Unit 1: Bumping into people

SUMMARY
You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements:
By the end of this unit, students will be able to say:
• I can greet people who I bump into.
• I can talk to people who I don’t know very well.
• I can express different emotions in the way I speak.

Vocabulary
Greeting: Long time no see! Fancy seeing you here! It’s Yana, isn’t it?
Catching up: How have you been? Same old, same old. What are you up to?
Inviting: Do you fancy ...? We should ... sometime.
Ending a conversation: I’d better be off. See you around. Sorry, can’t stop. You’d better get off then.

Appropriateness
Expressing emotion through word stress and intonation
Function
Greeting people you meet by chance
Clarifying details you had forgotten
Inviting
Responding to an invitation
Ending a conversation

CLASSROOM EXTENSION IDEAS
You can use some or all of these ideas to check and enhance your students’ understanding as they work their way through Unit 1 of Speaking B2+ in class.

Using Getting started
You can use some or all of the following steps when working through this section:
1. Ensure that students understand the phrase bump into someone. Explain that it means meeting by chance; it is not an arranged or expected meeting.
2. Tell students to discuss the questions in pairs or small groups. Feed back ideas as a whole class.
3. Ask students what phrases they might say if:
   • they bump into an acquaintance they see regularly (Hi, there! How are you doing? What’s up? How are things? See you around.)
   • they bump into a friend they have not seen for many years (What are you doing here? I haven’t seen you for ages! Long time, no see! We’ll have to catch up some time.)
4. Ask students to look at the photograph next to the title. In pairs, they should decide:
   • names and jobs for each person
   • how the people know each other
   • where they are going when they meet
   • how long it has been since they last met.

Tell students to create a mini-dialogue of no more than five exchanges (i.e. five lines per person) between the people in the picture. Students practise their dialogues in pairs. Ask two or three pairs to perform their dialogues to the class.

Using Conversations
1. Ask students to listen to the conversations and follow the dialogues in their books.
2. After listening, students can discuss these questions in pairs or small groups:
   • Where did the two people last meet?
   • How long is it since the two people met?
   • How well do they know each other?
   • What is their relationship?
3. Tell students to read the conversations aloud in pairs and try to replace the phrases in bold with other phrases with the same meanings. (Answers will vary. Suggested answers:
   Conversation 1: fancy seeing you here = I didn’t expect to see you; Long time no see = I haven’t seen you for ages; How have you been? = How are you?; How did that go? = How was it?; Oh, no major news really = Nothing much has happened; we should go for a coffee sometime = would you like to go for a coffee one day?; Definitely. Give me a ring. = Of course. Call me
   Conversation 2: How are you? = Are you okay?; What are you up to? = What are you doing?; Do you fancy ...? = Would you like to ...?; Sorry, can’t stop. = Sorry, I’m in a hurry; Where are you off to? = Where are you going?; You’d better get off then = You should go then.
   Conversation 3: It’s Yana, isn’t it? = Is your name Yana?; same old same old = everything is the same as usual; Nice to see you again = It was good to see you again; I’d better be off = I should go; See you around = I’ll see you some time soon.)

Ask three pairs to read one conversation aloud, using their replacement phrases.
**Using Understanding**

1. Tell students to complete Exercise 1, and check answers.

2. Put students into five groups, and give each group one of the strategies (a to e) from Exercise 2. Ask them to match the phrases and to consider:
   - whether the phrase is used with a regular acquaintance or with someone you have not seen for a long time.
   - aspects of pronunciation, such as word and syllable stress, intonation and any lost or intruding sounds.

Ask each group to nominate a spokesperson to feed back on their strategy.

3. Ask students to discuss the questions in Exercise 3 in pairs or small groups. In whole-class feedback, ask students whether they would say the same things in their own language or culture.

**Optional language work:**

Highlight the difference between *should* and *had better*. Ask students if it is possible to replace *should* with *had better* in Conversation 1 (No), and *had better* with *should* in Conversations 2 and 3 (Yes). Explain that *should* implies a positive consequence (e.g. going for coffee together), while *had better* implies a negative consequence (e.g. being late).

**Using Saying it accurately**

1. Ask students to complete Exercise 1 on their own and to compare their answers in pairs.

2. Tell students that the pronunciation of these phrases is very important in order to sound convincing. Say the sentences aloud and ask students to repeat you, paying close attention to word stress and intonation.

**Word stress (and Answers):**

1. I’m _terrible_ with names.
2. I’d _better_ be _off_.
3. _What_ are you _up_ to?
4. Do you _fancy_ going for a _coffee_?
5. _Sorry_, I can’t _stop_.
6. _Where_ are you _off_ to?
7. You’d _better_ get _off_ then.
8. Fancy _seeing_ you _here_!
9. _Long time_ no _see_!
10. No _major_ news really.

