

Lead-in (page 6)

Ask students if they've ever been to a surprise party. Was it difficult to keep it a secret? Did the person being surprised find out about the party?

Presentation (page 6)

1. Before playing the presentation: Tell students to listen and decide who the party is for (Matt). Play the presentation dialog. Ask whether Matt knows about the party or not. (Gloria and Bob aren't sure.)
2. Ask two students to read the dialog.
3. Now ask students to read through the idioms and definitions and find any that they have heard or read.

Fun fact**beat around the bush**

Beat around the bush comes from hunting and probably dates back to the Middle Ages. Hunting parties used to employ beaters who beat the bushes to flush out game birds so that the hunters could shoot them.

Focus on meaning (page 7)**A Grouping**

In pairs or groups, students group the idioms and then check their answers.

B Matching

In pairs or groups, students complete the matching activity and then check their answers.

Focus on form (page 8)**A Communication crossword**

In pairs, students complete the crossword and then compare their answers with another pair.

B Correct or incorrect?

Students work alone to complete the activity and then compare answers in pairs or groups.

Focus on use (page 9)**A Formality**

1. Elicit information about detective stories. Ask students to look at the cartoon and decide what is happening. Then ask whether the situation is formal or informal.
2. Students complete the monologue in pairs and then check their answers.

B Over to you

1. Give students a few minutes to consider the ideas of "open" and "closed" and how willingness to communicate is described in their first language, noting any communications idioms. Then discuss as a whole class activity.
2. Ask students whether they have noticed any difference between English and their first language in terms of what is and is not considered to be polite behavior when speaking. Discuss as a whole class activity.

Now write (page 9)

1. Ask students what the differences are between face-to-face, voice only, and written communication. How much information do we communicate in our tone of voice, our body language, our eyes? What information is lost when you can't hear or see the person you're communicating with?
2. The writing task can be done in class or assigned as homework.