

**LONGMAN ENGLISH INTERACTIVE 4 UNIT A.2 NOTES**  
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## UNIT A.2 AT A GLANCE

### Story Synopsis: A Hot Lead

Talia tells Tony that the audio expert said the voice on the tape is Nick's, and that the tape had been edited. She explains that Nick is innocent and was tricked by his teammate, Dean Bishop. Tony agrees to give Talia one more day on the story and advises her to stay objective. Meanwhile, Amy goes to the health club juice bar to find out information about Jackie Bishop from Patty, the juice bar attendant. Patty tells Amy that Jackie is taking acting classes at the university. Amy tips Patty for her information.

### Video Listening 1

**Talia:** Tony, I need to see you. I have to bring you up to date on the Nick Crawford story.

**Tony:** Come in. What's going on?

**Talia:** I just spoke to Nick. He was tricked. The tape was edited. He didn't take a bribe. It just sounds that way.

**Tony:** Well, what does your audio expert say?

**Talia:** I forgot to tell you. It's definitely Nick's voice. And he said the tape was definitely edited.

**Tony:** But I don't get it. Who's behind this?

**Talia:** One of Nick's teammates, Dean Bishop. He resents being in Nick's shadow. He wants to be the only star on the team.

**Tony:** Of course! The bottom line is . . . being the star is worth a lot of money in endorsements.

**Talia:** Still. I can't imagine . . .

**Tony:** OK. So, now, what's your plan?

**Talia:** I have an idea. I need some help from Amy.

**Tony:** Fine. You can have another day on this and we won't run the story yet. But one more thing, Talia, I hope you're not emotionally involved in this story.

**Talia:** Me? Emotionally involved?

**Tony:** I know you want to clear Nick's name. But if you want to have a career in journalism, you have to remember to stay objective.

### Listening 1 Culture Notes

Tony is worried that Talia is becoming emotionally involved with Nick. Tony says, "You have to remember to stay objective." Talia *rolls her eyes*. We roll our eyes when we are told something that we think we already know or that we think is silly.

### Video Listening 2

**Patty:** Hi there. What can I get for you?

**Amy:** How about a large iced tea?

**Patty:** Coming right up.

**Amy:** . . . and a little information.

**Patty:** What kind of information?

**Amy:** I'm trying to get hold of someone named Jackie Bishop. I was told that she's a member of this club.

**Patty:** Hmm. She used to be, but not anymore. She stopped coming here a while ago. Maybe a year ago, even.

**Amy:** Oh. Too bad.

**Patty:** Her brother Dean, the soccer player, works out here, though. I remember seeing him yesterday, around lunchtime. Maybe you could speak to him.

**Amy:** Actually, I'd rather avoid seeing him. It's a little complicated between him and me, if you know what I mean.

**Patty:** Oh, I see. Well, here's an idea. I think Jackie's taking acting classes over at the university. Maybe you could catch up with her there.

**Amy:** She's taking acting classes at the university?

**Patty:** Mmm-hmm.

**Amy:** Ah . . . Yes . . . That's a great idea. Thanks for the tip.

**Patty:** Oh, likewise! Thanks!

### Listening 2 Culture Notes

- Amy says, "How about a large iced tea . . . and a little information?" This is a play on words. We usually order something to drink at a juice bar. Amy has just "ordered" some information from Patty.
- Amy says, "Thanks for the tip," and Patty says, "Likewise! Thanks." This is another play on words. Usually customers leave *a tip*, which is money, for the person who serves them. But *a tip* is also a piece of very useful information. Amy and Patty have received *tips* from each other, but different kinds of tips.

### Vocabulary

Learn the meanings and usage of these phrases with *line*:

*along the same lines, be out of line, down the line, drop someone a line, get a line on something, give someone a line, lay it on the line, read between the lines, take a hard line, the bottom line*

## Speaking

### Asking About Problems

You look depressed.  
 You seem upset.  
 You sound worried.  
 You sound a little down.  
 You like you've got a problem.

Are you OK?  
 Is anything wrong?  
 Is everything all right?  
 What's the matter?  
 What happened?

### Talking About Problems

It's my boss. She doesn't like me.  
 It's my class. It's too difficult.

### Suggesting a Solution

I have an idea.  
 Here's an idea. Your teacher can probably help. Why don't you talk to him?  
 I know!

