



NICE GUY



Scan to review worksheet

Expemo code:
149M-P3AE-X2BS

1 Warm up

Match these words with the pictures. For some pictures, you can have more than one word.

<u>colleagues</u>	pals	<u>neighbors</u>	<u>buddies</u>	best friends
<u>classmates</u>	<u>girlfriend</u>	<u>boyfriend</u>	<u>partners</u>	

1



2



3



4



Can you remember a time when you said something nice to one of the people in the exercise? What did you say?



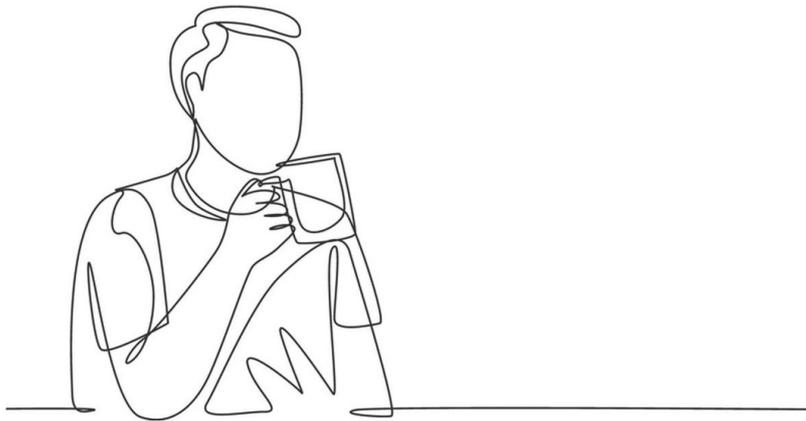
2 Listening



Listen to four conversations that Leo has and decide who he is speaking to in each one. One option is extra.

- friend
- classmate
- neighbor
- partner
- colleague

Do you think Leo is a nice guy?



Choose the best word to complete these sentences that Leo says.

1. Well **do / doing / done**, Chloe.
2. ... I know you're very good at **talk / talking / talked** to customers.
3. **Keep up / Make up / Do up** the good work.
4. Congratulations **for / with / on** the new baby. **That's / What / Which** a cute kid!
5. **Bad / Sad / Glad** to hear it. Good luck!
6. I really like the color that you chose. Good **job / done / made!**
7. You **seem / look / are** nice today.
8. That jacket really **helps / makes / suits** you.

Listen again and check.



3 Language point

Functions are phrases that do a job in a conversation. There are lots of functions in social language, and you can use these in many different situations and relationships. These functions were in the listening.

- **Complimenting:** making a positive personal comment to someone, often about how they look.
- **Congratulating:** talking about a recent/future positive event in someone's life.
- **Praising:** saying someone's work, actions or choices are good.

Which functions are these expressions?

function: ¹	function: ²	function: ³
Well done.	What a cute kid!	Congratulations on the new baby.
I know you're good at talking to customers.	You look nice today.	Glad to hear it.
Keep up the good work.	That jacket really suits you.	Good luck.
Good job!	Where did you get it?	
I really like the color that you chose.		

There are many polite ways to respond to these functions. Match each response with its meaning or explanation.

- | | |
|--|---|
| 1. Thanks. | a. A formal way to accept a compliment. |
| 2. Actually, my sister bought it for me. | b. An informal way to accept praise or compliments. |
| 3. You too. | c. A way to accept a compliment about clothing or other personal items by explaining where/when/how you got something. We sometimes also include information about the price. |
| 4. You're too kind. | d. A way to accept a compliment, by making a return compliment to the other person. |
| 5. I'll take that, thanks. | e. A way to accept praise by referring to the other person's feelings. |
| 6. It was a team effort. | f. A way to share praise with other people who helped you. |
| 7. I'm glad you like it. | g. The standard way to accept compliments, congratulations, and praise. |

We often want to show **modesty** when we respond, so the other person doesn't think we are **big-headed** or **too proud**. Do you respond the same way in your language?



4

Practice

In each dialogue, there are three extra words that we do not need. Underline or cross out the extra words. Example: A good job

Dialogue 1

A: Can I read the essay that you wrote? I know you're good at the writing.

B: Sure. Here you are.

A: Thanks. ... Wow, this is amazing. Well you done!

B: You're too much kind. I think it was just a good topic for me.

Dialogue 2

A: Can I see you for a minute in my office?

B: Of course.

A: I just wanted to say that you did make a great job on that report.

