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With Assessment Audio CD / CD-ROM

Four Corners

Jack C. Richards · David Bohlke



Teacher's Edition

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Four Corners

Jack C. Richards · David Bohlke
with Kristin Sherman

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Teacher's Edition

CAMBRIDGE UNIVERSITY PRESS

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Scope and sequence

LEVEL 3	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
Unit 1 Pages 3–12			
Education **A** *I'm taking six classes.* **B** *You're not allowed to . . .* **C** *My behavior* **D** *Alternative education*	**Students can . . .** ask and talk about routines express prohibition and obligation ask and talk about feelings and reactions discuss advantages and disadvantages	Simple present vs. present continuous Zero conditional	School subjects Feelings and emotions
Unit 2 Pages 13–22			
Personal stories **A** *What were you doing?* **B** *Guess what!* **C** *I was really frightened!* **D** *How embarrassing!*	**Students can . . .** describe what was happening in the past announce news close a conversation tell personal stories describe embarrassing moments	Past continuous vs. simple past Participial adjectives	Sentence adverbs Verbs to describe reactions
Unit 3 Pages 23–32			
Style and fashion **A** *Fashion trends* **B** *Does this come in . . . ?* **C** *The latest look* **D** *Views on fashion*	**Students can . . .** ask about and describe past fashions ask where something is in a store ask for a specific product express opinions about style and fashion ask and talk about current fashions	*Used to* Defining relative clauses	Fashion statements Clothing styles
Unit 4 Pages 33–42			
Interesting lives **A** *Have you ever been on TV?* **B** *What I mean is, . . .* **C** *Life experiences* **D** *What a life!*	**Students can . . .** ask and talk about life experiences check and clarify meaning describe details of their experiences ask and talk about a memorable experience	Present perfect Present perfect vs. simple past	Experiences Fun things to do
Unit 5 Pages 43–52			
Our world **A** *Older, taller, and more famous* **B** *I don't believe it!* **C** *World geography* **D** *Natural wonders*	**Students can . . .** compare human-made structures express disbelief say that they don't know something ask and talk about geographical features describe natural wonders in their country	Comparatives *Not as . . . as* Superlatives	Human-made wonders Geographical features
Unit 6 Pages 53–62			
Organizing your time **A** *A busy week* **B** *Can I take a message?* **C** *Can you do me a favor?* **D** *Time management*	**Students can . . .** ask and talk about weekend plans offer to take a message leave a message make requests, promises, and offers discuss ways to manage time effectively	Present tenses used for future Requests Promises and offers with *will*	Commitments Favors

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Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Expressing prohibition Expressing obligation	**Listening:** Office rules An interview about homeschooling **Pronunciation:** Stress and rhythm	**Reading:** "Homeschooling" A magazine article **Writing:** Advantages and disadvantages of distance education	• Information exchange about school and work • *Keep talking:* "Find someone who" activity about everyday activities • List of class rules • Information exchange about personal behavior • *Keep talking:* Comparison of behaviors • Discussion about distance education
Interactions: Announcing news Closing a conversation	**Listening:** News about other people A camping trip **Pronunciation:** Intonation in complex sentences	**Reading** "Embarrassing Experiences" An article **Writing:** An embarrassing moment	• Group story about a past event • *Keep talking:* Description of simultaneous past actions • Celebrity news • Personal stories and anecdotes • *Keep talking:* Picture stories • Descriptions of embarrassing moments
Interactions: Asking where things are Asking for an alternative	**Listening:** Clothing purchases An interview with a fashion designer **Pronunciation:** *Used to* and *use to*	**Reading:** "Favorite Fashions" A survey **Writing:** Class survey	• Interview about style and fashion • *Keep talking:* Comparison of two people's past and present styles • Role play of a shopping situation • Opinions on fashion and style • *Keep talking:* Interview about what's hot • Class survey about style and fashion
Interactions: Checking meaning Clarifying meaning	**Listening:** Unusual habits An interview with a grandmother **Pronunciation:** Contrastive stress in responses	**Reading:** "The Life of an Astronaut" An interview **Writing:** Interesting people, places, or things	• Interviews about experiences • *Keep talking:* Information exchange about experiences never had • Information exchange about unusual habits • True and false information about life experiences • *Keep talking:* "Find someone who" activity about everyday experiences • Description of an interesting person or place
Interactions: Expressing disbelief Saying you don't know	**Listening:** An interesting city The Great Barrier Reef **Pronunciation:** Intonation in tag questions	**Reading:** "Seven Wonders of the Natural World" An article **Writing:** A natural wonder	• Comparison of different places • *Keep talking:* Information gap activity about impressive places • Information exchange about human-made structures • Discussion about experiences in different places • *Keep talking:* Advice for foreign visitors • List of the most wonderful places in the country
Interactions: Offering to take a message Leaving a message	**Listening:** Weekend plans Phone messages **Pronunciation:** Reduction of *could you* and *would you*	**Reading:** "How to Manage Your Time" An article **Writing:** Tips for success	• "Find someone who" activity about weekend plans • *Keep talking:* Information exchange about upcoming plans • Role play with phone messages • Class favors, offers, and promises • *Keep talking:* Role play with requests • Quiz about overdoing things

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LEVEL 3	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 63–72			
Personalities A *You're extremely curious.* B *In my opinion, . . .* C *We've been friends for six years.* D *What is your personality?*	**Students can . . .** talk about personality traits give an opinion ask for agreement describe people's personalities talk about their personality	Adverbs modifying adjectives and verbs Present perfect with *for* and *since*	Personality traits More personality traits
Unit 8 Pages 73–82			
The environment A *Going green* B *I'd rather not say.* C *What will happen?* D *Finding solutions*	**Students can . . .** discuss environmental problems give an approximate answer avoid answering talk about future possibilities discuss solutions to problems	Quantifiers First conditional	Environmental impacts Tips to help the environment
Unit 9 Pages 83–92			
Relationships A *Healthy relationships* B *I'm really sorry.* C *That can't be the problem.* D *Getting advice*	**Students can . . .** discuss what's important in relationships apologize and give excuses accept an apology speculate about people give advice about relationships	*It's . . .* expressions Expressions with infinitives Modals for speculating	Relationship behaviors Inseparable phrasal verbs
Unit 10 Pages 93–102			
Living your life A *He taught himself.* B *I'll give it some thought.* C *What would you do?* D *What an accomplishment!*	**Students can . . .** talk about themselves and their experiences advise against something consider advice talk about imaginary situations ask and talk about accomplishments	Reflexive pronouns Second conditional	Qualities for success Separable phrasal verbs
Unit 11 Pages 103–112			
Music A *Music trivia* B *The first thing you do is . . .* C *Music and me* D *Thoughts on music*	**Students can . . .** talk about music give instructions talk about things they've done recently talk about memorable songs	Past passive Present perfect with *yet* and *already*	Compound adjectives Verb and noun formation
Unit 12 Pages 113–122			
On vacation A *Travel preferences* B *Don't forget to . . .* C *Rules and recommendations* D *Seeing the sights*	**Students can . . .** discuss travel preferences ask about preferences remind someone of something talk about rules and recommendations describe their dream trip	Gerunds Modals for necessity and recommendations	Vacation activities Extreme sports

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Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Giving an opinion Asking for agreement	**Listening:** Common proverbs A personality quiz **Pronunciation:** Reduction of *don't you*	**Reading:** "The Signs of the Zodiac" Descriptions **Writing:** My personality	• Interview about personality traits • *Keep talking:* Left-brain versus right-brain quiz • Discussion about personality assumptions • Information exchange about friends and their personalities • *Keep talking:* Interviews about special people and things • Guessing game to match people and their personality descriptions
Interactions: Giving an approximate answer Avoiding answering	**Listening:** A survey on grocery shopping habits Award winners for environmental work **Pronunciation:** Stress in compound nouns	**Reading:** "One-of-a-Kind Homes" An article **Writing:** A letter about an environmental issue	• Discussion about community environmental problems • *Keep talking:* "Green" quiz • Survey about water usage • Cause and effect • *Keep talking:* Possible outcomes in different situations • Solutions to environmental issues
Interactions: Apologizing Accepting an apology	**Listening:** Apologetic phone calls A radio call-in show **Pronunciation:** Sentence stress	**Reading:** "Addy's Advice" Emails **Writing:** A piece of advice	• Tips for healthy relationships • *Keep talking:* Advice for relationship problems • Role play to apologize and make excuses • Speculations about classmates • *Keep talking:* Speculations about people • Discussion about relationship problems
Interactions: Advising against something Considering advice	**Listening:** Three problems Interviews about accomplishments **Pronunciation:** Stress shifts	**Reading:** "A Walk Across Japan" An interview **Writing:** An accomplishment	• Interview about personal experiences • *Keep talking:* "Find someone who" activity about personal experiences • Role play to give and consider advice • Discussion about hypothetical situations • *Keep talking:* Interview about hypothetical situations • "Find someone who" activity about accomplishments
Interactions: Beginning instructions Continuing instructions Ending instructions	**Listening:** How things work Song dedications **Pronunciation:** Syllable stress	**Reading:** "Richie Starr" A fan site **Writing:** A music review	• Guessing game about music • *Keep talking:* Discussion about music • Information exchange with instructions • "Find someone who" activity about recent actions • *Keep talking:* "Find the differences" activity about two friends • Information exchange about songs and memories
Interactions: Asking about preferences Reminding someone of something	**Listening:** Hostel check-in A white-water rafting trip **Pronunciation:** Reduction of verbs	**Reading:** "A Taste of Cairo" A food blog **Writing:** A walking tour	• Interview about vacation activities • *Keep talking:* Comparison of travel preferences • Role play about checking into a hotel • Discussion about extreme sports • *Keep talking:* Plan for a backpacking trip • Information exchange about dream trips

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Introduction to *Four Corners*

About the course

Four Corners is an exciting new integrated four-skills course in American English for adults and young adults. This four-level course is for students who want to use English effectively in daily life. Easy and enjoyable to teach, *Four Corners* provides content-rich topics in every unit, extensive opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.

The writing of *Four Corners* was informed by the Common European Framework of Reference (CEFR) for languages, and the course takes students from the CEFR A1 level (true beginner level) through to a strong CEFR B1 level (mid-intermediate level).

A special feature of *Four Corners* is the opportunity to learn through different media, such as interactive whiteboard software, web- and CD-ROM–based activities, and other options.

The approach

Although many language learners have studied English for several years or more, they often find they still cannot use English effectively for real-world purposes. A common comment from students is: "I know lots of grammar and vocabulary, but I can't *use* my English."

Four Corners addresses this problem by focusing on practical communicative skills at every level of the course. It uses a communicative methodology combined with a framework of language learning outcomes (or goals). The course teaches the language, skills, and competencies needed to carry out a communicative speaking activity at the end of each lesson and to achieve a practical learning outcome – the "can do" statement. This approach means that there is a strong focus on defining what learners "can do" with the language at each stage of the course, providing benchmarks to measure students' progress. These outcomes in turn are the building blocks of the students' communication skills.

Four Corners uses these learning outcomes as a key organizing principle. Every level, from beginner to intermediate, follows a carefully designed set of outcomes mapped to the CEFR. The learning outcomes themselves are practical, transparent, and easy to measure.

The focus on practical learning outcomes is reflected in an outcomes-based approach to assessment. Students and teachers can measure success after every lesson to find out if they can *use* what they learned. If students need additional practice, they can use many other *Four Corners* components, such as the Student CD-ROM.

The syllabus

The *Four Corners* syllabus is an integrated communicative syllabus linking grammar, vocabulary, skills, and functions and is informed by the CEFR. This syllabus also includes items tested in standardized ELT exams. The amount of new language students are expected to learn in each lesson is manageable and so provides a firm foundation for effective communication. The language taught is recycled within and across levels.

The four strands

The content of *Four Corners* has been carefully organized to develop students' communicative competence in English. Each unit includes these four related strands:

1. Accuracy
2. Functional language
3. Skills
4. Fluency

1. The accuracy strand. This strand draws on vocabulary and grammar and the ability to use grammatically well-formed sentences in communication. In *Four Corners*, grammar and vocabulary are presented in Lessons A and C of each unit as key elements of accurate communication.

2. The functional language strand. This strand is found in Lesson B of each unit and focuses on functional speaking skills – the ability to use core functional language in speech – for example: agreeing and disagreeing, complaining, apologizing, accepting and declining invitations.

3. The skills strand. This involves using language across the different modalities of speaking, listening, reading, and writing. In *Four Corners*, speaking is strongly emphasized. There are several opportunities for students to speak throughout the lesson, but there is a main speaking activity at the end of each lesson. Speaking is also the main focus of Lesson B. There are two formal listening activities within each unit, but students have the opportunity to listen to recorded sections several times throughout the unit. Reading and writing are the main focus of Lesson D.

4. The fluency strand. As each unit develops, the focus shifts from accuracy to fluency. In Lesson D, students have opportunities to practice fluency, especially in the speaking activity at the end of the lesson.

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Benefits of the *Four Corners* approach and syllabus

The communicative methodology and outcomes-based approach combined with the *Four Corners* syllabus offer numerous advantages to students and teachers:

- **Clarity.** *Four Corners*' clear outcomes at regular intervals provide a learning path for students, so they know where they are going and why.
- **"Can do" approach.** The carefully designed outcomes provide learners with the opportunity to *use* their English in a variety of real-world contexts.
- **Communication.** The carefully graded grammar and vocabulary syllabus provides a firm foundation for effective communication. In addition, the syllabus enables students to practice communicating regularly.
- **Confidence.** By dividing the task of learning a language into manageable segments, combined with the "can do" statements, *Four Corners* increases students' confidence inside and outside the classroom and prepares them for success in the real world.

Unit organization

	Objectives	Typical unit organization
Warm-up	Introduces students to the topic and activates schema.	Unit overview; two *Warm-up* activities
Lesson A	Presents and practices first set of vocabulary and first grammar point of the unit.	*Vocabulary*, *Language in context*, *Grammar*, *Speaking*, (Extra speaking: *Keep talking*)
Lesson B	Presents and practices the functional language.	*Interactions* (functional language), *Pronunciation*, *Listening*, *Speaking*
Lesson C	Presents and practices second set of vocabulary and second grammar point of the unit.	*Vocabulary*, *Conversation*, *Grammar*, *Speaking*, (Extra speaking: *Keep talking*)
Lesson D	Practices the skills of reading, writing, speaking (and sometimes listening).	*Reading*, *Listening*, *Writing*, *Speaking*
Wrap-up	Reviews the target language; helps students find examples of English in the real world.	*Quick pair review*, *In the real world*

How to teach a *Four Corners* unit

This information takes you through a unit, section by section.

Warm-up

This page introduces the overall unit topic in a creative context in order to activate schema and create interest in the topic. Students do not need to use the target language from the unit at this point. The exercises are designed so that language from previous units is recycled here.

The second part of the *Warm-up* (Part B) is usually a personalization exercise so that students begin to relate the unit topic to their own lives.

Both activities can be done in pairs, groups, or as a class.

Teaching Notes

- Direct students' attention to the picture(s) on this page. Go over the instructions. Have students complete the activity. Then go over answers with the class.
- Go over the instructions. Have students complete the activity. Set a time limit if necessary. Discuss students' answers.

After you have finished the *Warm-up* activities point to the four boxes at the top of the page and explain that this is the language that students will be learning in Lessons A–D. These boxes act as a first signpost and help students understand the structure of the unit.

Vocabulary

The aim of this section (in Lesson A and C) is to teach eight or more lexical items related to the topic of the lesson. The new vocabulary is usually accompanied by attractive illustrations or photos, which aid comprehension and motivate students. Students generally do an exercise, such as labeling, categorization, or matching, and then personalize the vocabulary orally in pairs.

Teaching Notes

- Go over the instructions and point out the example. Have students work in pairs or groups to complete the activity. Students check their answers against the audio.
- Go over the instructions and point out the example. Have students work individually, in pairs, or in groups to complete the activity. Finally, elicit the answers from individual students.

Language in context

Target vocabulary is recycled and new grammar is previewed here within a variety of text types, such as emails, advertisements, messages, short texts, and short exchanges. The section includes a written and / or listening activity, followed by personalized oral practice. Note that it is not necessary to teach the grammar at this point.

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Essential teaching tips

Classroom management

Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well!

Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., *Maria, work with Javier.*
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking, *Do you understand?* Instead ask concept questions such as, *Are you going to speak or write when you do this activity?*

Monitoring

- Make sure you go around the room and check that the students are doing the activity and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

Teaching intermediate level students

- Recycle grammar and vocabulary taught in the previous levels and then add to students' existing knowledge.
- Create interesting contexts that will encourage students to use the language that they are learning to motivate them to speak.
- Encourage students to use monolingual English dictionaries in class or when they work independently.
- Encourage students to practice and review target language by doing activities in the Workbook and Self-study CD-ROM.
- Use the *Extra activity* boxes within the procedural notes of this Teacher's Edition to add variety to your lessons.

Teaching reading and listening

- *Reading* and *Listening* texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the *purpose* of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.

A more comprehensive list of teaching tips can be found on the *Four Corners* Teacher Support website: www.cambridge.org/fourcorners/teacher

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Reading

The readings in *Four Corners* reflect the real world, both in terms of content and text type (with a special emphasis on electronic types, such as blogs, ads, online articles, webpages, etc.) Making students familiar with these real-world readings may help students to feel confident to read outside the classroom.

The readings, found in Lesson D, also draw upon a variety of integrated skills. The prereading and postreading exercises promote speaking. Texts are recorded on audio, so you can ask students to listen and read along. Importantly, the readings provide a lead-in to the *Writing* sections, which follow them.

Teaching Notes

- Introduce the topic of the reading, and use the discussion questions to activate background knowledge. Pre-teach vocabulary.
- Go over the instructions. Have students read silently and do the activity. Then go over the answers.
- Go over the instructions. Have students read again, this time in more detail, and do the activity. Go over the answers with the class.
- Model the postreading activity. Have students discuss the topic in pairs.

Writing

The writing activities in *Four Corners* contain practical outcomes, for example, writing a thank-you note or a blog entry about a movie. Since many students find writing difficult, even in their own language, the *Writing* section in Lesson D provides practice on how to write. Guidance includes a writing model and practice of target language from the unit, and a set of initial questions to help them with content. The activity usually encourages students to share their work.

Teaching Notes

- Go over the instructions and model the activity. Have students complete the activity.
- Have students read the writing model. Show how the questions in Part A are answered in the text. Have students write a similar text, using their notes from Part A. Ask students to share their work with other students and complete the task.

Speaking and Keep talking

The grammar, functional language, and vocabulary learned so far in the unit are only a means to an end. Students need to use them successfully to *communicate*. For this reason, the *Speaking* activities in Lessons A–D enable students to practice communicating in a real-world context – through role plays, information gaps, interviews, surveys, discussions, and so forth. Importantly, these *Speaking* activities lead students to the lesson "outcome": a "can do" statement. On successful completion of the *Speaking* activity in Lessons A–D, students check the "can do" statement.

Speaking is addressed in every lesson of *Four Corners*. However, the speaking practice varies in purpose and focus. In Lessons A–C, for example, the students practice using new grammar, vocabulary, and functional language accurately in a real-world situation. In contrast, the ability to speak fluently is developed in the culminating speaking activity in Lesson D, and the *Keep talking* activity (Lessons A and C) provides freer speaking practice for students in pair or group settings.

Teaching Notes

- Model the activity with the students. Remind students to ask follow-up questions and to show interest in their partner's comments. Students work in pairs or groups to complete the activity. As you monitor the class, offer help and encourage students to keep talking. Also, take notes of errors you hear students make in the use of the target language, and encourage students to correct them at the end of the speaking activity.

Wrap-up

The unit *Wrap-up* consists of two sections: *Quick pair review* and *In the real world. The Quick pair review* provides students with an opportunity to consolidate what they learned in the unit through lively pair-work activities, e.g., *Brainstorm*, *Do you remember? Find out! Guess!* or *Test your partner*. The *Quick pair review* activities can be written or spoken.

In the real world encourages students to find examples of the target language from the unit in the real world outside the classroom. Students are actively encouraged to use sources of English such as movies, magazines, TV, the Internet, and books to learn more about a topic of interest.

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- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
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Core series components

Four Corners has a variety of core components to help you and your students meet their language learning needs. Here is a list of the core components.

COMPONENT	DESCRIPTION
Student's Book with Self-study CD-ROM	The Student's Book is intended for classroom use and contains 12 ten-page units. *Keep talking* activities for additional speaking practice are included after the 12 units. The Self-study CD-ROM provides additional vocabulary, grammar, functional language, pronunciation, listening, and video-viewing practice.
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the audio sections in the Student's Book.
Teacher's Edition with Assessment Audio CD / CD-ROM	The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes: • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts, video scripts, and answer keys for the Student's Book and Workbook • Photocopiable video activity sheets • Video teaching notes • Language summaries for each Student's Book unit's grammar, vocabulary, and functional language • A complete assessment program, including oral and written quizzes, as well as unit tests in printable PDF and Microsoft Word® formats
Workbook	The Workbook's eight-page units can be used in class or for homework. Each unit provides students with additional vocabulary, grammar, functional language, and reading practice.
DVD	Videos for each unit provide further practice of the unit's vocabulary, grammar, and functional language in a real-world context and serve as models for students to make their own videos.
Classware	Classware presentation software can be used on an interactive whiteboard with portable interactive software technology, or with a computer and projector. This software is intended for classroom use and presents the Student's Book, audio, and video.

For a complete list of components, visit www.cambridge.org/fourcorners or contact your local Cambridge University Press representative.