Maybe you could talk to your boss.  
 If I were you, I'd give him a call.

Why don't you leave tonight?

### Responding to a Suggested Solution

That's a great idea.  
 That's a thought!  
 You're right.  
 I guess you're right.  
 Hmm . . . that might work.  
 I can't do that.  
 I'd rather not do that.  
 No, that won't work.

### Role Play 1 Model Dialog Transcript

**Talia:** Oh, no . . .

**Kim:** You seem worried. Is everything all right?

**Talia:** This research is due at five o'clock. I'm really stressed out about it.

**Kim:** I have an idea. Miguel isn't very busy right now. Maybe you could ask him to help you.

**Talia:** Yes, that's a great idea. Thanks for the tip!

**Kim:** You're welcome!

### Role Play 2 Model Dialog Transcript

**Nick:** You look upset. Is something wrong?

**Drew:** It's my job. I have a doctor's appointment at two, and there's a meeting at the same time.

**Nick:** Maybe you could reschedule the doctor's appointment.

**Drew:** No, I'd rather not do that. I've had this appointment for months.  
**Nick:** Then why don't you tell your boss you can't make the meeting?  
**Drew:** You're right. I guess I'll have to.

**Grammar**

- The passive
- Quantifiers (*a lot of, a few, a little, many, much*)
- Verb + gerund or verb + infinitive

**Task Listening**

Job Orientation

- Students listen to the guidelines given to new customer service representatives at their job orientation and put information into the correct place in a chart

**Pronunciation**

- Falling intonation for statements and *wh*- questions
- Unstressed words (*is, was*)

**Reading**

IQ vs. EQ: Emotions at Work

- An article about the role of IQ (intelligence) and EQ (emotional intelligence) in the workplace

## **TEACHING UNIT A.2 IN CLASS**

### **Web Research and Writing Assignment**

**Summary:** Students research successful people on the web. Then they write one person's biography and their opinion on that person's EQ level. This will be the basis for the Communication Companion activity "Web Discussion."

**Writing Skill:** Draw a conclusion

#### **Procedure**

1. During the class session before you do the Web Discussion activity, hand out copies of "Web Research: High or Low EQ?".
2. Go over the directions with students. Show them the model for writing the information in Part B.
3. If you have additional websites to suggest, write them on the blackboard. Have students copy this on the lines in Part A.
4. Hand out copies of "Writing Assignment: High or Low EQ?".
5. Tell students they will write a paragraph using the facts they found in the Web Research. Show them the model paragraph in Part A.
6. Have students complete the assignment for homework and bring it to the next class session along with their Web Research notes.
7. To find out more about the in-class activity, go to the "Web Discussion" section in this document.

## Web Research: High or Low EQ?

**You will visit websites that provide biographies of successful people. You will choose one person to write a biography about. Do you think the person has a high EQ or a low EQ?**

### **A. Go to these Internet websites to do your research:**

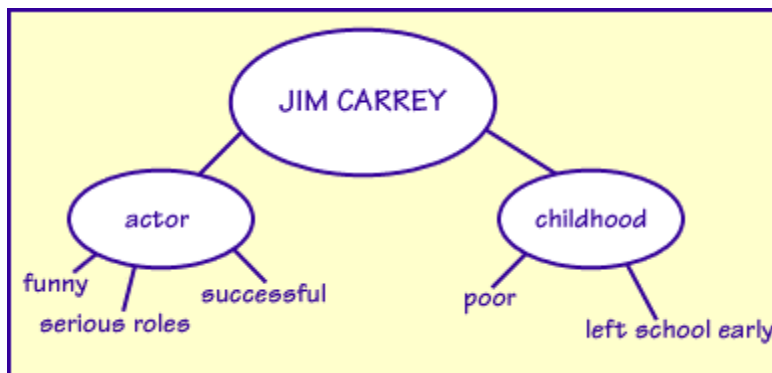
[www.jimcarreyonline.com/biography/](http://www.jimcarreyonline.com/biography/)  
[www.anc.org.za/people/mandela.html](http://www.anc.org.za/people/mandela.html)  
[www.facts.com/cd/b94314.htm](http://www.facts.com/cd/b94314.htm)  
[www.who2.com/bono.html](http://www.who2.com/bono.html)

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### **B. Choose one person. Write down facts about the person's background. Use a mind map.**

#### **Model**



#### **Your Notes**



## **Communication Companion Notes**

### **What's the Story?**

For detailed information on how to conduct this activity, see "Activity: What's the Story?" in the *Teacher's Guide Overview*.