B: Thanks, but it was our a team effort.

A: Keep it up the good work.

Dialogue 3

A: Hi! How are you these days?

B: We're ok.

A: Your yard looks too beautiful. You have lovely flowers.

B: You too have.

A: I hear you won the prize for the best yard in the street. Much congratulations!

Dialogue 4

A: OK, I'm ready to go to the party. What do you think?

B: You look fine. Let's go.

A: Fine? Is that all? I have a new hairstyle, look!

B: Sorry, you look great! That hairstyle really suits to you.

A: Thanks. I'll take that up. Your new sweater looks good on you.

B: I'm glad you are like it.

What is the relationship between the speakers in each dialogue?



5 Speaking

Put a checkmark next to two sentences in each column of the table. Work alone, and don't let other students see your paper.

Then work in pairs. Take turns to start conversations with your partner. Try to make your partner say the sentences that you checked. You can use body language as well as words.

Example: (you checked: What a ... coat.)

- A: Hi! Wow it's cold outside, but today I feel really warm. (*stand up and turn around to show the coat*)
- B: You look great today.
- A: No, I'm showing you my coat.
- B: What a great coat!
- A: That's right. Your turn.

compliments	congratulations	praise	responses
That ... really suits you.	Congratulations (on).	Good job!	Actually, my ... bought it for me.
Where did you get it?	Glad to hear it.	I know you're good at ...	I'll take that, thanks.
What a ... !	Good luck.	I really like ...	I'm glad you like it.
You look ... today.		Keep up the good work.	It was a team effort.
		Well done.	Thanks.
			You too.
			You're too kind.



6

Extra practice/homework

Put the words in order to make sentences and responses in these dialogues.

Dialogue 1

A: a beautiful what ring! / did where get you it?

B: me. my for bought it partner / married! getting we're

A: and luck congratulations good the wedding! with

Dialogue 2

A: presentation done, your great. well was

B: enjoyed I'm it. you glad / was team a effort. it

A: speaking. maybe, public but good I you're at know

B: that, I'll thanks. take

A: the keep good up work.

Dialogue 3

A: nice you today. look

B: kind. too you're

A: color really that suits you.

B: you I'm it. like glad



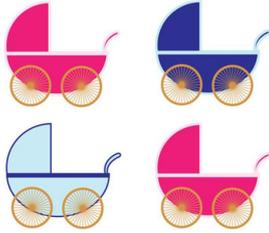
7 Optional extension

We often send greetings cards which include compliments, congratulations, and praise. Match the occasion with the cards.

graduation
passed the driving test

new baby
Valentine's Day

new job
wedding anniversary



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

- Who would you send these cards to? Think about the relationships from the Warm up.
- Write a suitable short message to go inside one or more cards using functional language from the lesson.



Transcripts

2. Listening

Dialogue 1: .

Leo: So, there's one final item to discuss: sales. Well done, Chloe! We have a lot of new customers, thanks to you.

Chloe: You're too kind. It was a team effort.

Leo: Maybe so, but I know you're very good at talking to customers.

Chloe: I'll take that, thanks.

Leo: Keep up the good work.

Dialogue 2: .

Leo: Hi! It's nice to see you out and about. Congratulations on the new baby. What a cute kid!

N: Thanks!

Leo: How's he sleeping? We haven't heard him crying at night.

N: Not too bad.

Leo: Glad to hear it. Good luck!

Dialogue 3: .

Leo: Wow! Did you finish painting the kitchen?

P: Yes, I finished this morning. What do you think?

Leo: I really like the color that you chose. Good job!

P: I'm glad you like it. I'm really tired, so you're cooking tonight!

Dialogue 4: .

Leo: Hi! You look nice today.

F: You too.

Leo: That jacket really suits you. Where did you get it?

F: Actually, my sister bought it for me.

Leo: Say hi to her for me! Let's get a coffee and sit down for a chat. Do you want some cake?...



Key

1. Warm up

5 mins.

Go over the instructions and demonstrate with the first pictures. Students can work alone or in pairs to complete the activity before you check answers. Drill the pronunciation (stressed syllables are underlined). Note that *colleagues* has two syllables. Then pose the follow-up question to the class; you could offer your own answer first as an example, "I spoke to my neighbor yesterday and said his yard looked good." Accept any reasonable responses and don't worry about correcting students' language at this stage. Students may also be interested to know that the word *partner* is useful when you want to say there is a special person in your life, but you don't want to reveal any more information about them, like if you're married or in a same-sex relationship.