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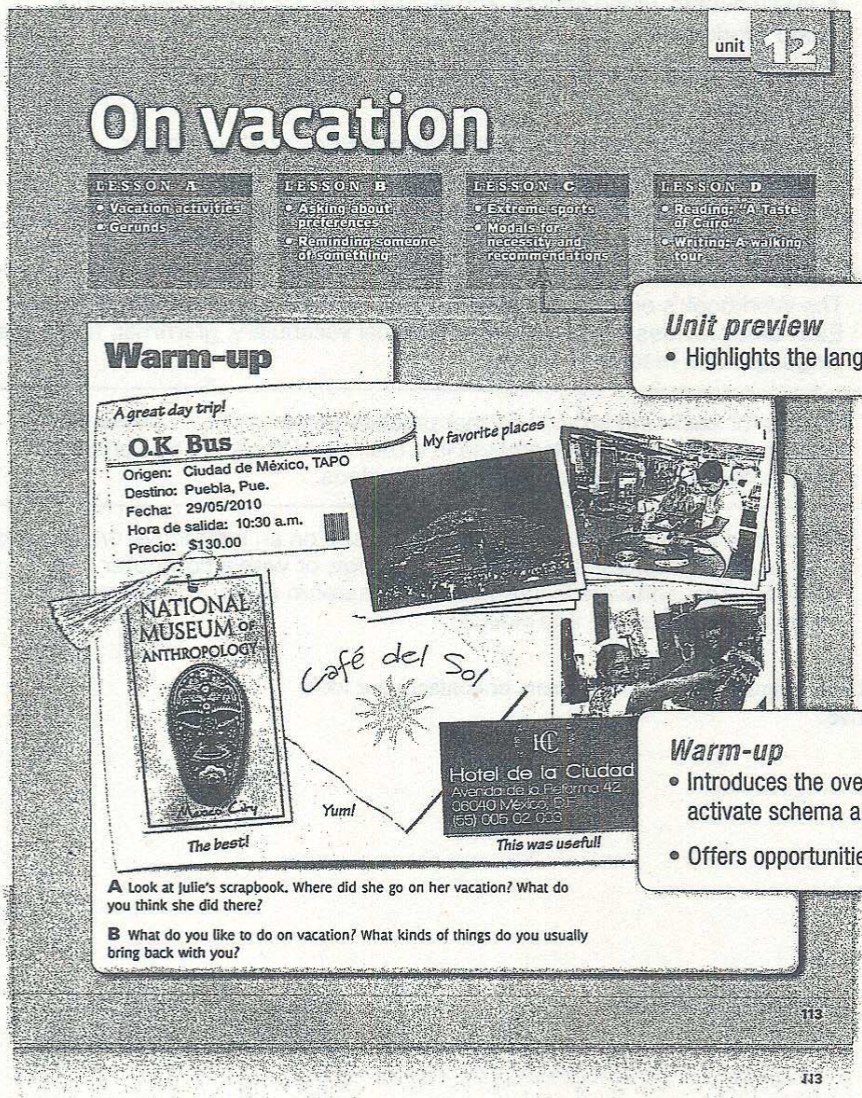
Walkthrough
of the Student's Book

Every unit in *Four Corners* contains four lessons, each of which has its own **learning outcome** and culminates in a **personalized** speaking activity.

Warm-up Each unit begins with a *Warm-up* page that previews the language of the unit and introduces students to the unit theme.



Unit preview
- Highlights the language and topics presented in each lesson

Warm-up
- Introduces the overall topic in a creative context in order to activate schema and create interest in the topic
- Offers opportunities for personalized discussion

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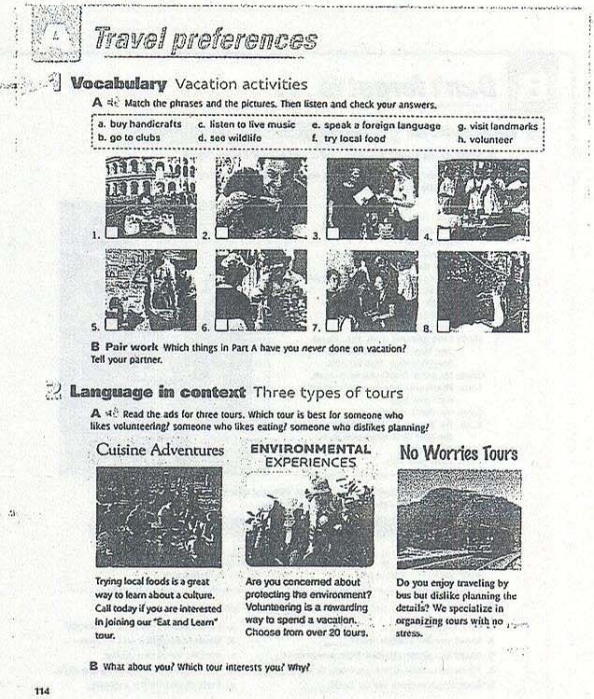
Lesson A presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific "can do" statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Uses illustrations, photos, definitions, and activities to aid comprehension

Language in context

- Previews the meaning and use of the target grammar in a variety of contexts
- Recycles target vocabulary
- Provides personalized oral practice



A Travel preferences

1 Vocabulary Vacation activities

A Match the phrases and the pictures. Then listen and check your answers.

a. buy handicrafts b. go to clubs c. listen to live music d. see wildlife e. speak a foreign language f. try local food g. visit landmarks h. volunteer

1. 2. 3. 4. 5. 6. 7. 8.

B Pair work Which things in Part A have you *never* done on vacation? Tell your partner.

2 Language in context Three types of tours

A Read the ads for three tours. Which tour is best for someone who likes volunteering? someone who likes eating? someone who dislikes planning?

Cuisine Adventures

Trying local foods is a great way to learn about a culture. Call today if you are interested in joining our "Eat and Learn" tour.

ENVIRONMENTAL EXPERIENCES

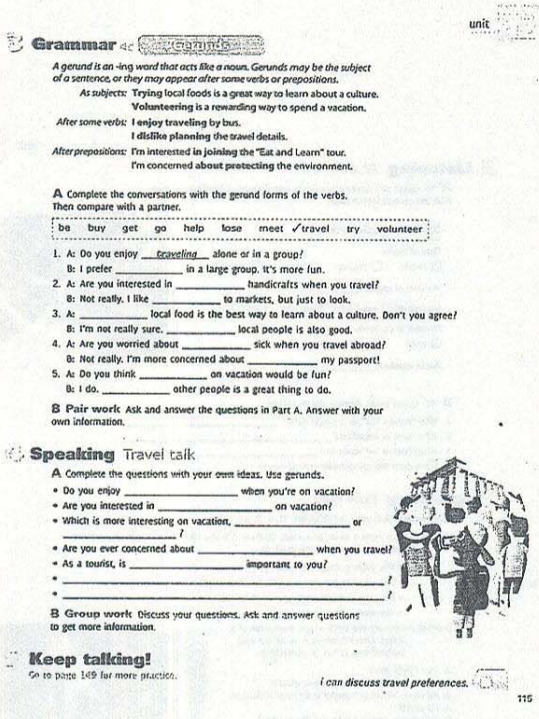
Are you concerned about protecting the environment? Volunteering is a rewarding way to spend a vacation. Choose from over 20 tours.

No Worries Tours

Do you enjoy traveling by bus but dislike planning the details? We specialize in organizing tours with no stress.

B What about you? Which tour interests you? Why?

114



unit 12

3 Grammar Gerunds

A gerund is an -ing word that acts like a noun. Gerunds may be the subject of a sentence, or they may appear after some verbs or prepositions.

As subjects: **Trying** local foods is a great way to learn about a culture.
Volunteering is a rewarding way to spend a vacation.

After some verbs: I **enjoy traveling** by bus.
I **dislike planning** the travel details.

After prepositions: I'm interested **in joining** the "Eat and Learn" tour.
I'm concerned **about protecting** the environment.

A Complete the conversations with the gerund forms of the verbs. Then compare with a partner.

be buy get go help lose meet ✓travel try volunteer

1. A: Do you enjoy ___traveling___ alone or in a group?
   B: I prefer _____ in a large group. It's more fun.
2. A: Are you interested in _____ handicrafts when you travel?
   B: Not really. I like _____ to markets, but just to look.
3. A: _____ local food is the best way to learn about a culture. Don't you agree?
   B: I'm not really sure. _____ local people is also good.
4. A: Are you worried about _____ sick when you travel abroad?
   B: Not really. I'm more concerned about _____ my passport!
5. A: Do you think _____ on vacation would be fun?
   B: I do. _____ other people is a great thing to do.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Speaking Travel talk

A Complete the questions with your own ideas. Use gerunds.

- Do you enjoy _____ when you're on vacation?
- Are you interested in _____ on vacation?
- Which is more interesting on vacation, _____ or _____?
- Are you ever concerned about _____ when you travel?
- As a tourist, is _____ important to you?
- _____?
- _____?

B Group work Discuss your questions. Ask and answer questions to get more information.

Keep talking!
Go to page 149 for more practice.

I can discuss travel preferences.

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Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from the *Language in context*
- Includes controlled and personalized practice of the target grammar

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

"Can do" statement

- Presents a clear and measurable learning outcome
- Helps assess progress
- Appears at the end of every lesson

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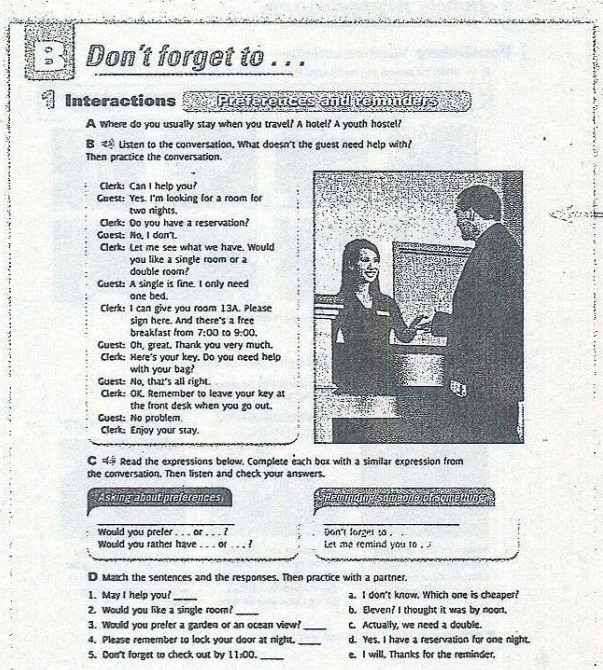
Lesson B presents the unit's functional English strand. Students practice language functions and strategies in relevant, transferable contexts. A final speaking activity encourages students to personalize the new language, and is tied to a specific "can do" statement.



B

Don't forget to . . .

1 Interactions Preferences and reminders

A Where do you usually stay when you travel? A hotel? A youth hostel?

B Listen to the conversation. What doesn't the guest need help with? Then practice the conversation.

Clerk: Can I help you?
Guest: Yes. I'm looking for a room for two nights.
Clerk: Do you have a reservation?
Guest: No, I don't.
Clerk: Let me see what we have. Would you like a single room or a double room?
Guest: A single is fine. I only need one bed.
Clerk: I can give you room 13A. Please sign here. And there's a free breakfast from 7:00 to 9:00.
Guest: Oh, great. Thank you very much.
Clerk: Here's your key. Do you need help with your bag?
Guest: No, that's all right.
Clerk: OK. Remember to leave your key at the front desk when you go out.
Guest: No problem.
Clerk: Enjoy your stay.

C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Asking about preferences	Reminding someone of something
Would you prefer . . . or . . . ?	Don't forget to . .
Would you rather have . . . or . . . ?	Let me remind you to . .

D Match the sentences and the responses. Then practice with a partner.

1. May I help you? ___
2. Would you like a single room? ___
3. Would you prefer a garden or an ocean view? ___
4. Please remember to lock your door at night. ___
5. Don't forget to check out by 11:00. ___

a. I don't know. Which one is cheaper?
b. Eleven? I thought it was by noon.
c. Actually, we need a double.
d. Yes. I have a reservation for one night.
e. I will. Thanks for the reminder.

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Interactions

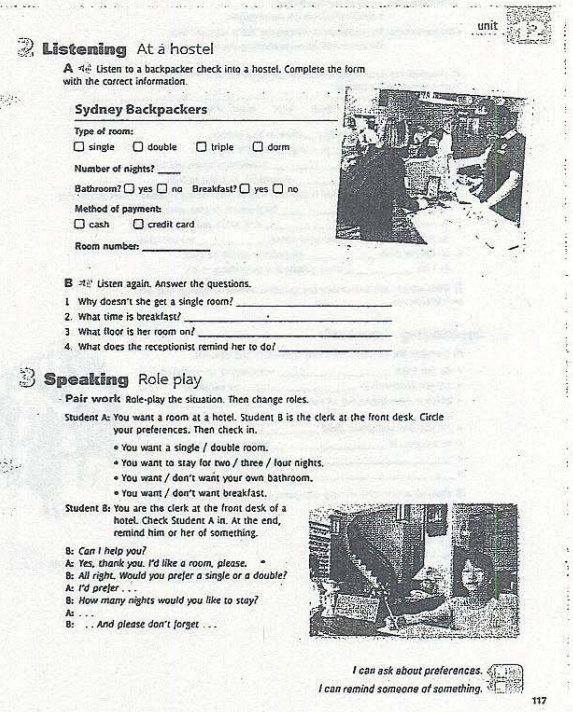
- Introduces practical functional language that students can use in real life
- Focuses on language that helps students sound more like native speakers

Listening

- Helps students develop listening skills and build confidence
- Provides practice in "top-down" (listening for the gist of the information) and "bottom-up" (listening for detailed information) listening

Speaking

- Provides a communicative task that enables students to personalize the new functional language
- Relates directly to the learning outcome



unit 12

2 Listening At a hostel

A Listen to a backpacker check into a hostel. Complete the form with the correct information.

Sydney Backpackers

Type of room:
☐ single ☐ double ☐ triple ☐ dorm

Number of nights? ___

Bathroom? ☐ yes ☐ no Breakfast? ☐ yes ☐ no

Method of payment:
☐ cash ☐ credit card

Room number: _____

B Listen again. Answer the questions.

1. Why doesn't she get a single room? _____
2. What time is breakfast? _____
3. What floor is her room on? _____
4. What does the receptionist remind her to do? _____

3 Speaking Role play

Pair work Role-play the situation. Then change roles.

Student A: You want a room at a hotel. Student B is the clerk at the front desk. Circle your preferences. Then check in.
- You want a single / double room.
- You want to stay for two / three / four nights.
- You want / don't want your own bathroom.
- You want / don't want breakfast.

Student B: You are the clerk at the front desk of a hotel. Check Student A in. At the end, remind him or her of something.

B: *Can I help you?*
A: *Yes, thank you. I'd like a room, please.*
B: *All right. Would you prefer a single or a double?*
A: *I'd prefer . . .*
B: *How many nights would you like to stay?*
A: . . .
B: . . *And please don't forget . . .*

I can ask about preferences.
I can remind someone of something.

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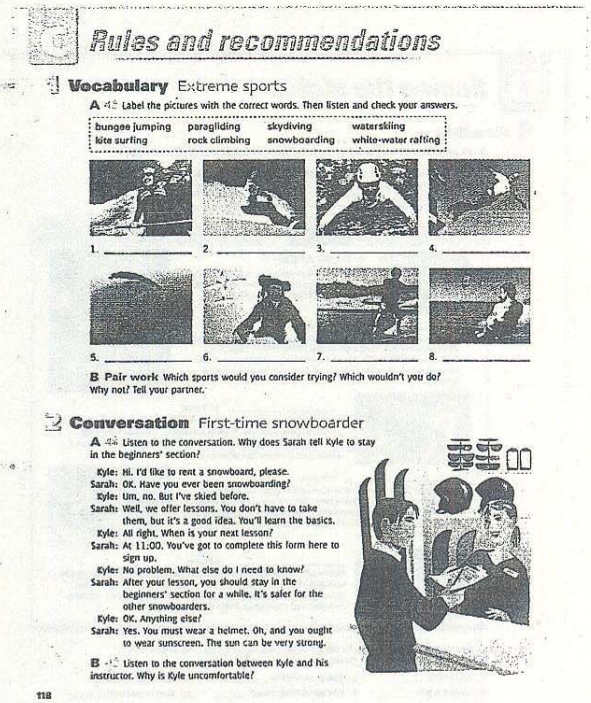
Lesson C presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific "can do" statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Provides personalized speaking practice using the target vocabulary

Conversation

- Previews the meaning and use of the target grammar in the context of a conversation
- Recycles target vocabulary
- Provides structured listening and speaking practice



C Rules and recommendations

1 **Vocabulary** Extreme sports

A Label the pictures with the correct words. Then listen and check your answers.

bungee jumping | paragliding | skydiving | waterskiing
kite surfing | rock climbing | snowboarding | white-water rafting

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

B Pair work Which sports would you consider trying? Which wouldn't you do? Why not? Tell your partner.

2 **Conversation** First-time snowboarder

A Listen to the conversation. Why does Sarah tell Kyle to stay in the beginners' section?

Kyle: Hi. I'd like to rent a snowboard, please.
Sarah: OK. Have you ever been snowboarding?
Kyle: Um, no. But I've skied before.
Sarah: Well, we offer lessons. You don't have to take them, but it's a good idea. You'll learn the basics.
Kyle: All right. When is your next lesson?
Sarah: At 11:00. You've got to complete this form here to sign up.
Kyle: No problem. What else do I need to know?
Sarah: After your lesson, you should stay in the beginners' section for a while. It's safer for the other snowboarders.
Kyle: OK. Anything else?
Sarah: Yes. You must wear a helmet. Oh, and you ought to wear sunscreen. The sun can be very strong.

B Listen to the conversation between Kyle and his instructor. Why is Kyle uncomfortable?

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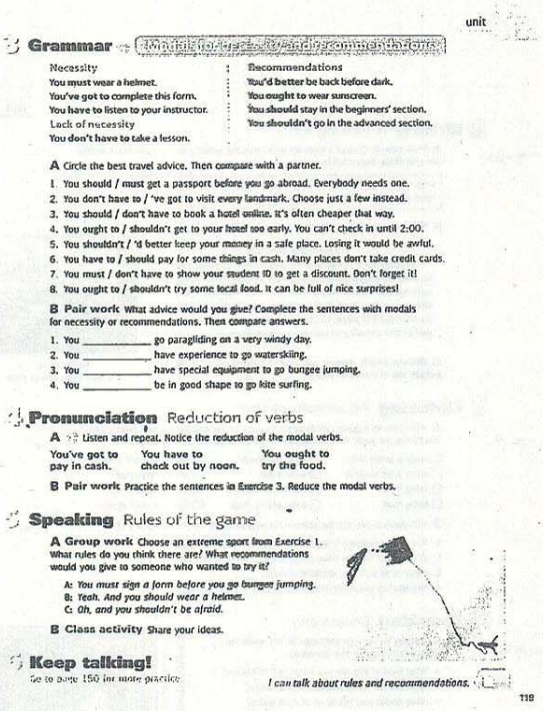

unit

3 **Grammar** Modals for necessity and recommendations

Necessity	Recommendations
You must wear a helmet.	You'd better be back before dark.
You've got to complete this form.	You ought to wear sunscreen.
You have to listen to your instructor.	You should stay in the beginners' section.
Lack of necessity	You shouldn't go in the advanced section.
You don't have to take a lesson.	

A Circle the best travel advice. Then compare with a partner.

1. You should / must get a passport before you go abroad. Everybody needs one.
2. You don't have to / 've got to visit every landmark. Choose just a few instead.
3. You should / don't have to book a hotel online. It's often cheaper that way.
4. You ought to / shouldn't get to your hotel too early. You can't check in until 2:00.
5. You shouldn't / 'd better keep your money in a safe place. Losing it would be awful.
6. You have to / should pay for some things in cash. Many places don't take credit cards.
7. You must / don't have to show your student ID to get a discount. Don't forget it!
8. You ought to / shouldn't try some local food. It can be full of nice surprises!

B Pair work What advice would you give? Complete the sentences with modals for necessity or recommendations. Then compare answers.

1. You _____ go paragliding on a very windy day.
2. You _____ have experience to go waterskiing.
3. You _____ have special equipment to go bungee jumping.
4. You _____ be in good shape to go kite surfing.

4 **Pronunciation** Reduction of verbs

A Listen and repeat. Notice the reduction of the modal verbs.

You've got to pay in cash. | You have to check out by noon. | You ought to try the food.

B Pair work Practice the sentences in Exercise 3. Reduce the modal verbs.

5 **Speaking** Rules of the game

A Group work Choose an extreme sport from Exercise 1. What rules do you think there are? What recommendations would you give to someone who wanted to try it?

A: You must sign a form before you go bungee jumping.
B: Yeah. And you should wear a helmet.
C: Oh, and you shouldn't be afraid.

B Class activity Share your ideas.

6 **Keep talking!**

Go to page 150 for more practice.

I can talk about rules and recommendations.

118

Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from *Conversation*
- Includes controlled and personalized practice of the target grammar

Pronunciation

- Provides practice on pronunciation issues related to the target language in the lesson
- Focuses on aspects of pronunciation such as word stress, sentence stress, reductions, intonation, and individual sounds

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

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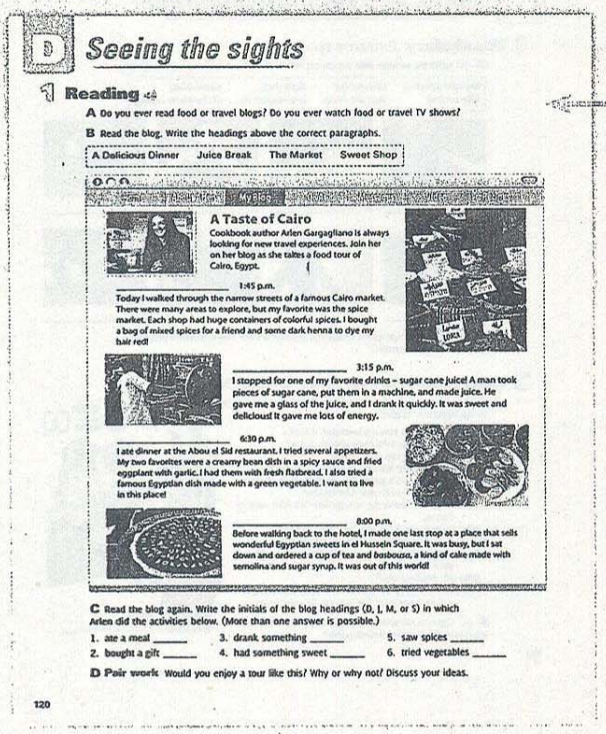
Lesson D develops students' reading and writing skills. The unit-ending speaking activity promotes personalization and fluency.



D Seeing the sights

1 Reading

A Do you ever read food or travel blogs? Do you ever watch food or travel TV shows?

B Read the blog. Write the headings above the correct paragraphs.

A Delicious Dinner | Juice Break | The Market | Sweet Shop

A Taste of Cairo

Cookbook author Arlen Gargagliano is always looking for new travel experiences. Join her on her blog as she takes a food tour of Cairo, Egypt.

_____ 1:45 p.m.

Today I walked through the narrow streets of a famous Cairo market. There were many areas to explore, but my favorite was the spice market. Each shop had huge containers of colorful spices. I bought a bag of mixed spices for a friend and some dark henna to dye my hair red!

_____ 3:15 p.m.

I stopped for one of my favorite drinks – sugar cane juice! A man took pieces of sugar cane, put them in a machine, and made juice. He gave me a glass of the juice, and I drank it quickly. It was sweet and delicious! It gave me lots of energy.

_____ 6:30 p.m.

I ate dinner at the Abou el Sid restaurant. I tried several appetizers. My two favorites were a creamy bean dish in a spicy sauce and fried eggplant with garlic. I had them with fresh flatbread. I also tried a famous Egyptian dish made with a green vegetable. I want to live in this place!

_____ 8:00 p.m.

Before walking back to the hotel, I made one last stop at a place that sells wonderful Egyptian sweets in el Hussein Square. It was busy, but I sat down and ordered a cup of tea and basbousa, a kind of cake made with semolina and sugar syrup. It was out of this world!

C Read the blog again. Write the initials of the blog headings (D, J, M, or S) in which Arlen did the activities below. (More than one answer is possible.)

1. ate a meal _____
2. bought a gift _____
3. drank something _____
4. had something sweet _____
5. saw spices _____
6. tried vegetables _____

D Pair work Would you enjoy a tour like this? Why or why not? Discuss your ideas.