**Summary:** (1) Students answer questions to retell the story in their own words and (2) give their opinions about what Talia is planning to do to clear Nick's name.

**Groups:** Groups of 3

#### **Procedure**

1. Elicit the names of the characters that were introduced in the video: Tony Grimaldi (Talia's boss), Dean Bishop (Nick's soccer teammate), Amy Lee (Talia's co-worker), and Patty Nolan (the juice bar attendant).
2. Tell students to use the points listed to retell the story.

#### **Answer Key**

- Talia found out that the voice on the tape is Nick's voice and that the tape was edited.
- She thinks Dean Bishop (Nick's soccer teammate) and his sister, Jackie, made the tape. Dean wants the coach to kick Nick off the soccer team so Dean can be the only star on the team.
- Tony tells Talia to stay objective and not to get emotionally involved.
- Amy goes to the juice bar in the health club where Jackie used to work out. She talks to the juice bar attendant, Patty. She finds out that Jackie is taking acting classes at the university.

#### **Story Synopsis**

Part 1: Talia is in Tony's office. She brings him up to date on what's happening with the story on Nick. The audio expert said the voice on the tape is Nick's, and that the tape had been edited. She explains that Nick didn't take a bribe and has been tricked by his teammate, Dean Bishop. Dean resents being in Nick's shadow and wants to be the only star on the team. Tony agrees to give Talia one more day on the story and advises her to stay objective.

Part 2: Amy goes to the health club juice bar to find out information about Jackie Bishop from Patty, the juice bar attendant. She finds out that Jackie isn't a member at the club anymore. Patty suggests that she talk to Jackie's brother, Dean, but Amy pretends that she used to be in a relationship with Dean and doesn't want to see him. Then Patty tells Amy that Jackie is taking acting classes at the university. Amy tips her for her information.

## **Be Dramatic!**

For detailed information on how to conduct this activity, see "Activity: Be Dramatic!" in the *Teacher's Guide Overview*.

**Summary:** (1) Students match the beginning of lines from the video to the correct endings and (2) role play the conversation.

### **Language Point**

Pronunciation: falling intonation for statements and *wh*- questions

**Groups:** Pairs

### **Procedure**

1. Tell students that they are going to work together to match the beginnings of, Talia and Tony's lines to the endings to put a conversation together.
2. Have students work together to match the lines. One student reads the beginning of the first line: "Tony, I need to see you. I have to . . ." and another student finds the appropriate ending: "bring you up to date on the Nick Crawford story." Students continue matching the lines.
3. When students have finished matching the lines, go over the answers with the class.
4. Now use the Pronunciation Practice that follows to review falling intonation for statements and *wh*- questions.
5. Tell students that each person should choose a character. They should imagine that they are in the office and use the conversation in the Communication Companion and their own words to create a conversation. Each student adds at least two lines of their own to the conversation.
6. Have students switch roles and role play the conversation again.

### **Answer Key**

**Talia:** Tony, I need to see you. I have to g. bring you up to date on the Nick Crawford story.

**Tony:** Come in. What's a. going on?

**Talia:** I just spoke to Nick. He was tricked. The tape d. was edited. He didn't take a bribe. It just sounds that way.

**Tony:** Well, what does c. your audio expert say?

**Talia:** I forgot to tell you. It's definitely h. Nick's voice. And he said the tape was definitely edited.

**Tony:** But I don't get it. Who's e. behind this?

**Talia:** One of Nick's teammates, Dean Bishop. He resents being b. in Nick's shadow. He wants to be the only star on the team.

**Tony:** Of course! The bottom line is . . . f. being the star is worth a lot of money in endorsements.

### **Pronunciation Practice**

1. Ask students what happens to the intonation at the end of statements: Does it usually rise or fall? (It usually falls.) Ask students what happens to the intonation at the end of *wh*- questions: Does it usually rise or fall? (It usually falls.) Elicit from students that in falling intonation, the voice jumps up on the stressed syllable of the most important word in the sentence and then falls to a low tone.
2. Read the following sentences from the conversation, modeling falling intonation. Ask students to say where the intonation jumps up before it falls at the end. The syllable where the intonation jumps up is underlined in each sentence that follows.

