercise A on page 42. (those based on similar interests and beliefs, mutual trust, or shared identity)
- Give Ss a minute to write down the name of one friend for each type of friendship.
- In pairs, have Ss generally characterize their friendships. Then have them specifically describe the relationship with each of the three friends whose names they wrote down.
- Suggest Ss share details about how they met and how the relationship developed into that particular kind of friendship. For example, if they have a friendship based on similar interests and beliefs, what are the similar interests and shared beliefs?
- Remind Ss to also point out any shortcomings that they or their friends have that create challenging situations in their relationships.
- Point out the **Recycle This Language** box. Encourage Ss to use the sentences and phrases as they discuss.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are

✓ providing details to support their suggestions and opinions

✓ categorizing their friendships according to the types described by Dr. Dunhill

✓ using vocabulary for shortcomings appropriately

WRITING HANDBOOK (optional, page T147)

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on blank sheets of paper. Tell them to write 4–5 sentences describing an unresolved challenging situation they are having with someone. If Ss don't have one, they can make one up. Suggest Ss use the situation cards in Talking Points as models. When Ss finish writing, have them exchange papers with a partner. Tell them to read their partner's situation and write some advice below it. Ask them to write their names below the advice. Collect Ss' papers and read them to identify areas for review.

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

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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Soft Skills Workshop 2: An Interview

For information on the general purpose, organization, and length of the Soft Skills Workshops, see the **Introduction** note on page T22.

1 TEAMWORK

Suggested time: 20 minutes | Your time:

- Read the workshop title and the **Outcome** note. Ask Ss, *Have you ever interviewed someone or been interviewed before? What was the experience like?*
- Read the directions. Have Ss look at the images and read the captions. Elicit what else Ss know about Junko Tabei, King Kong, and Nikola Tesla. Remind Ss they can also choose someone else to interview.
- Read the ideas in the **Tips for Teamwork** box. Ask for volunteers to read the expressions in the box modeling a polite tone of voice and enthusiasm.
- Give Ss a minute to think about who they would like to interview and why.
- Form teams of four or six. Have each team choose a secretary.
- Agree with the class how long the interview should take (for example, 5 minutes).
- Monitor and assist as needed. Remind Ss to take notes not only on the key facts about each person or character but also on the details that are most interesting to them. If necessary, clarify that this initial research is for Ss to explore potential topics for the interview. They will research the interviewee more thoroughly in the Collaboration stage.

OPTION (+5 minutes) Write the example topics from Collaboration on the board before Ss research to help guide their inquiry. Remind Ss to cover only the topics that are relevant and add other interesting topics as necessary.

TEACHING TIP Write on the board time limits for each task. (For example: 5 minutes to choose an interviewee, 10 minutes to research and take notes in pairs, 5 minutes to share research notes with the team) Keep time as Ss work.

2 COLLABORATION

Suggested time: 30 minutes | Your time:

- Read the directions and the ideas in the **Tips for Collaboration** box. Fill in the blanks to provide a few examples, such as *How would you feel about writing the interview questions about his early life? Do you think it might be better to cut the material about her book?*
- Have Ss go over the secretary's notes as a team, organize the information into main ideas or topics, and decide on those to be covered in the interview. Then tell Ss to divide up the selected topics among pairs.
- Bring the class back together. Elicit what makes effective interview questions and answers. (For example: Effective interview questions are relevant to the topic, open-ended to allow for a variety of responses, and clear so there is no confusion about what is being asked. The answers should address the specific question and be concise to keep within the time limit.) Ask Ss to keep these criteria in mind as they work in pairs and provide each other feedback as a team.
- Remind Ss they are writing fictional responses, which might be based on factual information but also on how they think the person or character would respond.
- Have the pairs research their topics further and brainstorm questions and answers. Monitor and assist as needed.
- Back in their teams, have pairs take turns reading their questions and answers. Then have the team members work together to select, combine, and revise the material into an interview script. Suggest Ss add a brief introduction about the interviewee at the beginning of the script.
- Once the secretary has written the final script, remind teams to do a final read-through to check for accuracy and make sure it is interesting.

TEACHING TIP Encourage Ss to use language from previous units in their interviews if appropriate. For example, they can use the words related to bravery and heroism (Unit 3, Lesson 3, Exercise A, page 30) to talk about the interviewee's achievements; or the vocabulary for shortcomings (Unit 4, Preview, Exercise G, page 35) to talk about some of the interviewee's challenges. They can also use *so* and *such* (Unit 3, Lesson 1, Grammar, page 27) to intensify adjectives and adverbs that describe the interviewee's experience, and clauses with *no matter* (Unit 3, Lesson 2, Grammar, page 28) to express frustration about obstacles they had to overcome.

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3 PRESENTATION

Suggested time: 40 minutes | Your time:

- Read the directions. Remind Ss of the time limit for their interview. Suggest they keep time while rehearsing.
- Direct Ss' attention to the image. Ask volunteers to describe what they notice about the people's appearance and body language. (professional attire, eye contact, good posture, hands together in lap, feet crossed) Remind Ss to keep their interviews professional: not too casual but not too formal either.
- Read the suggestions in the **Tips for Presentation** box. Remind Ss that even though they should face their partner in the interview, it is important to slightly turn their bodies toward the front so the audience can hear them.
- Direct Ss' attention to **Evaluate**. Read the directions. Give Ss a minute to read the statements silently.
- Elicit other ideas of effective body language to show interest and respect. (For example: keep eye contact, nod or tilt head, turn and lean slightly toward the other person)
- Ask Ss to get back in their teams. Have each pair choose roles and read through the script. Have Ss switch roles and read the script again. Then have teams choose the two team members that will present the interview.
- Challenge the presenters to cover the script after practicing the interview a few times. As the pair rehearses, remind the other team members to give them feedback based on the Evaluate checklist.
- Monitor as Ss rehearse. Assist with body language and pronunciation as needed.
- Distribute the copies of the **Evaluation Chart**. Make sure Ss have a chart to fill out for each group.
- Set up two chairs or desks facing each other in the front of the classroom. Call on teams to present their interview.
- Leave time after each presentation for Ss to complete the Evaluation Chart for the interview (for example, 2–3 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Bring the class together. Elicit feedback from the class about each team's interview. (For ideas on giving feedback, see Teaching Tip on "sandwich feedback" on page T22.)
- Collect Ss' Evaluation Charts after the final interview.

OPTION (+5 minutes) Suggest Ss make notecards to use during their rehearsal and presentation. Tell them to write a new question or answer on each card.

TEACHING TIPS

- In their evaluation, Ss should pay attention to both meaning and form of the interview. Encourage them to ask themselves questions as they evaluate, for example, *Was the interview engaging? Was it easy to follow? Was it delivered well? What did I like about it? How could it be improved?*
- To reinforce the language learned in previous units, refer Ss to Exercise A on page 36 as they evaluate each team. For example, encourage Ss to use cleft sentences when commenting on what surprised or impressed them most about the interviews. For example: *What I enjoyed most about the interview was the humor. It was the interviewee's ability to joke about his challenges that made the interview fun.*

EXTENSION (+10 minutes) Ask Ss which of the people or characters interviewed they want to learn more about, and why. Have them write a few more interview questions to ask this person or character and find the answers for homework.

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