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Reading

- Uses a variety of real-world text types
- Develops a variety of reading skills, such as skimming, scanning, and deducing meaning from context
- Promotes personalized discussion

Writing

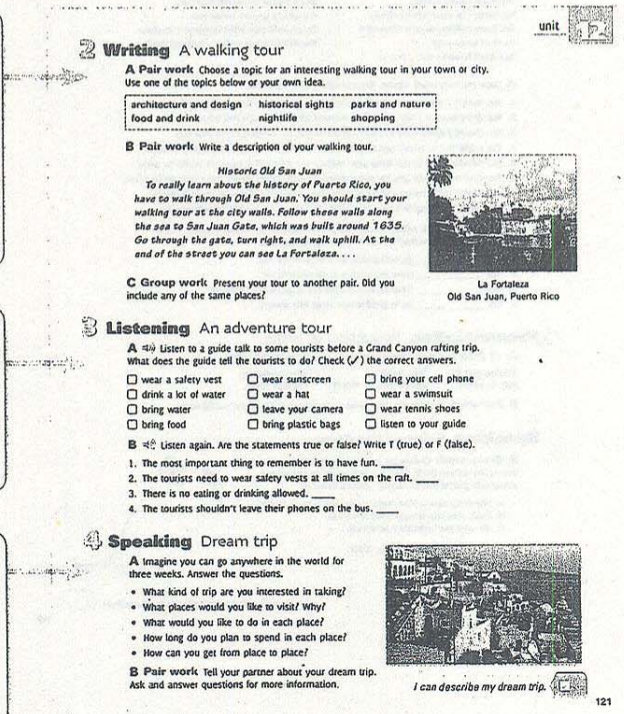
- Provides a variety of real-world text types, such as emails, postcards, and notes
- Provides prewriting steps to help students organize their thoughts before they write
- Provides a model writing sample

Listening

- Provides multiple activities that aid listening comprehension
- Presents culturally diverse contexts that help students enhance their knowledge of the world

Speaking

- Provides communicative activities that develop oral fluency
- Helps students use all the language they have learned to express themselves
- Relates directly to the learning outcome of the lesson



unit

2 Writing A walking tour

A Pair work Choose a topic for an interesting walking tour in your town or city. Use one of the topics below or your own idea.

architecture and design | historical sights | parks and nature
food and drink | nightlife | shopping

B Pair work Write a description of your walking tour.

Historic Old San Juan

To really learn about the history of Puerto Rico, you have to walk through Old San Juan. You should start your walking tour at the city walls. Follow these walls along the sea to San Juan Gate, which was built around 1635. Go through the gate, turn right, and walk uphill. At the end of the street you can see La Fortaleza. . . .

C Group work Present your tour to another pair. Did you include any of the same places?

La Fortaleza
Old San Juan, Puerto Rico

3 Listening An adventure tour

A Listen to a guide talk to some tourists before a Grand Canyon rafting trip. What does the guide tell the tourists to do? Check (✓) the correct answers.

- ☐ wear a safety vest
- ☐ drink a lot of water
- ☐ bring water
- ☐ bring food
- ☐ wear sunscreen
- ☐ wear a hat
- ☐ leave your camera
- ☐ bring plastic bags
- ☐ bring your cell phone
- ☐ wear a swimsuit
- ☐ wear tennis shoes
- ☐ listen to your guide

B Listen again. Are the statements true or false? Write T (true) or F (false).

1. The most important thing to remember is to have fun. ____
2. The tourists need to wear safety vests at all times on the raft. ____
3. There is no eating or drinking allowed. ____
4. The tourists shouldn't leave their phones on the bus. ____

4 Speaking Dream trip

A Imagine you can go anywhere in the world for three weeks. Answer the questions.

- What kind of trip are you interested in taking?
- What places would you like to visit? Why?
- What would you like to do in each place?
- How long do you plan to spend in each place?
- How can you get from place to place?

B Pair work Tell your partner about your dream trip. Ask and answer questions for more information.

I can describe my dream trip.

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Wrap-up Each unit ends with a *Wrap-up* page that consolidates the vocabulary, grammar, and functional language from the unit and encourages students to use different sources to learn more about a topic of interest.

Wrap-up
Quick pair review
- Provides a quick review of each lesson's vocabulary, grammar, and functional language through lively pair-work activities

Wrap-up
In the real world
- Encourages students to take their learning outside the classroom by using the Web or real-world texts
- Encourages students to write about the information they find

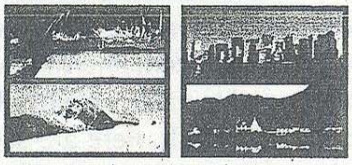
Wrap-up

1 Quick pair review

Lesson A Test your partner! Say four vacation activities. Can your partner use the gerund form of the phrase in a sentence correctly? You have three minutes.

A: See wildlife.
B: I'm not interested in seeing wildlife on vacation.

Lesson B Give your opinion! Ask your partner which vacation he or she prefers from each pair of pictures. Then remind your partner to do or take something on the trip. Take turns. You have two minutes.



A: Would you prefer going to an island or to the mountains?
B: I'd prefer going to an island.
A: OK. Remember to take sunscreen.

Lesson C Brainstorm! Make a list of extreme sports people do in the water, in the air, and on land. How many do you know? You have one minute.

Lesson D Guess! Describe your dream trip to your partner, but don't say where it is. Can your partner guess where it is? Take turns. You have two minutes.

2 In the real world

Would you like to try a new sport? Go online and find recommendations in English for people who want to try a new sport. Use one of the sports below or your own idea. Then write about it.

sandboarding | downhill mountain biking | base jumping | bodyboarding

Sandboarding
Sandboarding is like snowboarding, but you do it on sand, not snow. You must have a sandboard for this sport. You should wear glasses so that you don't get sand in your eyes.

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Keep talking
- Provides additional speaking practice expanding on the topic, vocabulary, and grammar of the lesson
- Promotes fluency through a range of enjoyable communicative activities

unit 1 Lesson A

Travel partners

A Add three questions about travel preferences to the chart. Then check (✓) your answers.

When you travel, . . .	Me Yes	Me No	Name: _____ Yes	Name: _____ No
1. do you like being in a large group?	☐	☐	☐	☐
2. are you interested in meeting new people?	☐	☐	☐	☐
3. is saving money important to you?	☐	☐	☐	☐
4. do you like trying new foods?	☐	☐	☐	☐
5. is asking directions embarrassing to you?	☐	☐	☐	☐
6. do you like knowing your schedule in advance?	☐	☐	☐	☐
7. is camping more fun than staying in hotels?	☐	☐	☐	☐
8. do you enjoy shopping for souvenirs?	☐	☐	☐	☐
9. do you like big cities?	☐	☐	☐	☐
10. do you like going to clubs?	☐	☐	☐	☐
11. is seeing everything possible important to you?	☐	☐	☐	☐
12.	☐	☐	☐	☐
13.	☐	☐	☐	☐
14.	☐	☐	☐	☐



B Pair work Interview your partner. Complete the chart with his or her answers.

C Pair work Compare your answers. Would you make good travel partners? Why or why not?

A: We wouldn't make good travel partners. You like being in a large group. I don't.
B: Yes, but we're both interested in meeting new people.
A: Well, that's true. And saving money is important to us.

Keep talking! 140

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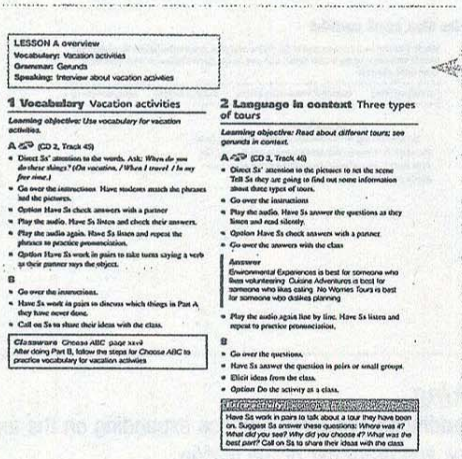
Walkthrough
of the Teacher's Edition

The Teacher's Edition provides complete support for teachers who are using *Four Corners*. It contains comprehensive teaching notes for the units in the Student's Book, accompanied by suggestions on how to incorporate Classware into every unit. It also contains Workbook answer keys, class audio and video scripts, photocopiable video activity sheets, video teaching notes, and language summaries for every unit. Here are selected teaching notes for a sample lesson from *Four Corners* Level 1.



LESSON A overview
Vocabulary: Vacation activities
Grammar: Gerunds
Speaking: Interview about vacation activities

1 Vocabulary Vacation activities

Learning objective: Use vocabulary for vacation activities.

A (CD 2, Track 45)
- Direct Ss' attention to the words. Ask: *When do you do these things? (On vacation. / When I travel. / In my free time.)*
- Go over the instructions. Have students match the phrases and the pictures.
- Option: Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- Option: Have Ss work in pairs to take turns saying a verb as their partner says the object.

B
- Go over the instructions.
- Have Ss work in pairs to discuss which things in Part A they have never done.
- Call on Ss to share their ideas with the class.

Classware Choose ABC page xxvii
After doing Part B, follow the steps for Choose ABC to practice vocabulary for vacation activities.

2 Language in context Three types of tours

Learning objective: Read about different tours; see gerunds in context.

A (CD 2, Track 46)
- Direct Ss' attention to the pictures to set the scene. Tell Ss they are going to find out some information about three types of tours.
- Go over the instructions.
- Play the audio. Have Ss answer the questions as they listen and read silently.
- Option: Have Ss check answers with a partner.
- Go over the answers with the class.

Answer
Environmental Experiences is best for someone who likes volunteering. Cuisine Adventures is best for someone who likes eating. No Worries Tours is best for someone who dislikes planning.

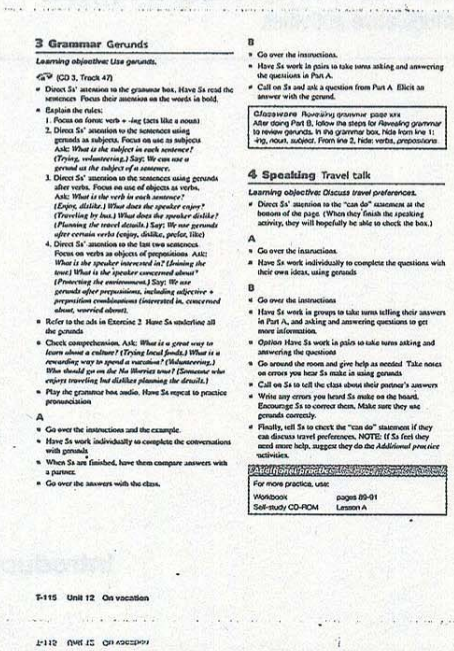
- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.

B
- Go over the questions.
- Have Ss answer the question in pairs or small groups.
- Elicit ideas from the class.
- Option: Do the activity as a class.

Classware Recording tip page xxvi
Have Ss work in pairs to talk about a tour they have been on. Suggest Ss answer these questions: *Where was it? What did you see? Why did you choose it? What was the best part?* Call on Ss to share their ideas with the class.

Teaching notes

- *Lesson overview* provides a breakdown of each lesson and includes the target language and skills presented in each lesson
- Includes *Learning objectives* for each activity
- Provides step-by-step lesson plans
- Suggests *Extra activities* for expansions and alternative presentations
- Provides *Vocabulary* definitions
- Provides *Culture notes* to give teachers more context about the topic in the lesson



3 Grammar Gerunds

Learning objective: Use gerunds.

(CD 3, Track 47)
- Direct Ss' attention to the grammar box. Have Ss read the sentences. Focus their attention on the words in bold.
- Explain the rules:
  1. Focus on form: verb + *-ing* (acts like a noun)
  2. Direct Ss' attention to the sentences using gerunds as subjects. Focus on use as subjects. Ask: *What is the subject in each sentence? (Trying, volunteering.)* Say: *We can use a gerund as the subject of a sentence.*
  3. Direct Ss' attention to the sentences using gerunds after verbs. Focus on use of objects as verbs. Ask: *What is the verb in each sentence? (Enjoy, dislike.) What does the speaker enjoy? (Traveling by bus.) What does the speaker dislike? (Planning the travel details.)* Say: *We use gerunds after certain verbs (enjoy, dislike, prefer, like).*
  4. Direct Ss' attention to the last two sentences. Focus on verbs as objects of prepositions. Ask: *What is the speaker interested in? (Joining the tour.) What is the speaker concerned about? (Protecting the environment.)* Say: *We use gerunds after prepositions, including adjective + preposition combinations (interested in, concerned about, worried about).*
- Refer to the ads in Exercise 2. Have Ss underline all the gerunds.
- Check comprehension. Ask: *What is a great way to learn about a culture? (Trying local foods.) What is a rewarding way to spend a vacation? (Volunteering.) Who should go on the No Worries tour? (Someone who enjoys traveling but dislikes planning the details.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A
- Go over the instructions and the example.
- Have Ss work individually to complete the conversations with gerunds.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B
- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask a question from Part A. Elicit an answer with the gerund.

Classware Revealing grammar page xxvi
After doing Part B, follow the steps for *Revealing grammar* to review gerunds. In the grammar box, hide from line 1: *-ing, noun, subject.* From line 2, hide: *verbs, prepositions.*

4 Speaking Travel talk

Learning objective: Discuss travel preferences.
- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A
- Go over the instructions.
- Have Ss work individually to complete the questions with their own ideas, using gerunds.

B
- Go over the instructions.
- Have Ss work in groups to take turns telling their answers in Part A, and asking and answering questions to get more information.
- Option: Have Ss work in pairs to take turns asking and answering the questions.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using gerunds.
- Call on Ss to tell the class about their partner's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use gerunds correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss travel preferences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice
For more practice, use:

Workbook	pages 89–91
Self-study CD-ROM	Lesson A

T-115 Unit 12 On vacation

Classware

- Each Classware box suggests an activity type that best suits the lesson content. A multi-step description of each activity appears on pages xxvii–xxxi
- Each Classware Tip box contains additional instructions for a quick activity utilizing the different functionalities of Classware to explore lesson content

Additional practice

- Provides suggestions for more practice in the Workbook and Self-study CD-ROM

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Walkthrough

of the Workbook and Self-study CD-ROM

Four Corners provides students with many additional opportunities to practice the language taught in the Student's Book on their own or in the classroom or lab with the Workbook and Self-study CD-ROM in the back of the Student's Book.

Workbook

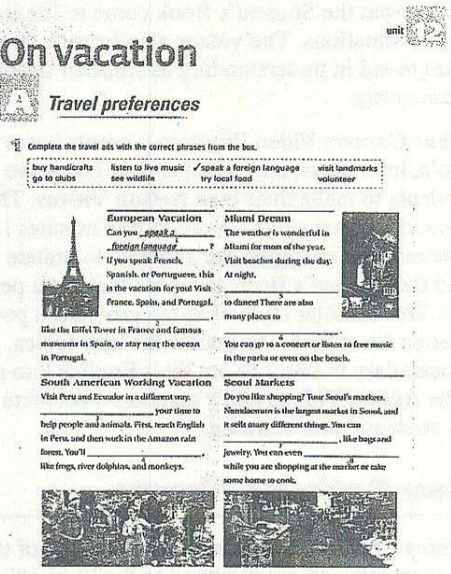
The Workbook provides additional

- vocabulary
- grammar
- functional language
- reading practice

Self-study CD-ROM

The Self-study CD-ROM in the Student's Book provides additional interactive practice. It contains

- vocabulary exercises
- grammar exercises
- listening exercises
- functional language practice
- pronunciation practice
- video comprehension practice
- word lists
- grammar reference
- functional language reference
- interactive quizzes
- a progress chart



unit 12

On vacation

A Travel preferences

1 Complete the travel ads with the correct phrases from the box.

buy handicrafts | go to clubs | listen to live music | see wildlife | ✓speak a foreign language | try local food | visit landmarks | volunteer

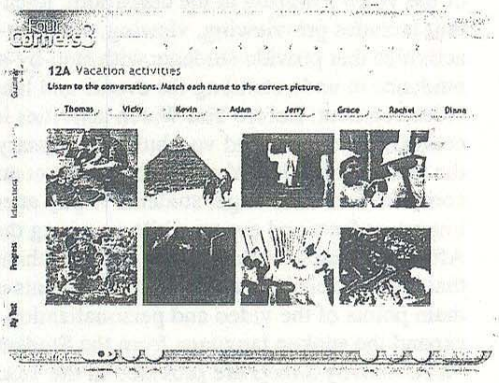
European Vacation
Can you _speak a foreign language_? If you speak French, Spanish, or Portuguese, this is the vacation for you! Visit France, Spain, and Portugal, like the Eiffel Tower in France and famous museums in Spain, or stay near the ocean in Portugal.

Miami Dream
The weather is wonderful in Miami for most of the year. Visit beaches during the day. At night, _____ to dance! There are also many places to _____. You can go to a concert or listen to free music in the parks or even on the beach.

South American Working Vacation
Visit Peru and Ecuador in a different way. _____ your time to help people and animals. First, teach English in Peru, and then work in the Amazon rain forest. You'll _____, like frogs, river dolphins, and monkeys.

Seoul Markets
Do you like shopping? Tour Seoul's markets. Namdaemun is the largest market in Seoul, and it sells many different things. You can _____, like bags and jewelry. You can even _____ while you are shopping at the market or take some home to cook.

Unit 12 Lesson A 89



Four Corners 3

12A Vacation activities

Listen to the conversations. Match each name to the correct picture.

Thomas | Vicky | Kevin | Adam | Jerry | Grace | Rachel | Diana

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Introduction to the Video Program

Video Program

The *Four Corners* Video Program is an exciting and dynamic supplementary video program. The program consists of a variety of entertaining videos, each designed to be watched after the Student's Book unit has been taught. As a complement to the Student's Book, each of the 12 videos provides further practice of that unit's grammar, vocabulary, and functional language in a natural, real-life context. Students have the opportunity to see and hear conversational language from the Student's Book come to life in engaging and lively situations. The videos also feature close-captioned subtitles to aid in understanding as *students listen and read simultaneously*.

The *Four Corners* Video Program presents home movies, how-to's, interviews, and commercials that serve as a model for students to make their own **Action Videos**. The *Four Corners* videos are short – three to five minutes long – and provide realistic examples for students to imitate as they go beyond the Student's Book to create their own personalized videos. This familiar style of video provides a powerful motivation for students to master the new topics, grammar, and vocabulary in order to put their English into practice. And the **Action Videos** allow teachers a concrete way to assess students' oral learning.

Video Activity Sheets

The *Video Activity Sheets* correspond to each of the 12 video segments and are designed to facilitate effective use of the *Video Program* in the classroom. Each two-page unit includes pre-viewing, viewing, and post-viewing activities that provide students with step-by-step support and guidance in understanding the events and language of the video segment. Before You Watch activities introduce the context, characters, and vocabulary necessary to understand the video. The While You Watch section contains easy-to-complete activities to get students to pay attention to the important facts and events while watching the video. The After You Watch section contains comprehension activities that allow teachers to confirm their students understood the main points of the video and personalization activities that expand the spoken language from the Student's Book. The *Video Activity Sheets* are provided in the Teacher's Edition for teachers to photocopy.

Video Teaching Notes

The *Video Teaching Notes* provide teachers with short summaries of the video and language points, and step-by-step instructions and optional teaching ideas to complete the photocopiable *Video Activity Sheets*. The *Video Teaching Notes* also include a brief summary of the **Action Video** assignment for each unit.

Action Video Teaching Notes

The *Action Video Teaching Notes* provide teachers with step-by-step instructions and ideas for students to make their own videos. The notes are structured into Planning, Making, and Sharing sections to help students engage with the Student's Book language as they create their own videos. Instructions are rich with language prompts, optional ideas, and activities for individual students, pairs, and small groups.

Additional techniques for teaching video

Picture-only viewing

Playing the video with the sound off makes students pay attention to the visual information on the screen and engages their imagination to complete activities. Types of videos with a rich background and a lot of activities are well suited to silent viewing.

- **Say the words** For a video with a lot of vocabulary words in it or a sequence of events, play the video with the sound off. Have students list the things they can see.
- **What's my line?** Play a short scene with two or more characters. Choose a scene that is rich with emotion, facial expressions, and gestures. Have pairs of students write what they think the dialogue is for the scene. Then play the video to check their predictions.
- **What's happening?** Choose a scene or two that shows a setting and a lot of action. Write a 4 *Wh-* chart on the board:

Who	Where	When (time of day)	What

Have Ss complete the chart.

- **What happens next?** Choose a video with a sequence of events or actions. Play the first half of the video and then stop at a point where there could be several outcomes. Have students guess what will happen next. Write their ideas on the board. Play the scene again and check how many correct ideas there were.

Sound-only viewing

Playing the video with the sound on but the picture off makes students pay attention to the spoken information they hear. Types of videos in which the character has an expressive voice or which contain a specific language function are a good choice for these activities. Students should not have watched the video beforehand.

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- **Describe the scene** Choose a scene that is rich in dialogue and background. Write information questions on the board.

  How many people are in the scene? How many men? How many women?

  Where are they?

  What are they doing?

  How are they feeling?

  Play the scene and have students listen and answer the questions.
- **Describe the person** Choose a scene in which the character has several lines. Play the scene, and then elicit words to describe the character's personality and appearance on the board. Play the video to see how closely the students' descriptions match the character.

Normal viewing with subtitles

Playing the video normally, with the sound and picture, allows students to pay attention to both the visual and spoken information in the video. Many of the activities involve stopping and replaying video at a critical point so that information can be elicited.

- **Repeat the lines** This is useful to give Ss practice with vocabulary, expressions, and intonation patterns. Play a scene up to the appropriate point, stop the video, and have Ss repeat and mimic the speakers as closely as they can. Then replay the line(s) again, several times for Ss to master it.
- **Freeze frame** This is an excellent activity for checking comprehension. Choose a scene with one or more important actions or language points. Play the scene, pause at the critical point, and then ask students a question. For example, have students describe what is happening or has happened in a scene, describe the characters (who they are or how they are behaving), or have them note details about the setting or predict what will happen next.
- **Subtitle answer check** Use the video to check answers for information gap questions from the Activity Sheets. After Ss have completed the Activity Sheet section, turn on the subtitles and play the conversation again, having Ss read the subtitles to check their answers.
- **What happens next?** For more complex video segments, this activity, described previously in the Picture-only viewing section, can also be done with the sound and subtitles on.
- **Role play** Choose a scene with two or more speaking characters. Tell students that they will watch the video and then role-play the conversation. Assign characters. Play the video at least twice. Then have students practice the role play and perform it in pairs, groups, or for the class. Give students a copy of the script for support, if necessary.
- **A new ending** After viewing a video, have pairs or small groups of students script a new and different ending that rewrites the final scene or creates a new scene of what would happen next. Have students write their script and then perform it for the class. This can also become an **Action Video** assignment if your students enjoy role-playing.

Action Video viewing

After students have viewed the unit video and completed the *Video Activity Sheet*, they are ready to create their own **Action Video**. Use these techniques with the class during the Planning and Sharing stages. Remind students that their videos can be simpler and shorter than the *Four Corners* videos.