I need to see you.  
What's going on?  
I just spoke to Nick.  
He didn't take a bribe.  
It just sounds that way.  
He was tricked.  
What did the expert say?  
The tape was edited.  
I don't get it.  
Who's behind this?

3. Say the sentences again, modeling appropriate intonation, and have students repeat after you.

## **Lifestyles: I Need a Lot of Sleep**

**Summary:** (1) Students make statements about themselves. (2) Students take turns asking *why* and two other follow-up questions about the statements.

### **Language Point**

Grammar: quantifiers: *a lot of, a little, a few, many, and much*

**Groups:** Pairs

### **Procedure**

1. Tell students they will make true statements about themselves, using the quantifiers *a lot of, a little, a few, many, and much*.
2. Model the activity by telling students several statements about yourself, using the words in the word pool and quantifiers. For example:  
I get a lot of exercise.  
I don't watch much TV.  
I buy a few CDs every month.
3. Give students time to work alone and think of statements about themselves. Tell them to write their statements on a separate piece of paper. Remind them that they should use a quantifier (*a lot of, a little, a few, many, much*) in each statement.
4. Create pairs.
5. Tell students to take turns reading their statements and asking *why* and two other follow-up questions about the statements. Go over the examples in the *Communication Companion*. Suggest follow-up questions that students can ask.
6. When students have finished exchanging information, complete the activity by asking if students had similar lifestyles. Call on individual students to report to the class.

### **Extension**

Have students find a new partner. They tell their new partner about their first partner.

### **Matching: Taking a Hard Line**

For detailed information on how to conduct this activity, see "Activity: Matching" in the *Teacher's Guide Overview*.

**Summary:** (1) Students match sentences and responses. (2) Students use one exchange to create a conversation.

#### **Language Point**

Vocabulary: phrases with *line*

Grammar: verbs followed by gerunds or infinitives with a focus on *stop*, *forget*, and *remember*

**Groups:** Pairs

#### **Procedure:**

See "Activity: Matching" in the *Teacher's Guide Overview*.

#### **Answer Key**

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

## **Today's Headlines**

**Summary:** (1) Students match newspaper headlines to pictures. (2) They discuss what they think happened in each news story.

### **Language Point**

Grammar: passive voice

Pronunciation: unstressed words (*was*)

**Groups:** Groups of 3

### **Procedure**

1. Tell students that the pictures and headlines are from a newspaper, *The Riverdale Daily News*.
2. Create groups of 3.
3. Tell students to write the correct headline above each picture.
4. When students have matched the pictures and headlines, go over the answers with the class.
5. Now tell students that they will discuss what they think happened in each of the news stories. Point out the verbs in the word pool. Tell students they can use these verbs or their own ideas.
6. Go over the example in the *Communication Companion*. Review the passive voice with students (a form of the verb *be* + the past participle).
7. Check that students know the meanings of all the verbs, especially *damage*, *buy out*, and *lay off*.
8. Have students take turns suggesting what happened in the stories. Remind students to use the passive voice.
9. When students have finished, call on individuals in various groups to report their sentences to the class. Write the sentences on the board (to be used in the pronunciation practice that follows).
10. Now use the Pronunciation Practice that follows to review the pronunciation of *was* in passive sentences.

### **Answer Key (possible answers)**

- a. The bridge was hit by a large boat. The bridge was damaged. The traffic was stopped. The bridge was closed.
- b. Ellie Chen was named the best actress of the year. / She was chosen as the best actress of the year. She was given an award. The movie was shown in theaters around the country.
- c. Recreation Unlimited was bought out by SBC Sports. Two companies were joined. A decision was reached yesterday. Some employees were laid off.

### **Extension**

Tell the class real headlines you've read in the newspaper recently, or bring in newspaper headlines. Have students suggest what happened in the news stories, using the passive voice.