1) colleagues 2) girlfriend, boyfriend, partners, 3) neighbors, 4) pals, buddies, classmates, best friends

2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Play the recording and then check answers. Pose the follow up question; elicit/explain that *a nice guy* is a someone who thinks about other's people's feelings. For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs and recall the missing words. Then play the recording again for them to check. If you have time, students could listen again to each dialogue one by one and then read the transcript out loud in pairs, copying the speakers' intonation. These and other phrases will be explored further in the next stage.

colleague 1

neighbor 2

partner 3

friend 4

Do you think Leo is a nice guy?

Yes, because he says positive things in all of these conversations.

a. done

b. talking

c. Keep up

d. on (the new baby); What

e. Glad

f. job

g. look

h. suits

3. Language point

10 mins.

Functional language is defined in this stage. Go over the information and ask students to complete the information in the table. Drill pronunciation of all the phrases. Make students aware that functional language only works well if the phrases are accurately formulated and also if they are pronounced naturally. If students are inaccurate in their use of functional language, it may confuse their listener. Students need to be able to experiment with this language in class, as it is not always clear which part of the phrase can be changed and which parts can't. For example: What a cute kid! We can change cute and kid for other words (What a lovely necklace!), but the first two



words do not change. However, we could lose the article with uncountable and plural nouns, as in "What great hair!" or "What beautiful eyes!"

In the second part of this stage, students examine different polite responses to compliments, congratulations, and praise. They could work in pairs to match the phrases with their meanings/explanations. Check answers and drill the phrases. Finally, pose the follow-up question, eliciting/explaining the meaning of the words in bold. This is an area where students' L1 and cultural background may impose very different expectations. It might be interesting to discuss how students feel about sharing the price of an item, for example.

1. praising
2. complimenting
3. congratulating

Match each response with its meaning or explanation:

1. g 2. c 3. d 4. a 5. b 6. f 7. e

4. Practice

10 mins.

Go over the instructions and the example with the class. Elicit that students need to look out for functional language from the Language point and then remove extra words from these phrases. They should first work alone and from memory and then check answers in pairs, using the information in the Language point to help. Finally, check answers with the whole class and pose the follow-up question. This exercise re-enforces the need for accuracy in the use of functional language. If you have time, students can read the dialogues out loud in pairs.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

Dialogue 1:

(...) good at the writing.

(...) Well you done!

(...) too much kind

Dialogue 2:

(...) did make a great job

(...) our a team effort

(...) Keep it up

Dialogue 3:

(...) looks too beautiful

(...) You too have.

(...) Much congratulations!

Dialogue 4:

(...) suits to you.

(...) I'll take that up.

(...) glad you are like it.

What is the relationship between the speakers in each dialogue?

1 classmates, 2 colleagues, 3 neighbors, 4 partners



5. Speaking

13 mins.

In this stage, students will activate the functional language from the lesson in a speaking activity. Make sure students understand the aim of the activity is to practice and repeat the functional language and that they will have to use their imagination and acting skills.

Go over the instructions and the example dialogue with the class, demonstrating how students can use body language to communicate their ideas. Then ask students to select the eight phrases they want to elicit from the partner.

Set up pairs and give students a few minutes to speak, as in the example. They should guide each other to the intended phrase, rather than just saying, "You're wrong" after one attempt. Monitor and support as necessary. Then round off the activity by asking a few students to challenge the group to produce the intended phrase. You could also offer error correction, including pronunciation.

Variation: this activity works well as a mingle, with students walking around the room and meeting different partners for each conversation.

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the writing activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

Answers:

Dialogue 1

What a beautiful ring! Where did you get it?

My partner bought it for me. We're getting married!

Congratulations and good luck with the wedding!

Dialogue 2

Well done, your presentation was great.

I'm glad you enjoyed it. It was a team effort.

Maybe, but I know you're good at public speaking.

I'll take that, thanks.

Keep up the good work.

Dialogue 3

You look nice today.

You're too kind.

That color really suits you.

I'm glad you like it.

7. Optional extension

10 mins.



These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students match occasions with greeting card pictures, consider who they might send each card to, and then write a message to go inside a card. Monitor and support students and offer correction as needed.

- | | | |
|-------------|--------------------|----------------------------|
| 1. new baby | 2. graduation | 3. wedding anniversary |
| 4. new job | 5. Valentine's Day | 6. passed the driving test |