Planning

- **Outline** This is useful if students are having difficulty during the planning stage and to help them understand the genre of video they are going to make. With the class, fast forward through the video, pausing at each critical point to list the elements of the video's structure. For example, list the questions interviewers asked, the number of slides presented in a video diary, or for a narrative, note the number of characters, scenes, and/or settings.

Sharing

If it's appropriate, you can treat the students' **Action Videos** as additional course content and use the teaching techniques listed above with the videos, for example: stopping to ask *What happens next?*

- **News report** This is an excellent activity for practicing reported speech. Have pairs of students create and give a news report about one of their classmates' videos. For example, pairs can give a news report about what they saw in someone's daily routine video: John went to work in the morning. He said he usually takes the bus, but that day he walked. We asked John why he walked . . . Other styles of reports are movie reviews and opinion pieces.
- **Student-created worksheets** Have pairs produce an oral quiz about their video. Play their video for the class and then have students quiz their classmates on what they saw.

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Walkthrough

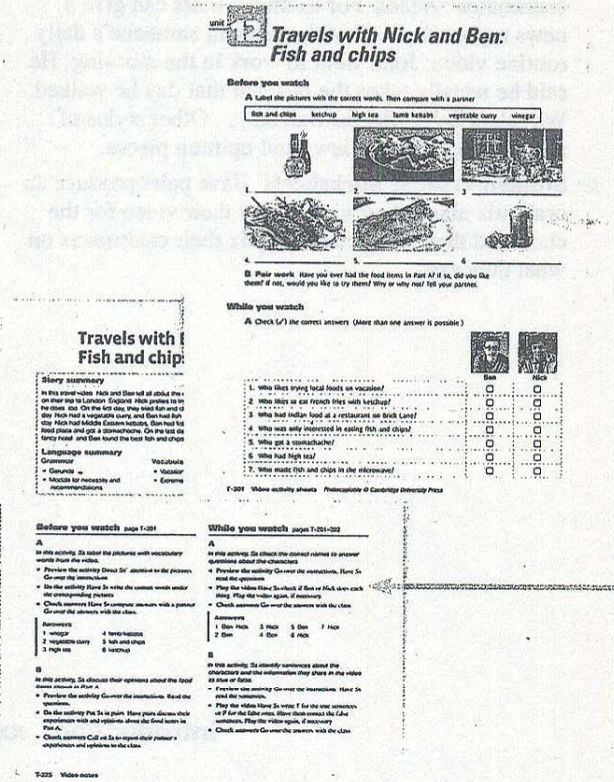
of the DVD, Video Activity Sheets, and Video Teaching Notes

Four Corners presents an exciting video program that provides students with extra practice of the Student's Book vocabulary, grammar, and functional language through real-life context videos. Photocopiable video activity sheets in the Teacher's Edition provide structured activities for classroom use. Video teaching notes provide support for teaching the videos on the DVD along with the video activity sheets.

DVD

- Has a video for extra practice of each unit of the Student's Book
- Practices vocabulary, grammar, and functional language presented in the Student's Book unit
- Presents language in a real-life context





Video activity sheets

- Provide activities to help students understand the language and situations presented in each video
- Provide activities for before watching, while watching, and after watching each video

Video teaching notes

- Provide support for teachers to integrate the DVD and video activity sheets in class
- Provide *Action video notes* with ideas on how students can use the videos on the DVD as models for their own videos

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Introduction to Classware

About Classware

Four Corners Classware combines the contents of the Student's Book, the class audio, and the video for each level of the series into a convenient one-stop presentation solution. Classware can be used with all types of interactive whiteboards or with just a projector and a computer to present *Four Corners* core materials in the classroom in a lively and engaging way.

Classware provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way. The software can also simplify several of the teaching tasks that take place in the classroom. You can use Classware to zoom in on a section of a page, play audio or video without having to use a separate CD or DVD player, display scripts while students listen to the audio or watch a video segment, and access online dictionaries. The easy-to-use tools of Classware also allow manipulation of all the digitized texts, pictures, audio, and video in an uncomplicated way. You can add text to the page, highlight text or pictures, draw lines or circles, erase, and conceal text or pictures – or ask students to go to the board and do so.

The software also includes features that facilitate the lesson preparation process. For example, you can attach files with your own supplemental material, such as extra activities, slide show presentations, images, audio, video or even web links to the pages and open these at the right moment with a simple click. You can save these attachments and annotations added to the Student's Book pages as "sessions" and return to them at any time – or even share them with other teachers.

In addition to the information in this introduction, you will also find tips and suggested activities using Classware in the notes for each lesson in this Teacher's Edition. A detailed explanation of all the Classware features is also available in the Classware User's Guide, which can be accessed through the Help button on the component home screen. We hope that this information will help you explore the many ways that Classware can bring a new level of flexibility and interactivity to the *Four Corners* classroom.

Classware key functions and tools

These are some of the tools and functions available in Classware:

- A **Contents** panel lists all the book pages, audio clips, and video clips. You can access any of these by simply clicking on their titles.
- The **Arrow** tool can be used to drag pages, text boxes, and attachments on screen.
- The **Text Box** tool allows you to insert text boxes anywhere on a page. You can type into them using a keyboard. You can also insert images or attach files to them.
- The **Hide / Show** tools can be used to conceal a specific area of a page.
- The **Pen** tool enables you to write and draw on a page or on audio scripts. It includes a variety of colors and pen width options.
- The **Highlighter** tool can be used to highlight any image or text, including audio scripts.
- The **Eraser** and **Erase-all-annotations** tools can be used to remove annotations such as pen lines or hidden / shown areas or to delete attachments.
- The **Zoom** tool can be used to enlarge any part of a page.
- The **audio player**, activated when you click on an audio icon on a page or the title of an audio clip in the Contents panel, includes the basic functions of an audio player and the scripts. You can click on a line on the script to play only that line.
- The **video player**, activated when you click on the title of a video clip in the Contents panel, includes the basic functions of a video player. It also allows you to play the video on full screen, with subtitles, or even without the image (playing the audio only).
- The **Attach file from my computer** function allows you to attach to the page different types of files from your computer.
- The **Attach a blank page** function allows you to attach a blank page, which you can annotate or use as a mask.
- The **Attach a web link** function allows you to add a link to a website, which you can access when you are online.
- The **Attach a page link** function allows you to add a link to another page of the Student's Book so that you can navigate between pages and sections quickly and easily.
- The **Save session** function allows you to save the book pages with your annotations and attachments so that you can use them later.
- The **Export session** function allows you to save your sessions anywhere on your computer or on other devices, such as a pen drive.
- If you are connected to the Internet, the **dictionary** button allows you to access one of the Cambridge online dictionaries.

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How to use Classware when teaching a *Four Corners* unit

Warm-up
You might want to focus on the pictures to preview or review content, or activate students' previous knowledge. Use the Zoom tool to enlarge the pictures or Hide / Show to conceal the text around them. You can also ask students to go to the board and circle or label key elements in the pictures or text using the Pen or Highlighter.

Vocabulary
You might want to zoom in on the section to present the vocabulary with larger pictures or text. You can also conceal the words next to the pictures using the Pen tool before you play the audio so that students focus on the pronunciation of the words. You can have students go to the board and do the activity using the Pen tool before reviewing answers with the whole class.

Language in context
You can use the Zoom or the Hide tool to focus on the pictures and ask questions to set the scene for the text. You can ask students to go to the board and identify the words taught in the vocabulary section using the Highlighter or the Pen tool. You can also use the Highlighter to identify new words and elicit their definition.

Conversation
You can zoom in on the conversation and leave it on the board so that students can work with books closed. You can conceal some of the words students already know using the Pen tool so that they fill these in when practicing the dialogue.

Grammar
You can use the different colors of the Pen tool to identify the various elements of the structure being presented in the grammar box. You can ask students to go to the board and use the Highlighter to identify examples of the new grammar in the *Language in context* or *Conversation* sections. You can also ask students to go to the board and complete the written exercise using the Pen tool to review the answers.

Interactions
For slightly more challenging practice, you can use the Hide or Pen tools to conceal the functional expressions in the dialogue before students practice it substituting the expressions from the boxes.

Pronunciation
You can use the Pen tool to underline stressed syllables, draw arrows to indicate the intonation, and identify reduced, contracted or linked sounds – or ask students to do so on the board – when checking the answers to the activity.

Listening
Zoom in on the image to set the scene before listening to the audio. After the students have done the activities, you might want to play the audio with the script on. You can underline or highlight words in the script and go over their pronunciation or meaning. You can also click on a line of the script to repeat a passage.

Reading
You can use the Zoom or the Hide tool to focus on the title of the text and elicit the topic or the main idea. You can also ask students to go to the board and, using the Highlighter or the Pen tool, identify the passages in the text that provide the answer for the comprehension questions.

Writing
You can use the different colors of the Pen tool to identify – or ask students to identify – the answers to the questions in Part A in the model text.

Speaking and Keep talking
For some activities, you can keep the model dialogue or guiding questions on the board so that students can refer to them while practicing with books closed. You can also attach a Blank Page to list some of the errors students made in order to correct them at the end of the activity.

Wrap-up
You might want to add a Blank Page to collate a list of items brainstormed by students at the end of the activity. You can write the items yourself using the Pen tool or ask students to go to the board to do so.

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Classware activity types

1 Analyzing the model

Purpose: *To prepare Ss for the writing activity.*
For use with: Writing *sections with questions in Part A and model in Part B.*
Classware tools: *Zoom, Pen.*
Preparation: *None.*

- Books closed. Zoom in on Parts A and B of the *Writing* section, making sure to include the questions and model.
- Use the Pen tool to underline each question in Part A with a different color.
- Explain to Ss that each sentence in the writing model (Part B) answers a different question from Part A.
- Ask the class which sentence in the writing model corresponds to the first question. Underline this sentence in the model in the color corresponding to the first question.
- Have different Ss go to the board and underline the other sentences in the model in the color corresponding to the question they answer.

2 Choose ABC

Purpose: *To practice or review target vocabulary.*
For use with: Vocabulary *with pictures.*
Classware tools: *Zoom, Hide or Pen, Eraser.*
Preparation: *Before class, hide the target words using the Hide or thick Pen tool so that Ss can see only the pictures. Save the session.*

Prepare a list with three choices (A, B, and C) for each picture, one of which should be the correct answer.

Prepare sets of three cards with the letters A, B, and C for each S, or ask them to bring these to the next class.

- Books closed. Zoom in on the area with the pictures and hidden words.
- Point to a picture and call out the three choices listed, e.g., *A. noisy*; *B. interesting*; *C. boring*.
- Ss hold up one of the three cards as their answer.
- Reveal the answer (using the Eraser tool if the word is under the picture).
- Continue the activity until all answers are revealed.

Option: Before class, post large A, B, and C signs in the classroom. Instead of holding up cards, Ss make their choice by moving to the sign with the corresponding letter.

3 Disappearing dialogue

Purpose: *To practice speaking.*
For use with: Conversation, Interactions.
Classware tools: *Zoom, Pen.*
Preparation: *None.*

- Books closed. Zoom in on the dialogue.
- Have Ss work in pairs and practice the dialogue once with all the words visible on the board.
- As Ss practice, use the thick Pen tool to hide parts of the dialogue little by little.
- The pairs change roles and practice again using the remaining words on the board for guidance.
- Continue hiding the lines until all lines are covered and pairs practice with no guidance.

4 Fill in the text

Purpose: *To practice or review target vocabulary.*
For use with: Language in context, Conversation.
Classware tools: *Zoom, Hide or Pen, Eraser.*
Preparation: *Before class, hide the target words in the text using the Hide or thick Pen tool. Save the session.*

- Zoom in on the text with the hidden words.
- Books closed. Have Ss look at the text with the hidden words on the board.
- Have Ss work in pairs and fill in the blanks in the text with the missing words.
- Have different Ss go to the board and reveal the first hidden word using the Eraser tool.
- Continue the activity until all the words are revealed.

Option: Follow the steps above, but play the audio before revealing answers so that Ss can check their answers.

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5 Find the match

Purpose: *To practice or review target language.*

For use with: Language in context, Conversation.

Classware tools: *Zoom, Hide, Pen, Text Box, Eraser.*

Preparation: *Before class, hide target language items in the text using the Hide or the thick Pen tool. On the margin of the text, or wherever there is space, insert a Text Box and type the hidden words in a different order in the box. Save the session.*

- Books closed. Zoom in on the area with the hidden words and the Text Box.
- Have Ss work in pairs and give them some time to complete the text with the words in the Text Box.
- Have a S from each pair (or volunteers) go to the board and, using the Pen tool, draw a line from a hidden word to its correct match in the Text Box.
- Continue the activity until all items are matched.
- Reveal the hidden words using the Eraser tool and confirm the answers.

Option: Number the words in the Text Box so that the Ss can write the number of the word over the hidden word.

6 Fix it!

Purpose: *To practice or review target language.*

For use with: Vocabulary, Grammar, *answers to reading comprehension questions.*

Classware tools: *Zoom, Pen.*

Preparation: *Before class, write an incorrect answer for each item in the selected exercise using the black Pen tool. Save the session.*

- Zoom in on the exercise with the wrong answers written in. Tell Ss these answers are incorrect.
- Divide the class into pairs and have Ss correct the mistakes with their books closed.
- Have Ss go to the board to cross out the mistakes and correct them using a different color of the Pen tool.

Option: For more challenge, have Ss close their books before doing the activity (only for *Vocabulary* and *Grammar*).

7 Guided brainstorming

Purpose: *To review target vocabulary.*

For use with: Brainstorm! *activities in the* Wrap-up.

Classware tools: *Attach a Blank Page, Pen, (or Text Box).*

Preparation: *Before class, attach a Blank Page next to the section and write a list with the first letter of likely brainstorming answers either using the Pen tool directly onto the Blank Page or typing the list into a Text Box added to the Blank Page. Save the session.*

- After Ss do *Brainstorm!*, divide the class into two (or more) teams.
- Display the attached Blank Page with the list of first letters.
- Books open. Have teams alternate calling out answers that start with any of the letters on the board. Fill in the answers on the board using the Pen tool or typing into the Text Box.
- Teams get a point for each correct answer.
- The team with the most points wins.

Option 1: For more challenge, ask Ss to close their books and try to remember answers.

Option 2: Give a time limit for groups to answer.

8 Highlight and say it!

Purpose: *To practice pronunciation.*

For use with: *Any previously taught section with several examples of target pronunciation items.*

Classware tools: *Zoom, Highlight.*

Preparation: *None.*

- After pronunciation practice, zoom in on the area (suggested in the teaching notes).
- Have Ss work in pairs and give them some time to identify target pronunciation items in the zoomed area, e.g., "words with stress on the first syllable" or "questions with rising intonation."
- When the time is over, have a S from each pair (or volunteers) go to the board, highlight one target pronunciation item, and say it.
- Continue until all items have been highlighted and read out loud.

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9 Label that picture

Purpose: *To review vocabulary.*

For use with: *Any pictures including several target vocabulary items.*

Classware tools: *Zoom, Pen.*

Preparation: *If using a section with several labeled pictures (as in some* Vocabulary *sections), before class, hide the labels using the thick Pen tool. Save the session.*

- Books closed. Zoom in on the picture or area with pictures so that no text is showing.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Pen tool, label any target vocabulary item in the picture in 15 seconds. Other members of the team can suggest items to label.
- The team gets one point for each correct label.
- Continue the game, alternating between the teams, until all items are labeled.
- The team with the highest score wins.

10 Language switch

Purpose: *To practice speaking and target language.*

For use with: Interactions, Conversation.

Classware tools: *Zoom, Highlight.*

Preparation: *Before class:*

For the *Conversation* section, highlight all instances of the target vocabulary in the dialogue and the possible substitute words for each in the *Vocabulary* section above.

For *Interactions*, highlight all expressions in the dialogue and in the boxes. Save the session.

- Books closed. Have Ss work in pairs. Have Ss look at the board and practice the dialogue by substituting the highlighted items in the dialogue with highlighted items from the corresponding section.

Option 1: For more challenge, hide the items in the dialogue using the Hide or thick Pen tool.

Option 2: For even more challenge, hide the items in the dialogue using the Hide or thick Pen tool, and don't highlight the possible substitute items.

11 List that

Purpose: *To review language.*

For use with: Wrap-up, Speaking.

Classware tools: *Attach Blank Page, Pen (or Text Box).*

Preparation: *Before class, attach a Blank Page next to the section and divide it into columns (one for each team) using the Pen tool (or Text Box). Save the session.*

- After Ss do *Brainstorm!* (in the *Wrap-up*) or gather data (in *Speaking*), divide the class into two (or more) teams.
- Give the teams some time to collate their individual answers into a team list.
- When the time is over, have the teams face the board and alternate calling out answers (not given by other teams).
- Write each team's answer in their column on the Blank Page (or type them into the corresponding Text Box).
- The teams get one point for each correct answer.
- The team with the highest score wins.

Option: Instead of writing the answers on the board, have Ss go to the board and write it in their team's column.

12 Make connections

Purpose: *To activate Ss prior knowledge, to preview content of unit, to review language.*

For use with: Warm-up.

Classware tools: *Zoom, Pen.*

Preparation: *None.*

- Have Ss work in pairs.
- Give the pairs some time to look at the *Warm-up* page and link any items in the pictures to any words in the lesson overviews at the top of the page, e.g., the image of a dish to the word *food*. If necessary, discuss the connection between the image and the word.
- Have a S from each pair (or a volunteer) go to the board and, using the Pen tool, connect an item in a picture to a word in the overview above.
- Have the S (or the pair) explain the connection.
- Continue the activity until all possible connections have been made. (If Ss don't come up with all possible ones, elicit these from them.)

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13 Preview the unit

Purpose: *To activate Ss prior knowledge, to preview content of unit, to review language.*

For use with: Warm-up.

Classware tools: *Hide, Pen, Eraser.*

Preparation: *Before class, hide the bullet lists below the lesson headings at the top of the* Warm-up *page using the Hide tool. Save the session.*

- Books closed. Have Ss focus on the pictures on the *Warm-up* page on the board. Ask Ss questions about the pictures to elicit words related to the theme and topics of the unit, e.g., *What do you see in the pictures? What type of things are these?*
- Using the Pen tool, write some key words mentioned by the Ss on the board, next to the pictures.
- Reveal the lesson overviews on the top of the page using the Eraser tool. Use the key words elicited to briefly explain the items on the lists.
- Tell Ss that they will learn more about these things in the unit.

14 Restoring text

Purpose: *To review language.*

For use with: Language in context, Conversation, Interactions.

Classware tools: *Zoom, Hide, Eraser, Show.*

Preparation: *Before class, hide the text using the Hide tool. Then, randomly, erase parts of the hidden area with the Eraser tool until roughly half of the text is showing. Save the session.*

- After Ss read and practice the text, have them close their books.
- Zoom in on the partially hidden text.
- Have Ss work in pairs, and give them some time to re-create the text on a piece of paper.
- When the time is over, either play the audio or "reverse" the hidden area using the Show tool for Ss to check their answers.
- Reveal the full text using the Eraser tool.

15 Revealing grammar

Purpose: *To review grammar.*

For use with: Grammar.

Classware tools: *Zoom, Pen, Eraser.*

Preparation: *Before class, hide key parts of the grammar box using the Pen tool. Save the session.*

- Books closed. Zoom in on the grammar box with hidden items.
- Have Ss work in pairs and give them some time to complete the grammar box.
- Ask a pair what the first hidden text is. As they say it, ask a question to elicit the use of the hidden text, e.g., *Why do we need* did *here?*
- After the S answers the question, use the Eraser tool to reveal the text. Discuss as appropriate.
- Continue the activity until the complete box is revealed.

Option: Have Ss go to the board to suggest the text, answer your question and reveal the text.

16 Right or wrong?

Purpose: *To practice or review target language.*

For use with: Vocabulary, Grammar.

Classware tools: *Zoom, Pen.*

Preparation: *Before class, write some correct and some incorrect answers, or circle some of the wrong answers for the selected exercise using the black Pen tool. Save the session.*

- Zoom in on the exercise. Tell Ss some of the answers are incorrect.
- Point to the first item. Have Ss raise their right hand if they think the answer is correct.
- Ask one of the Ss who identified an incorrect answer to correct it.
- If none of the Ss identified an incorrect answer, say it is incorrect and elicit the correction from the class.
- Continue the activity until all answers are revealed.

Option: If appropriate to the point being practiced and the level of the class, ask Ss to explain the correction.

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17 Search and highlight

Purpose: *To review vocabulary and / or grammar.*
For use with: Vocabulary, Language in context, Conversation, Reading.
Classware tools: *Zoom, Highlight.*
Preparation: *None.*

- Books closed. Zoom in on the appropriate section.
- Divide the class into two (or more) teams.
- Have a S from one team go to the board.
- Say a type of word, and have the S highlight an example in the text, e.g., *Highlight a count noun.*
- The S has 15 seconds to highlight the word using the Highlight tool and can be helped by the team.
- If the S highlights a correct word, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams and having Ss highlight the same or a different type of word.
- The team with the most points wins.

18 Show the word!

Purpose: *To practice or review target vocabulary.*
For use with: Vocabulary *with pictures.*
Classware tools: *Zoom, Hide or Pen, Eraser.*
Preparation: *Before class, hide the target words using the Hide or thick Pen tool so that only the pictures are visible. Save the session.*

- Zoom in on the area with the pictures and hidden words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Say one of the hidden words. Have a S from one team go to the board and reveal the word under the corresponding picture using the Eraser tool.
- If the S guesses correctly, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option 1: Play the game as a race. The S from each team who gets to the board first has the chance to reveal the word.

Option 2: For *Vocabulary* sections where the words are not under the pictures, have Ss use the Pen tool to check the corresponding pictures.

19 Swipe and guess

Purpose: *To review target vocabulary.*
For use with: Vocabulary *with labeled pictures.*
Classware tools: *Zoom, Hide, Text Box, Eraser.*
Preparation: *Before class, hide the pictures using the Hide tool, and cover the words using Text Boxes. Save the session.*

- Zoom in on the area with the hidden pictures and words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Eraser tool, swipe once through one of the hidden images to reveal part of it.
- That S's team has one chance to try to guess the word. If they don't guess it correctly, the other team(s) has (have) a chance to guess. If they do, they get one point and reveal the rest of the picture using the Eraser tool.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option: Hide both the pictures and the words using the Hide tool so that swiping reveals parts of both.

20 Which word?

Purpose: *To practice target vocabulary.*
For use with: Language in context, Conversation.
Classware tools: *Text Box (or Hide or Pen).*
Preparation: *Before class, cover each target item with a Text Box (or hide the items with the Hide or Pen tool, and add a Text Box to the margin of the text). Type in the covered item and another item from the Vocabulary set. Save the session.*

- Books closed. Before Ss read the text, zoom in on the area with the items covered by the Text Boxes.
- Have Ss work in pairs and choose the correct word.
- Play the audio. Have Ss listen and check their answers.
- Have Ss call out the answers for each item or go to the board and reveal the original text by deleting the Text Boxes.

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Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's *Common European Framework of Reference* (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner.