### **Pronunciation Practice**

1. When students have completed the activity, review the pronunciation of *was* in passive sentences. Ask students whether the stress is on the verb *be* or the main verb. (The verb *be* is unstressed; the main verb is stressed.)
2. Use the sentences you wrote on the board to practice the pronunciation of *was* in passive sentences. Read each sentence and have the class repeat after you.

## **Situations: You Look Worried!**

For detailed information on how to conduct this activity, see "Activity: Situations" in the *Teacher's Guide Overview*.

**Summary:** Students imagine they're good friends and talk about two problems and possible solutions, using the information provided.

### **Language Point**

Functional language: talking about problems, asking about problems, suggesting solutions, and responding

**Groups:** Pairs

### **Procedure**

(For more information on this activity, see the General Notes on Using the Communication Companion PDF. [Go to the "Teacher Home Page" and click on "Teacher's Guide."])

1. Tell students they are going to create two conversations with a partner about two different situations.
2. Set up the context: Students imagine they're good friends. They each have a problem, and they will suggest solutions to each other's problems.
3. Create pairs.
4. Tell Students A to stay on page 9 and Students B to turn to page 50.
5. Give students time to read the first situation. Circulate and make sure students understand their roles.
6. Now brainstorm possible solutions for the first situation. Ask a Student A to describe the problem. Elicit solutions from the class. Here are some possible solutions:
  - Ask the landlady to take care of the problems. Tell her that you cannot pay more rent, and that you have always taken good care of the apartment and have never caused a problem.
  - Pay for the work yourself. It's cheaper than having your rent raised.
7. Tell students to begin their role plays.
8. When students finish the first role play, give students time to read the second situation.
9. Now brainstorm possible solutions for the second situation. Ask a Student B to describe the problem. Elicit solutions from the class. Here are some possible solutions:
  - Call your friend and tell him or her exactly how you feel. Explain that you want to talk honestly about this situation. Tell him or her that you had to cancel your plans last week because you needed to study for a big test.
  - Invite your friend over for dinner with some other friends. Call him or her a week in advance, and say that you really want him or her to be there and that you want to continue your friendship.
10. Tell students to begin the second role play.
11. When students have finished, have two pairs role play the situations for the class.
12. Complete the activity by asking if anybody has been in a similar situation and how they solved the problem.

### **Example Conversations**

Situation 1:

**A:** What's wrong? You look depressed.

**B:** Oh, it's my apartment. It's a great place, but I'm upset because some things don't work.

**A:** How annoying! Why don't you talk to your landlady?

**B:** I can't do that. I'm afraid she'll raise my rent to fix the problems.

**A:** Well, here's another idea. You could fix the problems yourself or pay someone to fix them. Then your rent won't go up.

**B:** You're right. It would be cheaper to fix the problems myself than to pay more rent.

Situation 2:

**A:** You look upset. Is everything all right?

**B:** Not really. I'm stressed out about my friend, Tammy.

**A:** What happened?

**B:** Well, I've been trying to get together with her all week, but when I call her, she tells me she has other plans.

**A:** So, do you think she's avoiding you?

**B:** Yeah. She's been going out with other friends. She might be mad at me because I cancelled plans with her last week.

**A:** But you had a big test, didn't you?

**B:** Uh-huh.

**A:** If I were you, I'd call her and lay it on the line. Tell her exactly how you feel, and explain that you had a test last week.

**B:** Hmm . . . That might work, but I'm worried that we'll get into an argument.

**A:** Here's an idea. Invite her over to dinner with some friends. Tell her how much you want her to be there. And be sure to invite her at least a week ahead of time.

**B:** That's a great idea!

### **Extension**

Create new pairs. Have students create two more conversations with their partner. In the first, A students describe a real life problem, and B students suggest solutions. In the second, B students describe a real life problem, and A students suggest solutions.

## **Web Discussion**

**Summary:** (1) Students discuss emotional intelligence and the successful people they researched to create a list of the characteristics that people with a high EQ (emotional intelligence) have in common. (2) Students discuss their own EQ.