**Optional extension work: Speaking**

Tell students to work in pairs and create either five short dialogues or one long dialogue using at least five of the phrases in Exercise 1. They should practise the dialogue in pairs, paying close attention to word stress and intonation. Dialogues can be performed to the class.

**Using Saying it appropriately**

1. Complete Exercise 1. Ask students to repeat the phrase, copying the word stress.

2. Tell students that the underlined parts of the sentences in Exercise 2 denote a stressed word. Listen to Recording 03 and complete Exercise 3. Ask students what word stress means in terms of:
   - intonation (Answer: Stressed words tend to be higher in pitch.)
   - length of the word (Answer: Stressed words tend to be longer)
   - volume of the word (Answer: Stressed words tend to be louder)
   - the pronunciation of sounds within the word (Answer: Individual sounds within a stressed word are more likely to be heard, while in a stressed word they may be replaced by a schwa. Compare: How _are_ _a_/_a_? _you_? and How _are_ _a_/_a_?_?

3. Complete Exercise 4. In whole-class feedback, discuss how the voice changes to show different emotions.

4. Complete Exercise 5 as a class.

**Using Get speaking**

1. Tell students to follow the dialogues as the recording is played. Ask students to note down any aspects of stress, intonation or other pronunciation. They can read the mini-dialogues in pairs, copying the pronunciation in the recording. They can also try reading the dialogues in a way that shows a different emotion. Ask one or two pairs to perform their dialogues to the class.

2. Copy the photocopiable sheets *Bumping into people 1* and *Bumping into people 2*, and cut along the dotted lines. Put students into pairs and give one set of cut-out papers to each pair. Give *Bumping into people 1* to half the class and *Bumping into people 2* to the other half. They can swap over in Step 5.

3. Ask students to put the papers into a suitable order and think about what they would say in each situation. Encourage them to look back over the unit and find useful phrases.

4. Ask students to practise the dialogue in pairs. Encourage them to use the correct stress and intonation to show the emotion they want to portray.

5. Students change dialogues and repeat the activity. Ask two pairs for each dialogue to perform their dialogue to the class.
Using Language note
1. Tell students to read the sentences in the Language note. Then put students into pairs and give them two minutes to see how many sentences they can make using The problem with … is. Ask the pair with the most sentences to say their sentences aloud.
2. Challenge students to incorporate a The problem with ... sentence into their dialogues from Get speaking. Take a class vote on the best or funniest sentence.

Using Everyday language
1. Tell students to complete Exercise 1. Invite students to look back at Conversations to see how the phrases are used in context. They can also refer to page 88 to see other contexts in which these phrases can be used.
2. Ask students to make a new dialogue incorporating three of these phrases. Tell them to use the phrases that they consider most useful. Monitor to ensure they are using the phrases correctly.

Optional extension work: Speaking
Put students into pairs. Tell them to create another dialogue for the characters in the photograph at the beginning of the unit. They should think about
- who the people are
- when and where they last met
- how well they know each other
- how they are feeling at the moment
- what they will do next.

Encourage students to use phrases from the unit. Students can act out their dialogues. For homework, you could ask students to write their dialogues.

Using Next steps
Read the Next steps box aloud. Ask students to discuss in small groups other ways to learn new phrases (as opposed to individual words). Feed back their ideas as a whole class.
### Bumping into people 1

**Person A:** You bump into an old friend in the street. What do you say?

**Person B:** An old friend greets you in the street. What do you say?

**Person A:** Ask how your friend is.

**Person B:** Respond to your friend’s question.

**Person A:** Ask about your friend’s news.

**Person B:** Respond with your news.

**Person A:** Invite your friend out, so that you can catch up.

**Person B:** Accept the invitation or make an excuse.

**Person A:** End the conversation appropriately.

**Person B:** End the conversation appropriately.
### Bumping into people 2

<table>
<thead>
<tr>
<th>Person A:</th>
<th>Person B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You bump into someone you recognize but don’t know well. Greet Person A.</td>
<td>Someone recognizes you in the street. You recognize them too, but you can’t remember how you met.</td>
</tr>
<tr>
<td>Remind Person B where you met. Check person B’s name.</td>
<td>Respond. Admit that you don’t remember Person A’s name.</td>
</tr>
<tr>
<td>Give your name.</td>
<td>Respond. Say what you remember about Person B’s news.</td>
</tr>
<tr>
<td>Update Person B with your news. Ask about Person B’s news.</td>
<td>Respond appropriately with your news.</td>
</tr>
<tr>
<td>End the conversation appropriately.</td>
<td>End the conversation appropriately.</td>
</tr>
</tbody>
</table>