The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the seventies. Their first publication was the *Threshold* series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991), which provided a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency were identified, called Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

The *Threshold* series was followed in 2001 by the publication of the *Common European Framework of Reference*, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). In conjunction with the CEFR descriptors, the Council of Europe also developed the *European Language Portfolio*, a document which enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

Four Corners and the Common European Framework of Reference

The CEFR was used as a point of reference throughout the development of the *Four Corners* series and informed the choice of language content and activity. The table below shows how *Four Corners* correlates with the Council of Europe's levels and with some major international examinations.

Four Corners	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
Level 1	A1/A2	Breakthrough				120+
Level 2	A2	Waystage	KET (Key English Test)	3.0		225+
Level 3	B1	Threshold	PET (Preliminary English Test)	3.5–4.5	57–86	550+
Level 4						

Sources:
http://www.ielts-test-practice.com/ielts-scores.html
http://www.ets.org/Media/Research/pdf/CEF_Mapping_Study_Interim_Report.pdf
http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

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Four Corners Level 3 starts the CEFR competences for B1. The table below contains the general competences described in the CEFR self-assessment grid for this level.

		B1
UNDERSTANDING	Listening	I can understand the main points of clear, standard speech on familiar matters regularly encountered at work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand texts that consist mainly of high frequency, everyday or job-related language. I can understand the description of events, feelings, and wishes in personal letters.
SPEAKING	Spoken Interaction	I can deal with most situations likely to arise while traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).
	Spoken Production	I can connect phrases in a simple way in order to describe experiences and events, as well as my dreams, hopes, and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write simple, connected text on topics that are familiar or of personal interest. I can write personal letters describing experiences and impressions.

A strong focus on speaking characterizes *Four Corners*. The speaking outcomes at the end of every lesson, which define objectives and allow teachers and students to assess progress, mirror the CEFR "can do" statements for this ability. The table on pages xxxiv–xxxvii lists the detailed speaking competences for B1, and shows exactly where each CEFR "can do" statement is covered in the Student's Book. The Listening, Reading, and Writing tables contain the same type of information for these abilities, and also include information on the Workbook contents.

Further information on how *Four Corners* correlates to the CEFR and an in-depth breakdown of Level 3 content by unit is available on the *Four Corners* website.

Sources:
Common European Framework of Reference for Languages: Learning, teaching, assessment (2001) Council of Europe, Cambridge University Press.
The Council of Europe European Language Portfolio (2000) Swiss National Foundation Project; (http://www.coe.int/T/DG4/Portfolio/documents/appendix2.pdf).
Threshold, 1990 (1991) J. A. Van Ek and J. L. M. Trim, Council of Europe, Cambridge University Press.

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Speaking

A language user at B1 can:	1	2	3	4	5
Enter unprepared into conversation on familiar topics.	This competence is practiced throughout the course in Lessons B and D.				
Start, maintain, and close a simple face-to-face conversation on topics of personal interest.		SB2B		SB4B	
Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	SB1C SB1Wu	SB2B SB2C SB2D SB2Wu			SB5B
Make his / her opinions clear when finding solutions to problems or deciding practical questions (where to go, what to do, how to organize an event . . .).					
Give or seek personal views and opinions in an informal discussion with friends.	SB1D SB1Wu	SB2D	SB3C SB3D	SB4D	SB5C SB5D
Express agreement and disagreement politely.					
Perform a wide range of language functions in a neutral register and using politeness conventions.					SB5B
Find out and pass on straightforward factual information.	SB1A SB1B		SB3D	SB4A	SB5A SB5C
Obtain more detailed information.			SB3A	SB4C SB4D	SB5C
Ask for and give detailed practical instructions and directions.					
Deal with most situations likely to arise when traveling (shops, banks, hotels, transportation . . .).			SB3B		
Narrate a story.		SB2A SB2C SB2D			
Relate details of unexpected occurrences, e.g., an accident.		SB2A SB2C			

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6	7	8	9	10	11	12
	SB7B		SB9B			
SB6D						
		SB8D	SB9D SB9Wu	SB10B		SB12C
SB6D SB6Wu	SB7A SB7B SB7C SB7D SB7Wu	SB8A SB8D SB8Wu	SB9A SB9B SB9C	SB10A SB10D	SB11D	SB12A SB12C SB12D SB12Wu
	SB7B SB7D					
SB6B SB6C	SB7B	SB8B	SB9B			SB12B
SB6B					SB11A	
SB6A	SB7A SB7C			SB10A SB10D	SB11C SB11D	SB12A SB12D
					SB11B	
						SB12B

continued

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Speaking *(continued)*

A language user at B1 can:	1	2	3	4	5
Give detailed accounts of experiences, describing feelings and reactions.		SB2C SB2D		SB4C SB4D SB4Wu	
Describe events real or imagined.		SB2B			
Give straightforward descriptions on a variety of familiar subjects.			SB3A SB3C		SB5A SB5C SB5Wu
Describe dreams, hopes, and ambitions.					
Explain and give reasons for his / her plans and actions.					
Use a prepared questionnaire and make spontaneous follow-up questions.			SB3A	SB4A	
Give a short and straightforward prepared presentation on a chosen topic.					
Ask someone to clarify what they have just said.				SB4B	
Repeat back what is said to confirm understanding.				SB4B	

SB1A = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, Wrap-up section

Listening

A language user at B1 can:	1	2	3	4	5
Follow clearly articulated speech directed at him / her in everyday conversation.	This competence is practiced throughout the course.				
Follow the main points of informal discussion and conversation around him / her.	SB1B SB1C SB1D	SB2B SB2C	SB3B SB3C	SB4B SB4C SB4D	SB5B SB5C
Understand the main points in recorded materials on familiar topics (e.g., radio news bulletins).	SB1D		SB3D		SB5D
Understand a short narrative.		SB2C			
Understand simple technical information, such as operating instructions.					

SB1A = Student's Book, Unit 1, Lesson A

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6	7	8	9	10	11	12
				SB10A SB10D	SB11C SB11D	
	SB7A SB7C SB7D					
				SB10C SB10Wu		SB12D SB12Wu
SB6A		SB8C	SB9B			
	SB7A	SB8B		SB10A		
SB6D						

6	7	8	9	10	11	12
SB6A SB6B SB6C	SB7B SB7C	SB8C	SB9B SB9C	SB10B SB10C SB10D	SB11C	SB12B SB12C SB12D
		SB8B SB8D	SB9D		SB11D	
	SB7D					
					SB11B	

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Reading

A language user at B1 can:	1	2	3	4	5
Understand the main points in short newspaper articles and webpages about familiar topics.	SB1D WB1D	SB2Wu	WB3D	SB4D WB4D	
Skim short texts (e.g., news summaries) to find relevant facts and information.	SB1Wu		SB3D	SB4Wu	SB5A SB5D WB5D
Understand information in everyday material, such as short brochures, official documents, and letters.					
Understand simple messages.					
Understand descriptions of events, feelings, and wishes in private letters, emails, and blogs.		SB2D WB2D			
Guess the meaning of single, unknown words from their context.					

SB1A = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, Wrap-up section **WB1A** = Workbook, Unit 1, Lesson A

Writing

A language user at B1 can:	1	2	3	4	5
Write simple connected texts on a range of topics and express personal views and opinions.	SB1D				
Write straightforward, detailed descriptions on familiar subjects.				SB4Wu	SB5D SB5Wu
Write a description of a real or imagined event.		SB2Wu			
Write accounts of experiences describing feelings and reactions.		SB2D		SB4D	
Write personal letters, emails, or blogs describing experiences, feelings, and events in some detail.					
Convey information and ideas on abstract as well as concrete topics.	SB1D SB1Wu				
Ask about and explain problems.					

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6	7	8	9	10	11	12
SB6D SB6Wu WB6D		SB8D WB8D	WB9D	SB10D	WB11D	
SB6A	SB7D SB7Wu WB7D	SB8A SB8Wu	SB9Wu	SB10A SB10Wu	SB11Wu	SB12Wu
						SB12A WB12D
SB6B						
			SB9D	WB10D	SB11D	SB12D
				SB10D		

6	7	8	9	10	11	12
		SB8D	SB9D		SB11D	
	SB7D					SB12D
				SB10Wu		
	SB7Wu			SB10D		
			SB9D			
SB6D SB6Wu					SB11Wu	SB12Wu
		SB8D SB8Wu	SB9D SB9Wu			

continued

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Writing *(continued)*

A language user at B1 can:	1	2	3	4	5
Write notes and messages conveying simple information of immediate relevance.					
Write simple, clear instructions.					
Write very brief reports which pass on factual information.			SB3D SB3Wu		
Paraphrase short, written passages in a simple fashion.	This competence is practiced throughout the course in the Wrap-up sections.				
Link a series of discrete items into a connected linear sequence of points.			SB3D		

SB1A = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, Wrap-up section

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6	7	8	9	10	11	12
SB6B						
						SB12D

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Classroom language

A Complete the conversations with the correct sentences. Then listen and check your answers.

What page are we on?	✓Excuse me. I'm very sorry I'm late.
Can you repeat that, please?	May I go to the restroom, please?
What's our homework?	Which role do you want to play?



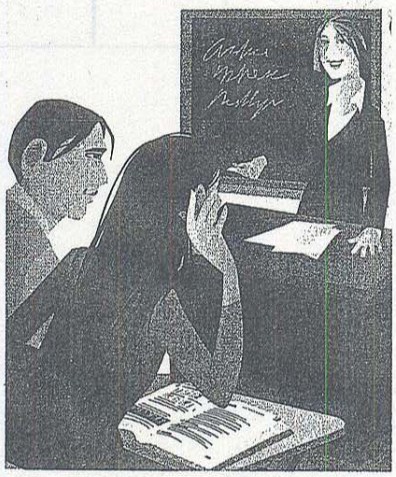
A: *Excuse me. I'm very sorry I'm late.*

B: That's OK. Next time try to arrive on time.



A: *What page are we on?*

B: Thirteen. We're doing the Warm-up for Unit 2.



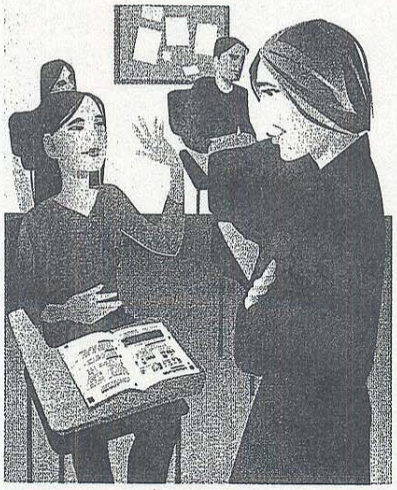
A: *Can you repeat that, please?*

B: Yes. I said, "Please work with a partner."



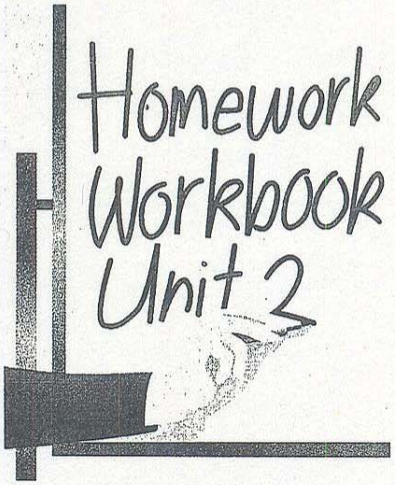
A: *Which role do you want to play?*

B: I'll be Student A. You can be Student B.



A: *May I go to the restroom, please?*

B: No problem. Please try to be quick.



A: *What's our homework?*

B: Please complete the activities for Unit 2 in your workbook.

B Pair work Practice the conversations.

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Classroom language

Learning objective: *Use classroom language.*

A (CD 1, Track 2)

- Direct Ss' attention to the sentences in the box. Ask: *Where do we use these sentences? (In the classroom.)* Explain or elicit that these are sentences Ss use with a teacher or with classmates.
- Direct Ss' attention to the first picture. Ask: *Who do you see? (A teacher and a student.) What is the student doing? (She's coming into the classroom. / She's late.)*
- Go over the instructions and the example. Have students complete the conversations with the correct sentences.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

B

- Go over the instructions.
- Model the activity with a S. Say A's lines and have the S say B's lines for the first two conversations.
- Have Ss practice the conversations in pairs, then change roles and practice again.

Cultural note

In the United States, Ss are expected to be on time for class. When Ss enter a class late, they should apologize, or say they're sorry. They often offer an excuse as well (e.g., *I missed the bus.*).

In some North American classrooms, Ss ask to be excused to go to the restroom, but in others, the teacher will allow Ss to go without asking permission.

Extra activity Extension

Copy the sentences from the box onto strips of paper, one sentence per strip. Make enough sets so that every S gets one sentence on a strip. Give each S a strip. Have Ss stand and walk around the room, saying their sentences and eliciting an appropriate response. Walk around the room and give help as needed.

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Education

At a glance: Unit overview	Speaking outcomes
LESSON A I'm taking six classes. Ss learn vocabulary for school subjects. They use simple present and present continuous.	Ss can . . . ask and talk about routines.
LESSON B You're not allowed to . . . Ss express prohibition and obligation.	Ss can . . . express prohibition and obligation.
LESSON C My behavior Ss learn vocabulary for feelings and emotions. They use zero conditional statements.	Ss can . . . ask and talk about feelings and reactions.
LESSON D Alternative education Ss read and discuss an article on homeschooling. They write a paragraph on distance education.	Ss can . . . discuss advantages and disadvantages.

Warm-up

Learning objective: *Preview the topic and discuss classroom experiences.*

> ***Classware Tip***
> Before class, hide part of each picture. For example, in the second picture hide the bottom of the picture so Ss don't see that the people are writing. Books closed. Zoom in on the pictures (which will automatically hide the title). Elicit what's happening in each picture and then elicit ideas for the unit title. Reveal the covered parts of each picture. Show the unit title.

A

- To introduce the topic of education, direct Ss' attention to the pictures. Ask: *Where are they? (In school.) What ages do you see? (Children through adults.)*
- Go over the instructions and the questions.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.

> **Possible answers**
> 1. The children are sitting at desks / wearing uniforms.
> 2. The adult students are working at a table.
> 3. The students are looking at an object in a science class.
> 4. The students are watching a presentation.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about education in this unit. Point out the Unit 1 lesson overviews. Go over what Ss will learn in each lesson.

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Education

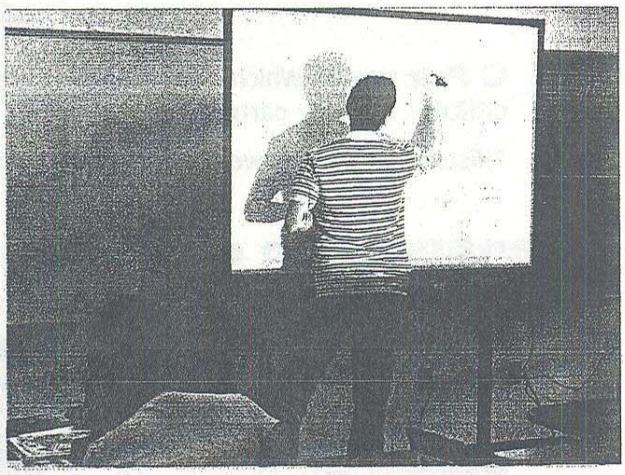
LESSON A	LESSON B	LESSON C	LESSON D
• School subjects • Simple present vs. present continuous	• Expressing prohibition • Expressing obligation	• Feelings and emotions • Zero conditional	• Reading: "Homeschooling" • Writing: Distance education

Warm-up









A Describe the pictures. What do you see? What are the students doing? *See page T-3 for possible answers.*

B How are the classrooms similar or different from your own classroom experiences?

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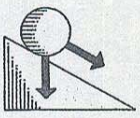
A I'm taking six classes.

1 Vocabulary School subjects

A Match the words and the pictures. Then listen and check your answers.

a. algebra
b. art
c. biology
d. chemistry
e. geometry
f. history
g. music
✓h. physics
i. world geography

1. h 
2. i 
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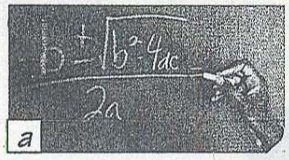
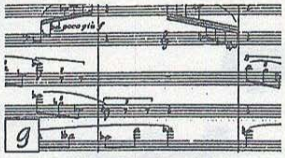
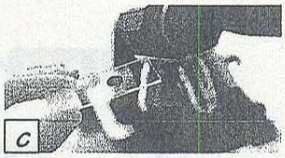
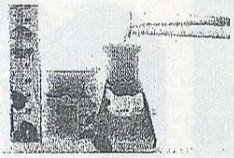
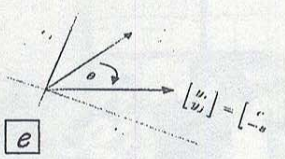
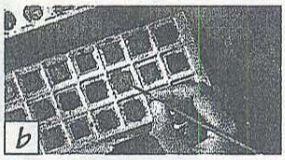
4. a 
5. g 
6. c 
7. d 
8. e 
9. b 

B Complete the chart with the correct school subjects. Then listen and check your answers.

Arts	Math	Science	Social studies
art	algebra	biology	history
music	geometry	chemistry	world geography
		physics	

C Pair work Which school subjects are or were easy for you? Which are or were difficult? Tell your partner.

"History and music were easy subjects for me, but algebra was difficult!"

2 Language in context Busy schedules

A Listen to three people talk about their schedules. Who doesn't have a job? *See page T-4 for the answer.*



I'm a high school student. I love history and world geography. I have a part-time job, too. My parents own a restaurant, so I work there on Saturdays. I guess I'm pretty busy. – *Kenji*



I'm a full-time student. I want to be a doctor. I'm taking six classes and preparing for my medical school entrance exams. I study biology and chemistry every night. – *Jan*



I'm really busy! I work full-time at a bank. I'm also taking an English class at night with my friend Ricardo. Actually, I'm going to class now. I think I'm late! – *Amelia*

B What about you? Do you have a busy schedule? What do you do in a typical week?

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LESSON A overview

Vocabulary: School subjects
Grammar: Simple present vs. present continuous
Speaking: Information exchange about school and work

1 Vocabulary School subjects

Learning objective: *Use vocabulary for school subjects.*

A (CD 1, Track 3)

- Direct Ss' attention to the words in the box. Ask: *What are these words? (School subjects.)* Explain or elicit that *subjects* are the different classes we take in school.
- Direct Ss' attention to the first picture. Ask: *What subject is it? (Physics.)* Point out that *h* is in the box.
- Have students match the words and pictures.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B (CD 1, Track 4)

- Go over the instructions and the example. If helpful, elicit one more example for each category so that Ss understand what the headings mean.
- Have students write the subjects in the chart.
- Play the audio and have students listen and check their answers.
- Go over the answers with the class.

C

- Go over the instructions and the example conversation.
- Model the activity. Tell Ss about subjects that were easy or hard for you.
- Have Ss answer the questions in pairs.
- Elicit answers from the class.

Classware Label that picture page xxix
After doing Part C, follow the steps for *Label that picture* to review vocabulary for school subjects.

2 Language in context Busy schedules

Learning objective: *See simple present vs. present continuous in context.*

A (CD 1, Track 5)

- Direct Ss' attention to the pictures to set the scene. Ask: *Who do you see? (A high school student, a university student, a businesswoman.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
Jan

- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- *Option* Have Ss work in pairs to take turns reading the people's stories.

Cultural note
In the United States, elementary school consists of kindergarten through either fifth or sixth grade. Grades seventh through ninth are usually taught in middle school or junior high school. High school is ninth or tenth through twelfth grades. After high school, students can go to community college (usually two years), college or university (four years), or take classes for personal growth in continuing education programs. Adults who did not graduate from high school can go to adult programs in which they take high school classes to get a diploma called a *GED*.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

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3 Grammar Simple present vs. present continuous

Use the simple present to describe routines and permanent situations.

Kenji **works** on Saturdays.
Jan **studies** every night.
Kenji's parents **own** a restaurant.

Use the present continuous to describe actions in progress or temporary situations.

Amelia **is going** to class right now.
Jan **is preparing** for her medical school entrance exams.
Amelia and Ricardo **are taking** an English class together.

Verbs not usually used in continuous tenses

believe	mean
have	own
hope	remember
know	seem
like	understand
love	want

A Complete the conversations with the simple present or present continuous forms of the verbs. Then practice with a partner.

1. **A:** ___Are___ you ___taking___ (take) a lot of classes these days?
   B: I ___'m taking___ (take) just two: world geography and physics. I ___have___ (have) a full-time job, so I ___don't have___ (not / have) a lot of free time.
2. **A:** How often ___do___ you ___go___ (go) to the library?
   B: I ___go___ (go) every Saturday. But I ___study___ (study) at home a lot, too. I ___'m preparing___ (prepare) for an important exam.
3. **A:** How ___is___ (be) your English class?
   B: It ___'s___ (be) fine. I ___like___ (like) English and ___want___ (want) to improve my speaking. But we ___are___ (be) only in the first lesson!
4. **A:** What ___is___ the teacher ___doing___ (do) now?
   B: She ___is helping___ (help) some students. They ___are asking___ (ask) her questions. They ___seem___ (seem) confused about something.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Speaking School and work

A Pair work Read the list. Add one set of questions about school or work. Then ask and answer the questions with a partner.

- What's your favorite class? Are you learning anything interesting?
- Do you have a job? If so, what do you do?
- Are you studying for any exams? Do you study alone or with others?
- What job do you want someday? Are you doing anything to prepare for it?
- Why are you studying English? What do you hope to do in this class?
- _____ ? _____ ?

B Group work Share any interesting information from Part A.

5 Keep talking!

Go to page 123 for more practice.

I can ask and talk about routines.

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3 Grammar Simple present vs. present continuous

Learning objective: *Practice simple present vs. present continuous.*

(CD 1, Track 6)

Simple present

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for using simple present.
  1. Focus on use. Explain: *We use simple present to describe routines and permanent situations.* Ask: *What words do we use for routines? (On Saturdays, every night, always, usually, . . .)*
  2. Focus on form in statements: *I, you, we, they* + verb; *he, she, it* + verb + *-(e)s*
  3. Direct Ss' attention to the list of verbs on the right. Explain: *We usually use the simple present form of these verbs. These verbs are state verbs not action verbs. This means they describe a state or something that exists over time.*
- ***Tip*** To help Ss remember things such as a list of verbs not usually used in continuous tenses, suggest they look for patterns (e.g., verbs for mental states, emotional states, and ownership).

Present continuous

- Direct Ss' attention to the present continuous sentences in the grammar box.
- Elicit the rules for the present continuous.
  1. Focus on use. Explain: *We use the present continuous to describe actions in progress or temporary situations.* Ask: *Which words tell us the action is in progress? (Right now, today, at this moment.)*
  2. Focus on form: subject + *be* + verb + *-ing*
- Refer to the sentences in Exercise 2. Have Ss underline examples of the simple present and circle examples of the present continuous.
- Check comprehension. Ask: *Does Kenji like history and world geography? (Yes, he does.) What is Jan doing? (She's taking six classes and preparing for medical school exams.) What does she do every night? (She studies.) Does Amelia work?.(Yes.) What else is she doing? (She's taking an English class.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> ***Classware*** Fix it! page xxviii
> Instead of doing Part A, follow the directions for *Fix it!* to practice the simple present and present continuous.