**Groups:** Groups of 3

### **Procedure**

1. Tell students they are going to discuss successful people's emotional intelligence (EQ) and their own EQ. Elicit from students what *emotional intelligence* means. (*Emotional intelligence* refers to a person's personality traits and social skills, in contrast to their intellectual skills. It includes the ability to understand others and themselves and the ability to get along with others.)
2. Create groups of 3.
3. Have students discuss whether the people they researched have a high EQ or a low EQ and what characteristics each person has.
4. Have each group choose one person to take notes. Together, the group makes a list of the common characteristics of people with a high EQ.
5. When students have completed their lists, call on individual students to tell the class one characteristic on their list. Write the characteristics on the board.
6. Now tell students to discuss their own EQ. Do they have a high EQ or a low EQ? What characteristics do they have?
7. When students have finished their discussion, ask each group how many students in their group have a high EQ and how many have a low EQ. Tally the class results on the board.

### **Extension**

Conduct a class discussion on why having a high EQ might help people become successful in their lives.

### **Web Discussion Homework**

For homework, assign students the Web Research and Writing Assignment for Unit A.3. (See "Teaching Unit A.3 in Class" in *Unit A.3 Notes*.)

Also, remind students to watch the video before they come to class!

## A.2 Extra Classroom Practice

### **Extra Practice 1**

Students read a dialog to practice falling intonation for statements and *wh*- questions. Remind students that when making a statement or asking a *wh*- question, we usually use falling intonation. The voice jumps up on the stressed syllable of the most important word in the sentence and then falls to a low tone.

Set up the context: Two friends are talking about where their friends are. Write the dialog on the board. Have students repeat each line after you. Then divide the class in half. Half of the class reads A's lines and the other half reads B's lines.

- |   |   |
|---|---|
| <b>A:</b> Where are Ken and <u>Pam</u> ?              | <b>B:</b> What do you <u>mean</u> ?               |
| <b>A:</b> We're supposed to go to the <u>movies</u> . | <b>B:</b> What time does the movie <u>start</u> ? |
| <b>A:</b> It starts at <u>8:15</u> .                  | <b>B:</b> Well, it's only 7:00 <u>now</u> .       |
| <b>A:</b> Oh! I should probably wear a <u>watch</u> ! |   |

### **Extra Practice 2**

Students read a dialog to practice unstressed words: *is*, *was*. Remind students that the words *is* and *was* are usually unstressed and reduced in spoken English. We pronounce them as shorter, weaker, less clear, and often lower in pitch than the words around them.

Set up the context: A family is back home together after being apart. Write the dialog on the board. Have students repeat each line after you. Then divide the class in half. Half of the class reads A's lines and the other half reads B's lines.

- |   |   |
|---|---|
| <b>A:</b> Jane is here!                             | <b>B:</b> I thought she was in Paris.             |
| <b>A:</b> No, she's home. She was there last month. | <b>B:</b> Oh, I see. Someone else is at the door. |
| <b>A:</b> I think it's Jack.                        | <b>B:</b> Jack is back from Florida?              |
| <b>A:</b> Uh-huh. He was only there for a week.     | <b>B:</b> This is great!                          |
| <b>A:</b> What's great?                             | <b>B:</b> Everyone is here now. What fun!         |

## **Preview of Unit A.3**

The following are the learning objectives for Unit A.3.

### **Listening**

- Predict topics in conversations
- Listen for details of people's plans
- Listen for the main purposes of people's plans
- Listen to directions on how to register for classes at a university

### **Speaking**

- Asking for general and specific impressions
- Responding to questions about impressions

### **Grammar**

- Present perfect and present perfect continuous
- Embedded *wh-* and *yes-no* questions
- Participial adjectives

### **Pronunciation**

- Rising intonation for some questions
- Stress in noun compounds

### **Reading and Vocabulary**

- Getting the meaning from context
- Understanding main ideas and details

## **Discussion Board or Chat Activities**

**Purpose:** Writing fluency practice

**Task:** Discussion using Discussion Board or Chat

Students discuss their opinions about EQ (emotional intelligence).

The following Discussion Board or Chat activity is an online supplement to the course. This activity may be done using free third-party tools, such as Hotmail, Blackboard, WebCT, Yahoo groups, etc. If you have no access to these tools, you may also do this activity in the classroom.

For more information and for tips on managing Discussion Board and Chat activities, see "Using Online Communication Tools to Supplement the Course" in the *Teacher's Guide Overview*.

### **Topics (choose one)**

1. Describe someone you know with a high EQ. Is the person successful in life? Why?
2. Which do you think is more important, a high IQ or a high EQ? Why?