A

- Go over the instructions and the example.
- Have Ss complete the conversation with the simple present or present continuous forms of the verbs.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions.
- Model the activity. Call on a S and ask the first question in Part A.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss to ask a classmate a question.

4 Speaking School and work

Learning objective: *Ask and talk about school and work routines.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Call on a S and ask the first two questions. Elicit the answers.
- Have Ss work individually to add two new questions to the list.
- Have Ss take turns asking and answering the questions in pairs. Alternatively, have Ss stand and walk around the room to ask and answer questions with their classmates.
- Go around the room and give help as needed. Take notes on errors you hear in simple present or present continuous.

B

- Go over the instructions.
- Have Ss work in groups to share any interesting information about their partners.
- Call on Ss to tell the class about their partners.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use simple present and present continuous correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about routines. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 1-3
Self-study CD-ROM	Lesson A

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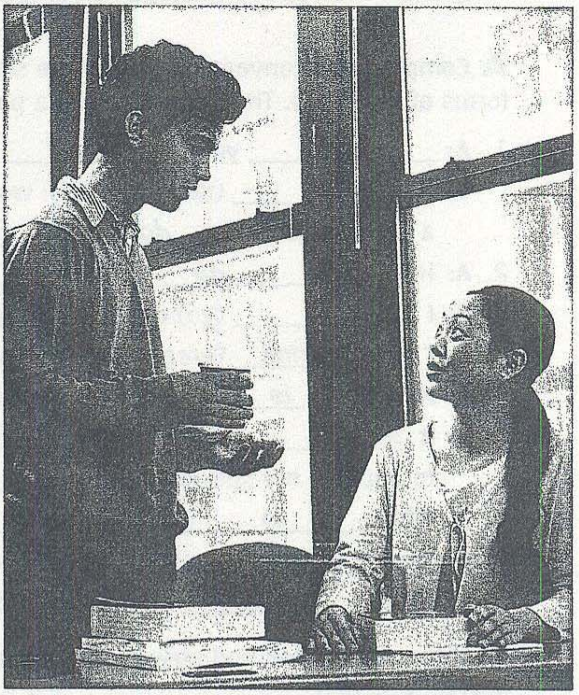
B You're not allowed to . . .

1 Interactions Prohibition and obligation

A Do you always follow rules? Do you ever break rules? If so, when?

B Listen to the conversation. What *can* students do in the class? Then practice the conversation. *See page T-6 for the answer.*

Justin: Excuse me. Do you mind if I sit here?
Fei: Not at all. Go ahead.
Justin: Thanks. I'm Justin, by the way.
Fei: Hi. I'm Fei. Are you new in this class?
Justin: Yeah. Today is my first day. Hey, can we drink coffee in class?
Fei: No. You can't eat or drink in class. It's one of the rules.
Justin: Really? Good to know.
Fei: Oh, and there's another rule. You have to turn off your cell phone.
Justin: OK. Thanks for letting me know.
Fei: Sure. Do you want to be my language partner today? We can choose our speaking partners in this class.
Justin: OK. Thanks.



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Expressing prohibition	Expressing obligation
You can't . . .	*You have to . . .*
You're not allowed to . . .	You need to . . .
You're not permitted to . . .	You must . . .

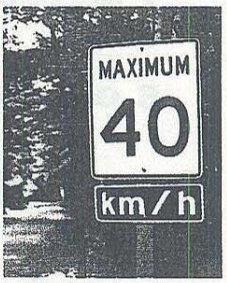
D Pair work Look at the common signs. Say the rules. Take turns.











"You're not permitted to use cell phones."

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LESSON B overview

Interactions: Expressing prohibition and obligation
Listening: Office rules
Speaking: List of class rules

1 Interactions Prohibition and obligation

Learning objective: *Practice expressing prohibition and obligation.*

A

- Go over the questions.
- Elicit answers from the class.

B (CD 1, Track 7)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (Two students.) Where are they? (In a classroom.) What is he doing? (Drinking coffee.) Do you think drinking coffee in a classroom is okay?*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer
They can choose their speaking partners.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs then change roles and practice again.

C (CD 1, Track 8)

- Have Ss read the expressions in the boxes. Explain that the expressions in each box have the same meaning.
- Tell Ss there are two other expressions in the conversation, one for each box. Point out that the first expression is already in the box for expressing prohibition. Have Ss read the conversation again to find the other expression for expressing obligation and add it to the box.
- *Tip* To make sure Ss understand instructions, check comprehension by asking questions (e.g., *Are you going to find one or two expressions in the conversation? Where are you going to write these expressions?*).
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- Point out that *can* and *must* are modals, and are followed by the base form of the verb. *Need, allowed* and *permitted* are followed by *to* and then the base form.
- *Option* Play the audio line by line and have Ss repeat the expressions.

Classware Language switch page xxix
After doing Part C, follow the steps for *Language switch*, Option 1, to review language for prohibition and obligation.

D

- Go over the instructions. Direct Ss' attention to the signs. Ask: *What signs do you see? (No cell phones, stop sign, no swimming, wash your hands, speed limit sign.)*
- Go over the example.
- Call on a S and elicit a rule for the second sign (e.g., *You have to stop at a stop sign.*).
- Have Ss work in pairs to take turns saying rules. Encourage Ss to say each rule at least two ways, using the expressions from Part C.

Extra activity Extension

Have Ss work in pairs to draw four more signs with rules. Suggest they think about public places (airports, transportation systems, libraries) or situations (driving). Point out that Ss should draw signs they have seen, not make them up. Have each pair join another pair to exchange signs and state the rules suggested by the signs.

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2 Listening First day at work

Learning objective: *Develop skills in listening for specific information.*

A (CD 1, Track 9)

- Direct Ss' attention to the pictures. Tell them that this is Joel's first day at work. Elicit the situations in every picture. Ask: *What is happening in the pictures? (He's listening to music at his desk, he's working and eating, he's carrying some paper, his cell phone is ringing, he's in the elevator with another co-worker, he's in the kitchen.)* Tell the Ss they'll find out what the office rules are.
- Pre-teach unfamiliar vocabulary.

Vocabulary

dress code rules about what you can wear
casual informal
headphones speakers that fit on your ears so that you can listen to music or other audio
staff workers
beverages drinks

- Play the audio. Stop after the first conversation. Ask: *What was the rule? (You can't wear blue jeans in the office.)* Have Ss write 1 in the box with Joel standing in the elevator wearing blue jeans.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 6.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 9)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the office rules.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Class rules

Learning objective: *Express prohibition and obligation.*

Classware Tip

Before class, cover these words in Exercise 3: 1. raise; 2. send or read; 3. turn off; 4. chew; 5. sit. Books closed. Before doing Part A, have pairs try to guess the missing words while looking at the board. Reveal the words as you go through the list of rules.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the list of rules.
- Say each rule and have Ss repeat.
- Have Ss work in pairs to write five more rules for your class.

B

- Have each pair join another pair to compare lists and choose the five most important rules.

C

- Elicit rules from the class. If possible, write the rules on the board.
- ***Option*** Have Ss write the rules on the board themselves. Elicit corrections if necessary.
- With the class, agree on a list of rules.
- Take notes on the errors you hear Ss make in expressing prohibition and obligation as they discuss the rules.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions of prohibition and obligation correctly.
- Finally, tell Ss to check the "can do" statement if they can express prohibition and obligation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity Extension

Have Ss work in pairs to make a list of rules for another situation (e.g., work, a party, a formal dinner, the movie theater). Call on Ss to share their ideas with the class.

Additional practice

For more practice, use:

Workbook	page 4
Self-study CD-ROM	Lesson B

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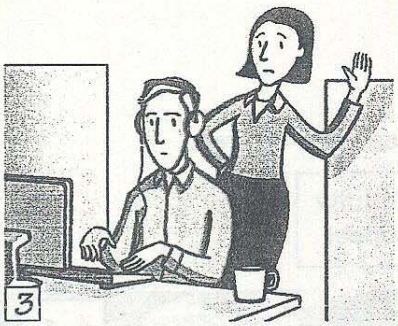
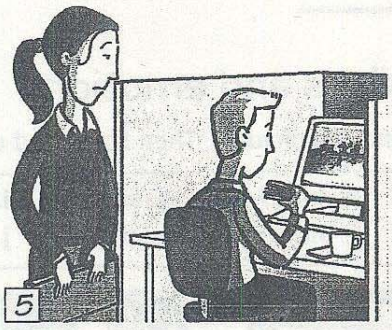
2 Listening First day at work

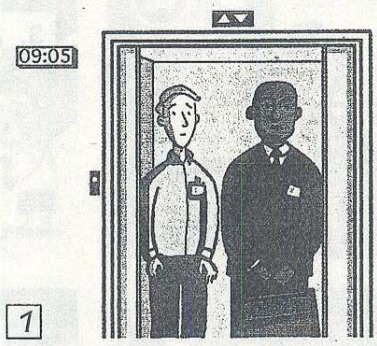
A Listen to Joel's co-workers explain the office rules on his first day at work. Number the pictures from 1 to 6.













B Listen again. Write the office rules.

1. *You can't wear blue jeans in the office.*
2. *You have to turn off your cell phone.*
3. *You can't listen to music.*
4. *You need to wash your cup.*
5. *You're not permitted to eat at your desk.*
6. *You have to put more paper in the copy machine.*

3 Speaking Class rules

A Pair work Make a list of five important rules for your class like the one below.

Class rules

1. *You must raise your hand to speak.*
2. *You can't send or read text messages.*
3. *You have to turn off your cell phone.*
4. *You're not permitted to chew gum.*
5. *You're allowed to sit anywhere you want.*

B Group work Compare your list with another pair. Choose the five most important rules.

C Class activity Share your lists. Can you and your teacher agree on a list of class rules?

I can express prohibition and obligation.

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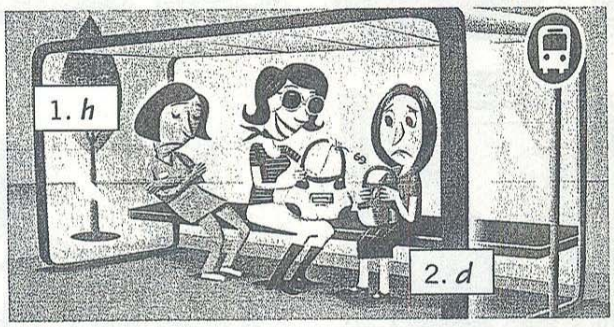
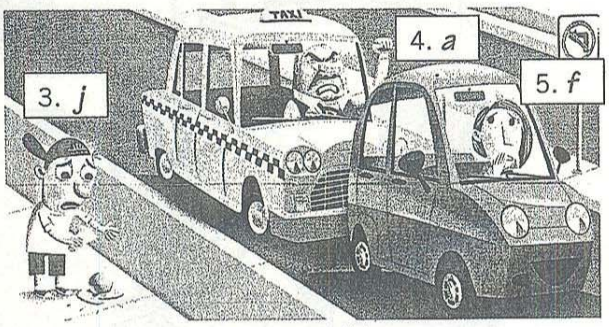
C My behavior

1 Vocabulary Feelings and emotions

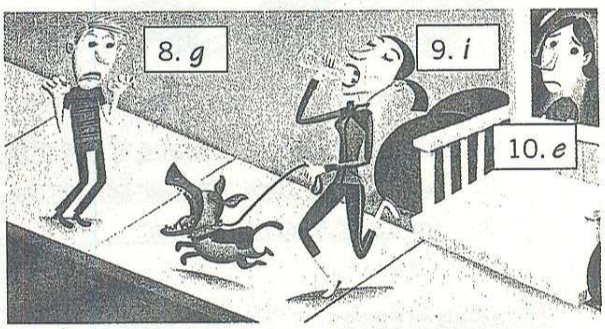
A Match the words and the pictures. Then listen and check your answers.

a. angry	c. hungry	e. lonely	g. scared	i. thirsty
b. busy	d. jealous	f. nervous	h. sleepy	j. upset







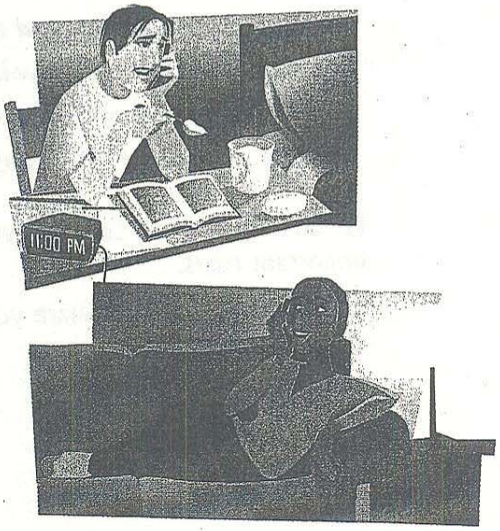


B Pair work Why do you think the people in the pictures feel the way they do? Discuss your ideas.

2 Conversation Feeling nervous

A Listen to the conversation. Why is Nate eating so late? *See page T-8 for the answer.*

Nate: Hello?
Laura: Hi, Nate. It's Laura. Are you busy?
Nate: Not really. I'm just eating some ice cream.
Laura: Really? Why are you eating so late?
Nate: Oh, I have an exam tomorrow, and I'm kind of nervous about it. I eat when I'm nervous. I'm not even hungry! It's not good, I know.
Laura: Well, a lot of people eat when they're nervous. If I'm nervous about something, I just try not to think about it.
Nate: That's easier said than done! But what do you do if you have a really important exam?
Laura: I study a lot, of course!



B Listen to the rest of the conversation. Why did Laura call Nate? *See page T-8 for the answer.*

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LESSON C overview

Vocabulary: Feelings and emotions
Grammar: Zero conditional
Pronunciation: Stress and rhythm
Speaking: Information exchange about personal behavior

1 Vocabulary Feelings and emotions

Learning objective: *Use vocabulary for feelings and emotions.*

A (CD 1, Track 10)

- Direct Ss' attention to the pictures. Ask: *What do you see? (Three women are waiting for a bus. A taxi driver wants a car to move. A boy has dropped his ice cream. Two people are at work. One worker is talking and pointing to the computer; one is eating. A woman is looking out of a window; another woman is walking a dog. The dog is barking at a boy.)*
- Direct Ss attention to the words in the box. Explain that the words show feelings and emotions.
- Have Ss match the words and pictures.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Classware Right or wrong? page xxx
After doing Part A, follow the steps for *Right or wrong?* to practice vocabulary for feelings and emotions.

B

- Go over the instructions.
- Model the activity. Tell the class why you think one of the people feels the way he or she does (e.g., *I think he is hungry because he is eating very fast.*)
- Have Ss work in pairs to discuss why people in the pictures feel the way they do.
- Call on Ss to tell the class about their ideas.

2 Conversation Feeling nervous

Learning objective: *Practice a conversation about feeling nervous; see use of zero conditional in context.*

A (CD 1, Track 11)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A man and a woman.) What are they doing? (They are talking on the phone. The woman is lying on a couch. The man is eating and studying.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
Nate is eating late because he's nervous.

- If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.

Classware Disappearing dialogue page xxvii
After doing Part A, follow the steps for *Disappearing dialogue* to practice the conversation.

Extra activity Extension

Books closed. Copy each sentence of the conversation onto strips of paper (1 sentence to a strip, 17 strips total. Put Ss into groups of 17. Give each S a strip to memorize. Have Ss stand in the order of the conversation. When Ss are in order, have each S say the line to recite the conversation.

If you have fewer than 17 Ss, give each S more than one sentence, and have them remain seated as they recite their sentences.

B (CD 1, Track 12)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer
Laura doesn't know why her friend is mad at her.

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3 Grammar Zero conditional

Learning objective: *Practice zero conditional.*

(CD 1, Track 13)

- Direct Ss' attention to the grammar box.
- Focus on use. Say: *We use zero conditional to describe things that are generally true.*
- Focus on form in zero conditional:
  1. *If / When* + subject + simple present, subject + simple present
  2. Subject + simple present *if / when* + subject + simple present verb
- Explain that there is no difference in meaning between the two forms.
- Point out that *if* and *when* mean the same thing in the zero conditional (not in other conditionals).
- Point out that when the condition comes before the main clause (number 1 above), we use a comma.
- Refer to the conversation in Exercise 2. Have Ss underline the examples of zero conditional.
- Check comprehension. Ask: *What does Nick do if he is nervous? (He eats.) What does Laura do when she's nervous? (She tries not to think about it.) What does Laura do if she has an important exam? (She studies a lot.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions.
- Read the first sentence and elicit the main clause that matches it (*f. I take a deep breath and try to relax.*). Have Ss write f on the line.
- Have Ss work individually to match the conditions and the main clauses.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns making true sentences about their behavior in the conditions in Part A.
- Elicit sentences from the class.

4 Pronunciation Stress and rhythm

Learning objective: *Notice and use stress and rhythm in sentences.*

A (CD 1, Track 14)

- Go over the instructions.
- Play the audio and have Ss listen, paying particular attention to the stressed words and rhythm.
- Play the audio again. Have Ss listen and repeat.
- Elicit the types of words that are often stressed (*nouns, adjectives, verbs, adverbs*).
- *Tip* To help Ss understand stress and rhythm, hum a sentence from the book, stressing the content words. Or, hum this sentence from a poem: *I* think *that* I *shall never* see *a* poem *as* lovely *as a* tree.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying the sentences in Exercise 3, Part A.
- *Option* Call on Ss to say sentences from Exercise 3.

5 Speaking Different behaviors

Learning objective: *Ask and talk about feelings and reactions.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the picture. Ask: *What do you see? (A man in his bedroom.) How does he feel? (Scared.) What do you do when you're scared?*
- Go over the instructions and the questions.
- Have Ss add two more questions to the list.
- Have Ss discuss the questions in groups.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using zero conditionals.
- Call on Ss to tell the class about their group's ideas.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use zero conditionals correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about feelings and reactions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 5-7
Self-study CD-ROM	Lesson C

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3 Grammar Zero conditional

Zero conditional sentences describe things that are generally true. Use the simple present for both the if *clause (the condition) and the main clause.*

What **do** you **do** if you **have** a really important exam?

If I **have** a really important exam, I **study** a lot.

I **study** a lot if I **have** a really important exam.

You can usually substitute when *for* if *in zero conditional sentences.*

If I'm nervous about something, I just try not to think about it.

When I'm nervous about something, I just try not to think about it.

A Match the conditions and the main clauses. Then compare with a partner.

1. If I'm nervous before an exam, *f*
2. When I'm busy with chores at home, *a*
3. If I wake up and feel hungry, *c*
4. When I get angry at someone, *d*
5. If my friends don't call me for a few days, *b*
6. When I feel sleepy on Sunday mornings, *e*

a. I ask a family member to do some.
b. I start to get lonely.
c. I have something healthy, like an apple.
d. I usually don't say anything to him or her.
e. I like to stay in bed.
f. I take a deep breath and try to relax.

B Pair work Make true sentences about your behavior with the conditions in Part A. Tell your partner.

"If I'm nervous before an exam, I study with a friend."

4 Pronunciation Stress and rhythm

A Listen and repeat. Notice how stressed words occur with a regular rhythm.

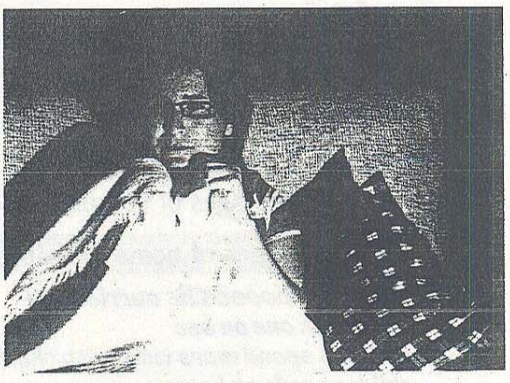
When I'm **lonely**, I **like** to **chat** or **talk** on the **phone** with my **friends**.

B Pair work Practice the sentences from Exercise 3A. Pay attention to your stress and rhythm.

5 Speaking Different behaviors

Group work Read the list. Add two more questions with *if* or *when*. Then ask and answer them.

- How do you feel when you're home alone at night?
- What do you do when you get jealous?
- What do you do if you feel sleepy in class?
- How do you feel when you speak English in class?
- _____
- _____



6 Keep talking!

Go to page 124 for more practice

I can ask and talk about feelings and reactions.

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D Alternative education

1 Reading

A What is homeschooling? Do you know any homeschooled students?

B Read the article. What is a "curriculum," and who chooses it for homeschooled students? *See page T-10 for the answer.*

Homeschooling

Homeschooling is a choice made by some parents to provide education to their children in their own homes. It's popular in the United States, and it is becoming more popular in the United Kingdom, Australia, South Africa, and Japan.

There are several advantages to homeschooling. For example, parents choose what their children learn. Because parents can teach their children one on one, they often understand the curriculum better and more quickly, too. On the other hand, if their children need more time to learn something, parents can work with them at a slower pace. Parents also like to spend more time together as a family, and children feel safe at home. A safe environment often leads to better learning.

There are disadvantages as well. Homeschooled students often feel lonely because they don't spend as much time with other kids their age. They don't get to talk with classmates about things like parents and homework. Parents also feel lonely because they must spend time teaching children and don't get to talk with other adults at work. In addition, homeschooled students sometimes cannot play school sports or participate in other activities and programs available to people in a school.

Only you can decide if homeschooling is right for you and your family. Take the time to do the research and consider the pros and cons.

Source: www.wisegeek.com/what-is-home-schooling.htm

American Parents' Reasons for Homeschooling

Better education at home	48.9%	Disagree with school's curriculum	12.1%
Religious reasons	38.4%	School is too easy	11.6%
Poor learning environment at school	25.6%	No schools nearby	11.5%
Family reasons	16.8%	Child's behavior problems	9.0%
To develop child's character	15.1%	Child's special needs	8.2%

Source: nces.ed.gov/pubs2001/Homeschool/reasons.asp

C Read the article again. Complete the chart with at least three advantages and three disadvantages of homeschooling.

Advantages of homeschooling (+)	Disadvantages of homeschooling (–)
parents choose the curriculum	*kids can feel lonely*
can teach one on one	*kids don't get to talk with classmates about things*
parents spend more time with their family	*parents feel lonely*
children safe at home	*students can't play school sports and other activities*

D Pair work Do you think you and your family would like homeschooling? Why or why not? Tell your partner.

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LESSON D overview

Reading: "Homeschooling" (a magazine article)
Listening: An interview about homeschooling
Writing: Advantages and disadvantages of distance education
Speaking: Discussion about distance education

1 Reading Homeschooling

Learning objective: *Read and discuss an article about homeschooling; develop skills in reading for main ideas and details.*

(CD 1, Track 15)

A

- Ask the questions.
- Have Ss discuss the questions in pairs.
- Elicit answers from the class.
- If the Ss don't know what homeschooling is, explain that it is the choice parents make to provide education to their children at home.

Classware Tip
Books closed. After doing Part A, have Ss work in pairs and discuss what they think some advantages and disadvantages of homeschooling might be. Elicit answers from volunteers and write them into a blank page. Close the page. After students do Part C, open the page with the Ss' ideas and compare initial guesses with actual answers.

B

- Tell the Ss that they'll find out more about homeschooling in the article they are about to read.
- Pre-teach unfamiliar vocabulary.

Vocabulary
pace speed
pros and cons advantages (good things) and disadvantages (bad things)

- Go over the instructions and the questions.
- Have Ss read the article and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers
A "curriculum" is the course of study students follow in school. Parents choose it for their children.

C

- Go over the instructions.
- Have Ss read the article again and complete the chart with at least three advantages and three disadvantages.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity Extension
Have Ss work individually to prepare five *Wh-* or *yes / no* questions to ask a classmate about the content of the reading. Then have Ss work in pairs to take turns asking and answering their questions.

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

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2 Listening Is homeschooling for you?

Learning objective: *Listen to a discussion about homeschooling; develop skills in listening for specific information.*

A (CD 1, Track 16)

- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 16)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the advice they hear in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing Distance education

Learning objective: *Write a paragraph about distance education.*

> ***Classware Tip***
> Before class, hide parts of the definition of distance education. Hide *own*, *email*, *boards*, *messaging*, and *chat*. Books closed. Have Ss work in pairs to fill in the blanks. Reveal the complete definition.

A

- Go over the instructions.
- Have Ss read the definition of distance education, and then work in pairs to make a list of advantages and disadvantages.
- Go around the room and give help as needed.
- Elicit advantages and disadvantages from the class.

B

- Go over the instructions.
- Direct Ss' attention to the model. Ask: *Does the writer think distance education is a good or bad idea? (Good.) Why? (People can work at their own speed. It's good for people with full-time jobs or those who can't go to regular classes.)*
- Have Ss write a paragraph to explain their opinions.

C

- Go over the instructions.
- Have Ss work in pairs to compare their ideas.

4 Speaking Advantages and disadvantages

Learning objective: *Discuss advantages and disadvantages of types of learning.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the topics in the box.
- Have Ss work in groups to discuss the advantages and disadvantages.
- Go around the room and give help if needed. Take notes on what you hear Ss doing correctly.

B

- Go over the instructions.
- Elicit ideas from the class.
- Point out some of the things Ss did correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss advantages and disadvantages. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 8
Self-study CD-ROM	Lesson D

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2 Listening Is homeschooling for you?

A Listen to Julie and her parents discuss homeschooling. What do they like about it, and what are their challenges? Check (✓) the correct answers.

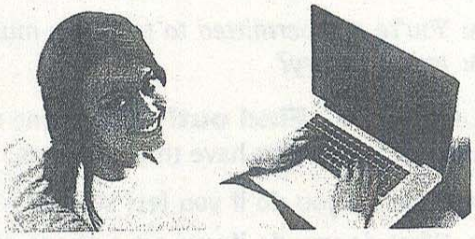
	Likes	Challenges	Advice
Julie	☐ the classroom ☐ the hours ☑ the teachers	☐ texting friends ☑ not seeing friends in class ☐ being in a real school	*Remember that your parent is your teacher.*
Julie's parents	☐ teaching together ☑ choosing the curriculum ☐ working at home	☐ scheduling ☐ giving grades ☑ knowing every subject	*Take time to do other things with your friends. / Don't forget your friends.*

B Listen again. What advice do Julie and her parents give to people considering homeschooling? Complete the chart with their advice.

3 Writing Distance education

A Pair work Read the definition of distance education. Then make a list of its advantages and disadvantages.

Distance education is a type of education where students work on their own at home and communicate with teachers and other students using email, message boards, instant messaging, chat rooms, and other forms of computer-based communication.



B Do you think learning English by distance education is a good idea or a bad idea? Write a paragraph to explain your opinion. Use the model and your list from Part A.

Advantages of Distance Education

I think learning English by distance education is a very good idea. There are many advantages. For example, students can work at their own speed. This is good for people with full-time jobs or people who can't go to regular classes . . .

C Pair work Compare your ideas.

4 Speaking Advantages and disadvantages

A Group work What are the advantages and disadvantages of these types of learning? Discuss your ideas.

large classes	private lessons with a tutor	studying abroad
small classes	online learning	watching movies in English

B Class activity How do you prefer to learn? What type of learning is the most popular?

I can discuss advantages and disadvantages.

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Wrap-up

1 Quick pair review

Lesson A Do you remember? Cross out the word that doesn't belong. Then write the category. You have two minutes.

1.	*math*	algebra	~~history~~	geometry
2.	*social studies*	~~art~~	history	world geography
3.	*arts*	music	art	~~algebra~~
4.	*science*	biology	~~geometry~~	chemistry

Lesson B Guess! Think of a place that has rules. Tell your partner things you can and can't do there, but don't say the name of the place. Can your partner guess it? You have two minutes.

A: *You're not permitted to talk. You must turn off your cell phone.*
B: *Is it a library?*

Lesson C Find out! What is one thing both you and your partner do in each situation? You have three minutes.

- What do you do if you feel scared?
- What do you do if you get a phone call in class?
- What do you do if you have a lot of homework?

A: *If I'm scared, I turn on the lights. Do you?*
B: *No. I lock the doors if I'm scared. Do you?*
A: *Yes.*

Lesson D Give your opinion! What are two advantages and two disadvantages of taking a class online? You have three minutes.

2 In the real world

What is a multi-age classroom? Go online and find information in English about one. Then write about it.

- What ages or grades are in the classroom?
- What are some advantages?
- What are some disadvantages?

A Multi-Age Classroom

At Ambuehl Elementary School, first-, second-, and third-graders are in the same classroom. One advantage is that younger students learn from older students. Another advantage is that . . .

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1 Quick pair review

Learning objective: *Review school subjects, expressing prohibition and obligation, feelings and emotions, and advantages and disadvantages.*

Lesson A Do you remember?

- Go over the instructions.
- Direct Ss' attention to the example. Ask: *Why is history crossed out? (The others are math subjects, and history is a social science.)*
- Have Ss cross out the words that don't belong and write the categories. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson B Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns describing a place and its rules, and eliciting guesses. Set a time limit of two minutes.
- Call on Ss to tell the class about a place and its rules.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say what you would do in each situation. Elicit if the S does it, too. Continue until you find one thing you both do.
- Have Ss work in pairs to find out one thing they both do in each situation. Set a time limit of three minutes.
- Call on Ss to share what they found out with the class.

Lesson D Give your opinion!

- Go over the instructions.
- Have Ss work in pairs to list two advantages and two disadvantages of taking a class online. Set a time limit of three minutes.
- Elicit examples from the class.

2 In the real world

Learning objective: *Research multi-age classrooms and write about them.*

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research multi-age classrooms. Suggest Ss use a search engine and enter the keywords "multi-age classrooms."
- Have Ss write about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Ask Ss if they think multi-age classrooms are a good idea or a bad idea.

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Personal stories

At a glance: Unit overview	Speaking outcomes
LESSON A What were you doing? Ss learn vocabulary for sentence adverbs. They use simple past and past continuous.	Ss can . . . describe what was happening in the past.
LESSON B Guess what! Ss announce news and close a conversation.	Ss can . . . announce news and close a conversation.
LESSON C I was really frightened! Ss learn vocabulary for verbs to describe reactions. They use participial adjectives.	Ss can . . . tell personal stories.
LESSON D How embarrassing! Ss read and discuss an article on embarrassing experiences. They write descriptions of an embarrassing moment that happened to them or to someone they know.	Ss can . . . describe embarrassing moments.

Warm-up

Learning objective: *Preview the topic and discuss stories.*

A

- To introduce the topic of personal stories, direct Ss' attention to the pictures. Ask: *What kind of stories do the pictures show? (A scary story, a funny story, a story about family and memories, a story about an accident, an embarrassing story, a sad story.)*
- Go over the instructions and the questions.
- Have Ss work in pairs or groups to rank the stories.
- Elicit answers from the class.

> ***Classware Tip***
> After doing Part A, zoom all pictures to fill the screen / board. Books closed. Have Ss look at the pictures and pick the picture they like best. Tell Ss to make a story based on the picture they chose. Set a time limit of two minutes. Have Ss work in pairs to share their stories.

B

- Go over the questions.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about personal stories in this unit. Point out the Unit 2 lesson overviews. Go over what Ss will learn in each lesson.

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Personal stories

LESSON A
- Sentence adverbs
- Past continuous vs. simple past

LESSON B
- Announcing news
- Closing a conversation

LESSON C
- Verbs to describe reactions
- Participial adjectives

LESSON D
- Reading: "Embarrassing Experiences"
- Writing: An embarrassing moment

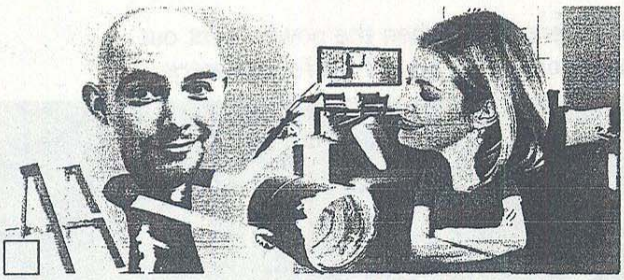
Warm-up

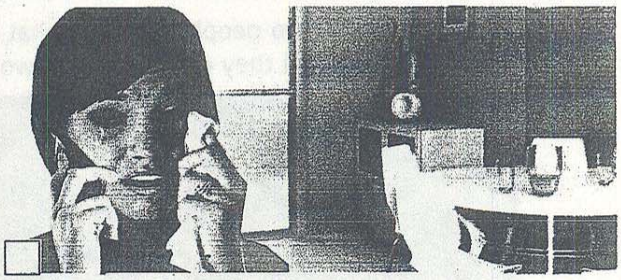












A Look at the pictures. Which story would you like to hear? Rank them from 1 (very much) to 6 (not much).

B Do you prefer to tell stories about yourself or hear stories about other people? Why?

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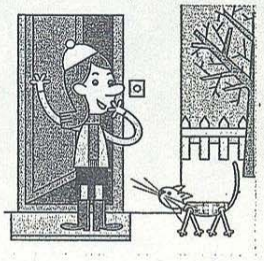
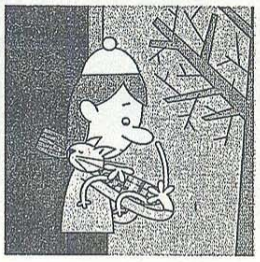
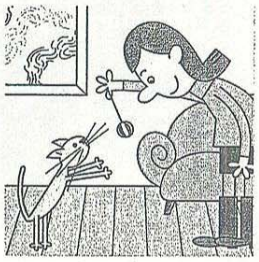
A What were you doing?

1 Vocabulary Sentence adverbs

A Match the pictures and the sentences. Then listen and check your answers.

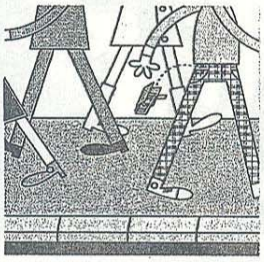
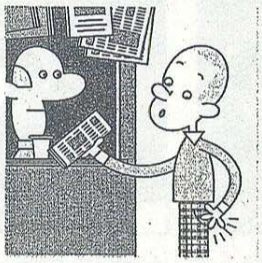
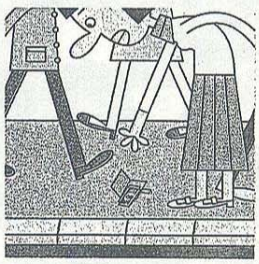
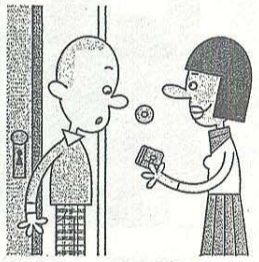
1. 
2. 
3. 
4. 

_2_ **Amazingly,** she came home last night.

_4_ **Fortunately,** she was very healthy.

_1_ **Sadly,** my cat disappeared last year.

_3_ **Strangely,** she had on a little sweater.

5. 
6. 
7. 
8. 

_7_ **Luckily,** someone found it.

_6_ **Suddenly,** I realized I didn't have it.

_8_ **Surprisingly,** she brought it to my home.

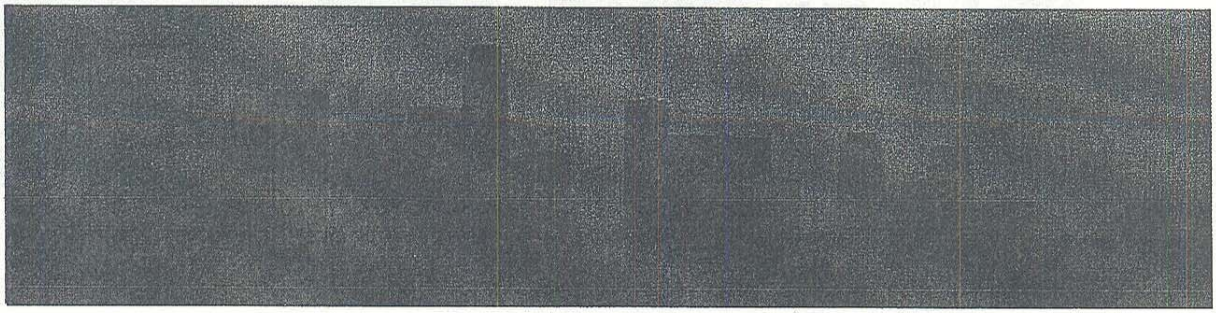
_5_ **Unfortunately,** I lost my wallet yesterday.

B Pair work Use sentence adverbs to describe incidents that happened to you or people you know. Tell your partner.

"Amazingly, my brother passed his physics exam last week. He didn't study at all!"

2 Language in context Lights out!

A Listen to two people describe what they were doing when the power went out last night. What did they do after the power went out? *See page T-14 for answers.*



I was cooking pasta when suddenly everything went dark. Luckily, I had some candles. I couldn't finish making my meal, so I just ate cereal for dinner.

– Angela

While my friends and I were watching a movie at home, the lights went out. Unfortunately, no one knew how the movie ended. So, we took turns telling our own endings.

– Tetsu

B What about you? Have you ever been in a blackout? What did you do?

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LESSON A overview

Vocabulary: Sentence adverbs
Grammar: Past continuous vs. simple past
Speaking: Group story about a past event

1 Vocabulary Sentence adverbs

Learning objective: *Use vocabulary for sentence adverbs.*

A (CD 1, Track 17)

- Explain: *Sentence adverbs are adverbs that describe the idea of the entire sentence.* Point out or elicit that adverbs usually add *-ly* to an adjective.
- Direct Ss' attention to the first picture. Ask: *What is happening? (She's looking for her cat.) How does she feel? (Sad.) What sentence describes the picture (Sadly, my cat disappeared last year.)* Have Ss write 1 next to the sentence.
- Have students match the sentences and pictures.
- ***Option*** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

> ***Classware Tip***
> After doing Part A, cover the sentences under the pictures. Books closed. Have Ss work in pairs to take turns retelling the stories using sentence adverbs. For a less challenging activity, leave the sentence adverbs (*Amazingly, Fortunately, Sadly, Strangely, Luckily, Suddenly, Surprisingly, Unfortunately*) showing when covering the sentences so Ss can refer to them during the activity.

B

- Go over the instructions and the example.
- Model the activity. Tell the class about one or more incidents that happened to you or people you know. Use sentence adverbs.
- Have Ss work in pairs to take turns using sentence adverbs to describe incidents. Encourage Ss to use each sentence adverb from Part A.
- Call on Ss to tell the class about their partner's descriptions.

2 Language in context Lights out!

Learning objective: *See past continuous vs. simple past in context.*

A (CD 1, Track 18)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A city.) What happened? (There is no electricity. All the lights are out.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

> **Answer**
> Angela ate cereal for dinner.
> Tetsu and his friends took turns telling each other the ending of the movie.

- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- ***Option*** Have Ss take turns reading the people's stories in pairs.

B

- Go over the questions.
- Elicit ideas from the class.
- ***Option*** Have Ss share their stories in pairs. Call on Ss to tell the class about their partner's story.

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3 Grammar Past continuous vs. simple past

Learning objective: *Practice past continuous vs. simple past.*

(CD 1, Track 19)

Past continuous

- Direct Ss' attention to the first two sentences in the grammar box.
- Explain the rules for the past continuous.
  1. Focus on form in statements. Write on the board: subject + *was / were* + verb + *ing*
  2. Focus on form in questions. Ask: *How do you ask a question about Angela?* Elicit the question (*Was Angela cooking pasta last night?*). Write on the board: *was / were* + subject + verb + *ing*
  3. Focus on use. We use the past continuous to describe actions in progress in the past. We usually use the past continuous for clauses beginning with *while*.

Past continuous vs. simple past

- Direct Ss' attention to the second part of the grammar box.
- Explain: *We often use the simple past with the past continuous. The simple past action is usually shorter than the past continuous action, although they can happen at the same time. We use simple past for an event that interrupts an action in progress. We usually use the simple past for clauses beginning with* when.
- Refer to the sentences in Exercise 2. Have Ss underline examples of the simple past and circle examples of the past continuous.
- Check comprehension. Ask: *What was Angela doing when everything went dark? (Cooking pasta.) Did she finish making her meal? (No.) What happened to Tetsu while he was watching a movie at home? (The lights went out.) Which one is the longer action? (Watching a movie.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Read A's first line and elicit the completions (*were / doing / began*). Ask: *Why do we use the past continuous in the first case? (It was an action in progress.) Why do we use began? (It interrupted the action in progress.)*
- Have Ss complete the conversations with the past continuous or simple past.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions.
- Model the activity. Call on a S. Ask: *What were you doing at 7:00 this morning?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions about what they were doing at those times.

4 Pronunciation Intonation in complex sentences

Learning objective: *Practice intonation in complex sentences.*

(CD 1, Track 20)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to intonation in complex sentences.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- Call on Ss to say a sentence to the class.

5 Speaking Story time

Learning objective: *Describe what was happening in the past.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions.
- Model the activity. Complete one of the sentences with your own idea. Call on a S and elicit a sentence that contains an adverb.
- Have Ss work in groups to create stories using adverbs. Encourage each S to add one more sentence to the story. Have each S begin a different story.
- ***Option*** Call on Ss to tell the class their stories. Have Ss vote on the best ones and elicit why they like them.
- Finally, tell Ss to check the "can do" statement if they can describe what was happening in the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 9-11
Self-study CD-ROM	Lesson A

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3 Grammar Past continuous vs. simple past

Use the past continuous to describe an action in progress in the past.

Angela **was cooking** pasta last night. Tetsu and his friends **were watching** a movie.

Use the simple past for an event that interrupts that action in progress.

Angela **was cooking** pasta when everything **went** dark.
While Tetsu and his friends **were watching** a movie, the lights **went** out.

A Complete the conversations with the past continuous or simple past forms of the verbs. Then practice with a partner.

1. **A:** What *were* you *doing* (do) last night when the storm *began* (begin)?
   B: I *was using* (use) my computer. While I *was writing* (write) my report, the electricity suddenly *went* (go) off.
   A: *Did* you *lose* (lose) your work?
   B: Yeah. Unfortunately, I *needed* (need) to do it again.

2. **A:** How *did* you *break* (break) your foot?
   B: Oh, I *was skiing* (ski).
   A: Really? *Did* it *hurt* (hurt)?
   B: Of course! But fortunately, someone *called* (call) an ambulance.
   A: That's good.
   B: Yeah, and while I *was waiting* (wait), my friends *brought* (bring) me hot chocolate.

B Pair work Ask and answer questions about what you were doing at the times below.

7:00 this morning 10:00 last night 4:30 yesterday afternoon this time yesterday

4 Pronunciation Intonation in complex sentences

Listen and repeat. Notice how each clause has its own intonation pattern.

Angela was cooking pasta when everything went dark.

When everything went dark, Angela was cooking pasta.

5 Speaking Story time

Group work Complete a sentence below with your own idea. Your group adds sentences with adverbs to create a story. Take turns.

- I was talking to my best friend when . . .
- I was sleeping one night when . . .
- I was walking down the street when . . .
- I was checking my messages when . . .

A: *I was talking to my best friend when my phone rang.*
B: *Strangely, it was a phone number I didn't know.*
C: *Luckily, I answered the phone, because it was . . .*

6 Keep talking!

Go to page 125 for more practice.

I can describe what was happening in the past.

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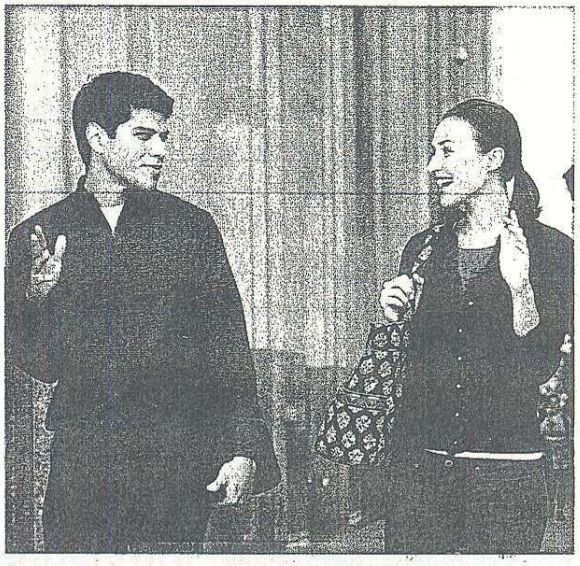
B Guess what!

1 Interactions Sharing news

A Think about different people you know. Do you have any news about them?

B Listen to the conversation. What news is Diana sharing?
Then practice the conversation. *See page T-16 for the answer.*

Ruben: Hi, Diana. How are you?
Diana: I'm fine. Guess what!
Ruben: What?
Diana: Do you remember Joe from our photography class?
Ruben: Joe? Oh, yeah. Is he OK?
Diana: Oh, he's fine. It's just that he got into film school in Los Angeles. He's wants to be a director.
Ruben: Really? Good for him.
Diana: Yeah. I hear he really likes it.
Ruben: That's fantastic!
Diana: Yeah. Hey, I need to get going. I'm late for work.
Ruben: Oh, OK. I'll call you later.



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Announcing news

Guess what!
Did you hear what happened?
You'll never guess what happened!

Closing a conversation

Hey, I need to get going.
Listen, I've got to run.
Sorry, I have to go.

D Pair work Have conversations like the one in Part B. Use these ideas.



Your classmate Lucy Kim moved away. She moved to Spain to study art.



Your teacher Bill Jones got married. He married his girlfriend from high school.



Your friend Pedro Garcia was on TV. He was on a game show and won!

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LESSON B overview

Interactions: Announcing news; closing a conversation
Listening: News about other people
Speaking: Celebrity news

1 Interactions Sharing news

Learning objective: *Practice announcing news and closing a conversation.*

A

- Go over the instructions and question.
- Model the activity. Tell news about someone you know.
- Elicit answers from the class.

B (CD 1, Track 21)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two young people.) What are they doing? (Walking down the street and talking.)*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
Diana's friend got into film school in Los Angeles.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 1, Track 22)

- Have Ss read the expressions in the boxes. Explain that the expressions for announcing news are similar in meaning, as are the expressions for closing a conversation.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.

Classware Restoring text page xxx
After doing Part C, follow the steps for *Restoring text* to review language for sharing news.

D

- Go over the instructions. Direct Ss' attention to the pictures. Ask: *What are the people doing? (Taking an art class, getting married, participating in a game show on TV.)*
- Have Ss work in pairs to take turns practicing conversations about the news in the pictures. Remind Ss to use the expression for announcing news and closing a conversation.

Extra activity Extension
Have Ss work in pairs to create three more ideas for news. Have each S find a new partner and take turns saying their news. Call on Ss to perform their conversations for the class.

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2 Listening You'll never guess!

Learning objective: *Develop skills in listening for specific information.*

A (CD 1, Track 23)

- Go over the instructions.
- Pre-teach unfamiliar vocabulary.

> ***Vocabulary***
> retire to stop working
> celebrate to observe a special day or event in a happy way

- ***Tip*** Ss sometimes feel overwhelmed when listening for the first time. To help Ss feel more confident, remind them to focus on only the information they need (in this case, identifying *who* they are talking about, not *what*).
- Play the audio. Stop after the question *Why? Is it his birthday or something*? Ask: *Who did they talk about? (Her brother. / A family member.)* Have Ss write 1 next to a family member
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4, and put an X in the box the speakers don't talk about.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 23)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the true sentences and correct the false ones.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Celebrity news

Learning objective: *Announce news and close a conversation.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A magazine, a celebrity photo.)*
- ***Option*** Have Ss work in pairs to make up news about the celebrity in the picture.
- Go over the instructions.
- Have Ss work in pairs to write the names of four celebrities and news about each one in the chart.

> ***Classware Tip***
> Before class, create a blank page and recreate the chart in Part A on it. Then add in additional rows to create space for more answers. Save. In class, after Part A, elicit famous people's names and interesting news about them. Use the Pen tool to enter information into the saved page. Have Ss refer to these ideas in Part B.

B

- Go over the instructions.
- Call on a pair of Ss to model the activity. Have them practice a conversation in which they tell the news about one of the celebrities they chose.
- Have each pair take turns practicing their conversations, announcing their news about a famous person and closing their conversations.
- Have Ss practice their conversations with new partners.
- Take notes on the errors you hear Ss make in announcing news and closing conversations.

C

- Ask the question. Elicit ideas from the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to announce news and close conversations correctly.
- Finally, tell Ss to check the "can do" statement if they can announce news and close a conversation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> To help Ss practice predicting content from visuals, bring in photos of celebrities from popular magazines. Have Ss work in pairs to predict the news about each one. Call on Ss to display the photos and say the news. Elicit from other Ss if they agree or not.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 12 |
> | Self-study CD-ROM | Lesson B |

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2 Listening You'll never guess!

A Listen to Michael and Wendy talk about four different people they know. Number the people from 1 to 4 in the order they talk about them. There is one extra person.

[4] a classmate ☐ a co-worker [1] a family member [2] a neighbor [3] a teacher

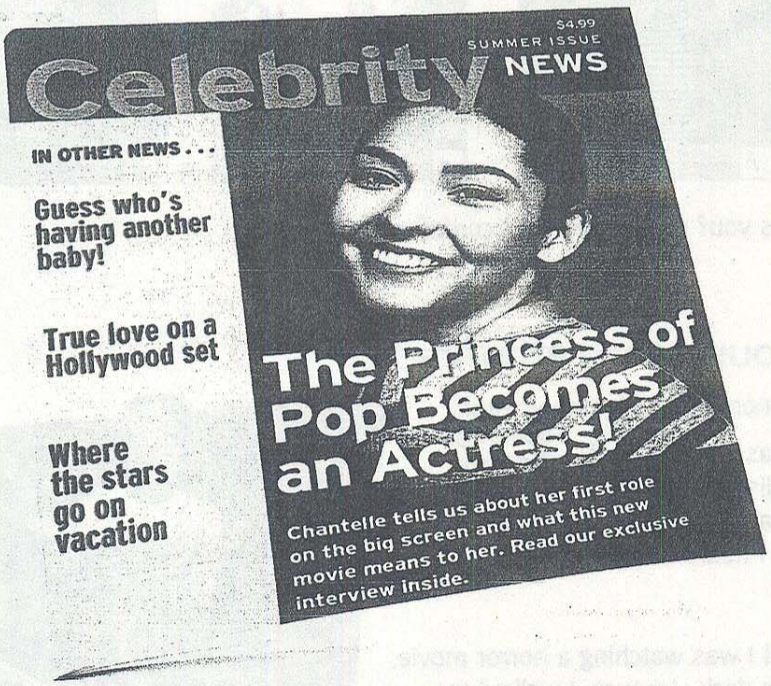
B Listen again. Check (✓) the true sentences. Correct the false ones.

1. ☑ Greg is graduating from middle school.
2. ☐ Eva ~~bought~~ a brand-new red car. *won*
3. ☐ Mr. Landers is going to ~~teach a new class~~. *retire*
4. ☑ Cathy is going to be in the school play.

3 Speaking Celebrity news

A Pair work Think of four famous people. What is some interesting news about them? Complete the chart.

Famous person	News
1.	
2.	
3.	
4.	



B Class activity Announce your news about the famous people to a classmate. Then close the conversation and talk to another classmate.

C Class activity Who heard the most interesting news?

I can announce news.

I can close a conversation.

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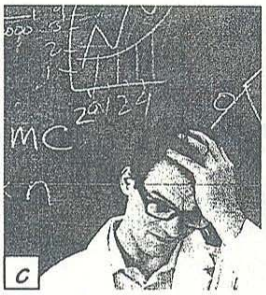
C I was really frightened!

1 Vocabulary Verbs to describe reactions

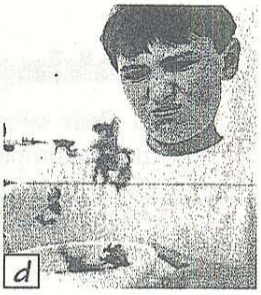
A Match the words and the pictures. Then listen and check your answers.

a. amuse	c. confuse	e. embarrass	g. frighten
b. challenge	d. disgust	f. excite	h. interest


1. c


2. b


3. h


4. d


5. e


6. f


7. a

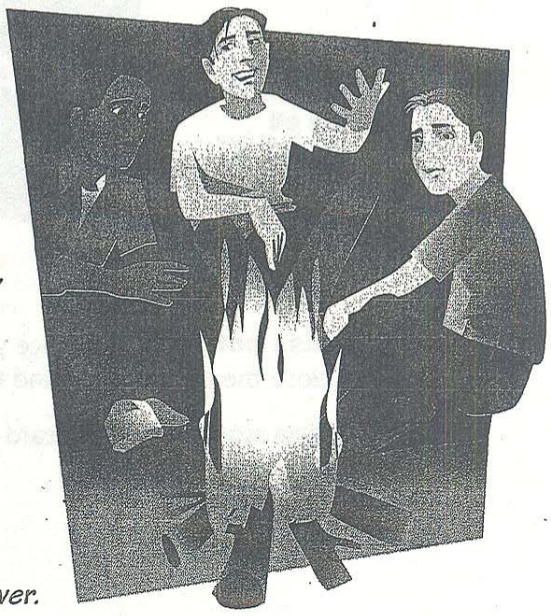

8. g

B Pair work What amuses you? challenges you? confuses you? etc. Tell your partner.

2 Conversation Around the campfire

A Listen to the conversation. What frightened Paul? *See page T-18 for the answer.*

David: . . . and that's what was on the floor!
Jim: Yuck! That story was disgusting!
Paul: Well, listen to this. I was watching a movie at home one night when I heard a strange noise outside the window.
David: What did you do?
Paul: I was really frightened! I was watching a horror movie, *and* I was sitting in the dark. Anyway, I walked to the window, opened the curtains, and saw a face!
Jim: No way! That's frightening!
Paul: Not really. It was just my roommate.
David: Your roommate?
Paul: Yeah. Unfortunately, he lost his key and couldn't get in the house. He was really embarrassed!



B Listen to the rest of the conversation.
How did Paul's roommate react? *See page T-18 for the answer.*

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LESSON C overview

Vocabulary: Verbs to describe reactions
Grammar: Participial adjectives
Speaking: Personal stories and anecdotes

1 Vocabulary Verbs to describe reactions

Learning objective: *Use vocabulary for verbs to describe reactions.*

A (CD 1, Track 24)

- Direct Ss' attention to the pictures. Ask: *What are the people doing? (Working on a math problem, climbing a mountain, studying, looking at bad food, burning toast, playing tennis, playing with a toy, being afraid.)*
- Go over the instructions and the words in the box.
- Have Ss match the words and pictures.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension of the meaning of the verbs. Ask: *If something amuses you, is it funny? (Yes.) If something challenges you, is it easy? (No.) If something confuses you, is it complicated? (Yes.) If something disgusts you, is it nice? (No.) If something embarrasses you, do you feel good? (No.) If something excites you, is it fun? (Yes.) If something frightens you, is it scary? (Yes.) If something interests you, is it fun? (Yes.)*
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions.
- Model the activity. Tell the class what amuses you.
- Have Ss work in pairs to discuss the things from Part A.
- Call on Ss to tell the class about their ideas.

2 Conversation Around the campfire

Learning objective: *Practice a conversation about stories; see use of participial adjectives in context.*

A (CD 1, Track 25)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (Around a fire.) What are they doing? (They are talking / telling stories.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

> **Answer**
> A strange noise outside his window.

- If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- *Option* Have Ss predict the ending of the conversation.

B (CD 1, Track 26)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

> **Answer**
> He was frightened, and then he laughed.

Classware Show the word! page xxxi
After doing Part B, follow the steps for *Show the word!*, Option 2, to review verbs to describe reactions. Instead of calling out the vocabulary item, have a S from the other team do so. Switch teams after each turn.

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3 Grammar Participial adjectives

Learning objective: *Practice participial adjectives.*

(CD 1, Track 27)

- Books closed. Remind the Ss of the situation in Exercise 2. Ask: *How did Paul feel when he heard the noise? (Frightened.)* Write on the board: *Paul was frightened.*
- Ask: *Why was he frightened? (Because he heard a noise.)* Say: *If he was frightened, the noise was* (pause) . . . ? Elicit *frightening.* Write on the board: *The noise was frightening.*
- Explain the difference between *-ed* and *-ing* adjectives: *We use -ed adjectives (past participles) to describe how a person feels. We use -ing adjectives (present participles) to describe an outside factor (person or thing) that causes a reaction or feeling.*
- Books open. Direct Ss to the grammar box. Have Ss read the sentences in the two columns.
- Ask: *If the story was disgusting, how did I feel? (Disgusted.) If his actions were embarrassing, how did he feel? (Embarrassed.)* Exaggerate the pronunciation of the *-ing* and *-ed* endings.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- ***Option*** Elicit other examples of participial adjectives using the verbs from Exercise 1.
- Go over the instructions and the example in the grammar practice activity.
- Have Ss work individually to circle the correct words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Classware*** Revealing grammar page xxx
> After doing Exercise 3, follow the steps for *Revealing grammar* to review participial adjectives. Hide the *-ing* ending on the words *disgusting*, *frightening*, and *embarrassing*. Hide the *-ed* ending on the words *disgusted*, *frightened*, and *embarrassed*.

4 Listening Is that really true?

Learning objective: *Develop skills in listening for main ideas.*

A (CD 1, Track 28)

- Go over the instructions.
- Play the audio and have Ss listen and check the adjectives.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 28)

- Go over the instructions and the questions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking My own experience

Learning objective: *Tell personal stories.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture. Ask: *What do you see? (A woman.) How does she feel? (A little frightened, maybe excited.) Why do you think she feels this way?* Elicit ideas from the Ss.
- Go over the instructions and the topics in the box.
- Model the activity. Tell Ss a story about one of the topics.
- Have Ss choose a topic and take notes. Set a time limit of two minutes.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns telling stories, and asking and answering questions.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using participial adjectives.
- Call on Ss to tell the class about their partner's experience.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use participial adjectives correctly.
- Finally, tell Ss to check the "can do" statement if they can tell personal stories. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 13-15 |
> | Self-study CD-ROM | Lesson C |

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3 Grammar Participial adjectives

Use present participles (-ing) *to describe someone or something that causes a reaction.*

That story was **disgusting**.
The noise was really **frightening**.
His actions were really **embarrassing**.

Use past participles (-ed) *to describe a person's reaction to someone or something.*

I was **disgusted** by that story.
I was really **frightened** by the noise.
He was really **embarrassed**.

Circle the correct words. Then compare with a partner.

1. This short story is very (challenging) / challenged. There's a lot of difficult vocabulary.
2. I'm really exciting / (excited) to hear about your trip. Tell me all about it!
3. I liked your story, but I'm confusing / (confused) by the ending. Can you explain it?
4. I think my neighbor's stories about her life are very (amusing) / amused.
5. I never feel frightening / (frightened) when people tell me ghost stories.
6. That joke wasn't funny at all. It was (disgusting) / disgusted.
7. That movie was (boring) / bored. It wasn't (interesting) / interested at all.
8. I'm surprising / (surprised) you were embarrassing / (embarrassed) by my story.

4 Listening Is that really true?

A Listen to Mark's story. Check (✓) the two adjectives that best describe it.

☐ challenging ☑ frightening ☐ disgusting ☑ amusing

B Listen again. Answer the questions.

1. What were Mark and his friend doing in the tent? *They were reading comic books and talking.*
2. What did they first hear outside the tent? *They heard a big animal.*
3. What did Mark's friend want to do? *Mark's friend wanted to feed it.*
4. What did the voice outside the tent say? *The voice said, "I'm as hungry as a bear."*

5 Speaking My own experience

A Think about your own experiences. Choose one of the topics from the list below. Then take notes to prepare to talk about it.

an exciting day	a frightening experience
a confusing moment	an amusing situation
a challenging situation	an interesting conversation

B Pair work Tell your partner about your experience. Ask and answer questions for more information.



6 Keep talking!

Go to page 126 for more practice.

I can tell personal stories.

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D How embarrassing!

1 Reading

A How do you react when you feel embarrassed? Do you turn red? Do you get angry if people laugh at you?

B Read the article. Where did each person's embarrassing moment happen?

See page T-20 for the answers.

STUDENT TIMES

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Embarrassing Experiences

By Jack Preston

Last week, *Student Times* reporter Jack Preston asked students, "What's the most embarrassing experience you've ever had?" Here are five of his favorite responses.

This happened at work a few years ago. I was on an elevator, and a man got on that I didn't know. He asked, "How are you?" I answered, "Pretty good." Then he asked, "What's new?" and I said, "Nothing much." Finally, he turned and said, "Do you mind?" He was on his cell phone! I was so embarrassed! [2] – ***Susan***

I sing all the time. One time, a few years ago, I was singing in the shower when my sister came into the bathroom and recorded me! Later, we were driving, and my sister put on some music. [4] It was me! I was really embarrassed and turned bright red. – ***Becky***

I fell asleep in math class once. I closed my eyes for a second, and the next thing I remember is my teacher's voice. He was asking me a question. When I didn't answer, he walked over to my desk. He asked the question again. [1] – ***Alex***

My friend's parents had a birthday party for her at their new house last year. They had these glass doors that went out to the backyard. We were all outside, and I had to use the restroom. So I was running to the house and then – BAM! I hit the glass doors. I was really confused for a minute. I thought they were open, but they were closed! [5] – ***Anita***

When I was in middle school, I bought this cool new sweater. I wore it to a school dance the next evening, and everyone laughed at me when I came in. The sweater was inside out! So I went into the restroom to change and came back out. [3] Everyone laughed at me again. – ***Evan***

C Read the article again. Write the numbers of the missing sentences in the correct paragraphs.

1. Luckily, I knew the answer.
2. Fortunately, the doors opened, and I got off.
3. Unfortunately, it was now on backwards!
4. Suddenly, she started to laugh.
5. Amazingly, I wasn't hurt at all.

D Pair work Whose story do you think is the most embarrassing? Discuss your ideas.

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LESSON D overview

Reading: "Embarrassing Experiences" (an article)
Writing: An embarrassing moment
Speaking: Descriptions of embarrassing moments

1 Reading Embarrassing Experiences

Learning objective: *Read and discuss an article on embarrassing experiences; develop skills in reading for details.*

(CD 1, Track 29)

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss' attention to the article to set the scene. Ask: *What is this? (An online newspaper.) Who reads it? (Students.)*
- Tell Ss that they'll read about some embarrassing situations.
- Go over the instructions and the question.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers
Susan: in an elevator
Becky: in a car
Alex: in math class
Anita: at her friend's house
Evan: at a school dance

Cultural note
Metro (short for *metropolitan*) is a word used in many North American newspapers to refer to news happening in a local, or city area. It usually includes the city and its suburbs.

C

- Go over the instructions.
- Have Ss read the article again and write the numbers of the missing sentences in the correct paragraphs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity Extension
Books closed. Say a sentence from one of the stories in random order. Elicit the story it comes from.

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

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2 Writing An embarrassing moment

Learning objective: *Write a description of an embarrassing moment.*

A

- Go over the instructions and the questions.
- Model the activity. Answer the questions and tell Ss about an embarrassing moment that happened to you.
- Have Ss think of an embarrassing moment and answer the questions.
- ***Option*** Have Ss tell their stories in pairs.

> ***Classware*** Analyzing the model page xxvii
> After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A little girl is putting candy in a cart.)*
- Have Ss read the model, or read it aloud and have Ss follow along silently.
- Check comprehension. Ask: *How old was she? (Six.) Where were they? (At the supermarket.) What was the problem? (She put the candy in the wrong cart.)*
- Have Ss write a description of an embarrassing moment. Some Ss may not feel comfortable writing about themselves, so emphasize that they can write about somebody else. Tell Ss that they will be sharing their writing with the rest of the class.

C

- Go over the instructions.
- Have Ss post their descriptions around the classroom.
- Have Ss walk around the room to read the descriptions and rate each one from 1 to 4.
- Elicit from Ss which stories they think are most embarrassing.

3 Speaking It happened to me!

Learning objective: *Describe embarrassing moments.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the activity, they will hopefully be able to check the box.)

> ***Classware Tip***
> Before class, hide parts of each picture. For example, in the first picture, hide the drink spilling. In the second picture, hide the sign on the door showing it's the women's restroom. In the third picture, hide the dress on one of the women (either woman) so students can't see they are wearing the same dress. In the last picture, hide the man's jacket so the paint on it isn't visible. In class, books closed. Zoom section. Have Ss work in pairs and guess what is missing from the pictures. Elicit possible answers. Reveal the hidden sections of pictures.

A

- Go over the instructions.
- Direct Ss' attention to the pictures. Ask: *What is happening in each picture? (Someone spilled a drink. A man went in the wrong restroom. Two women are wearing the same dress. A man got paint on his jacket.)*
- ***Option*** Have Ss answer the question in pairs.
- Have Ss choose a picture and take notes to prepare to tell a story. Suggest Ss think about what happened before and after the picture.

B

- Go over the instructions and the example conversation.
- Have Ss take turns telling their stories in groups. Remind Ss to ask and answer questions for more information.
- Walk around the room and give help as needed. Take notes on ways you hear Ss use sentence adverbs and participial adjectives correctly.
- Call on Ss to tell their stories to the class. Point out examples of how they use sentence adverbs and participial adjectives correctly.
- Finally, tell Ss to check the "can do" statement if they can describe embarrassing moments. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 16 |
> | Self-study CD-ROM | Lesson D |

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2 Writing An embarrassing moment

A Think of an embarrassing moment that happened to you or someone you know. Answer the questions.

- When did it happen? _____
- Where did it happen? _____
- Who was there? _____
- Why was it embarrassing? _____

B Write a description of an embarrassing moment that happened to you or someone you know. Use the model and your answers in Part A to help you.

Embarrassed at the Supermarket

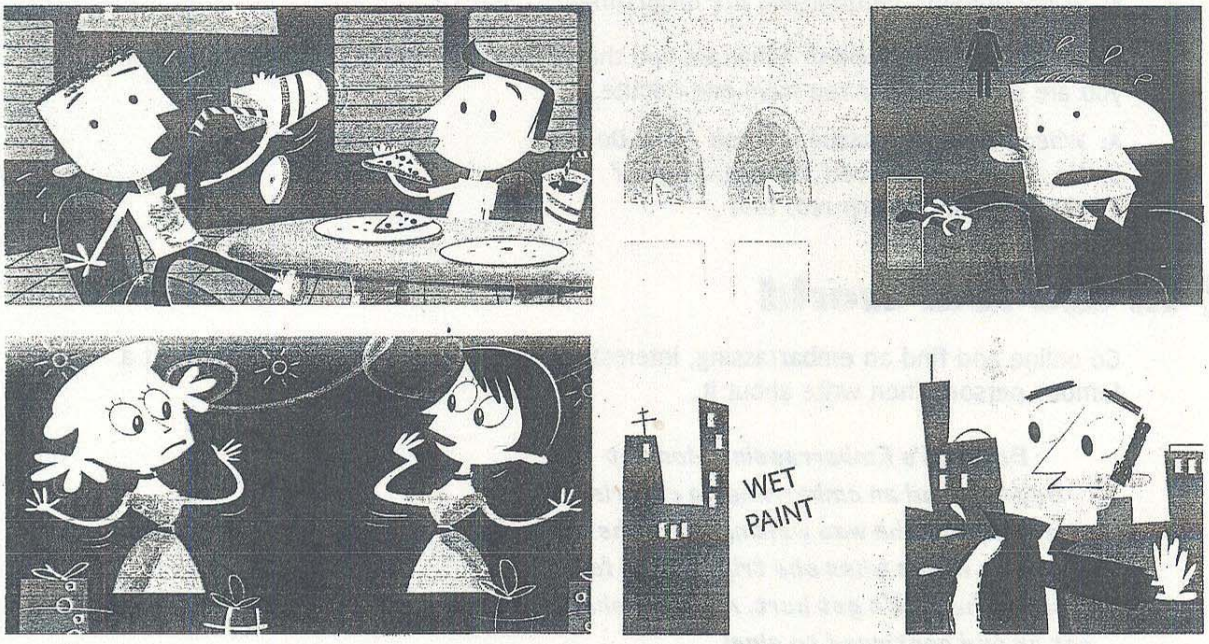
When I was about six years old, I was at the supermarket with my mom. She was shopping for groceries. I wanted some candy, but my mom didn't want to buy me any. So, when my mother wasn't looking, I took some candy and put it into the cart. The problem was that I put the candy into the wrong cart. . . .



C Class activity Post your papers around the classroom. Then read the stories and rate them from 1 (very embarrassing) to 4 (not embarrassing). Which stories are the most embarrassing?

3 Speaking It happened to me!

A Imagine you are the person in one of these pictures. Take notes to prepare to tell the story.



B Group work Tell your stories. Ask and answer questions for more information.

A: *I was having dinner with a friend. We were eating pizza and drinking soda. Suddenly, I spilled my soda on my clothes.*

B: *Oh, no! What did you do?*

I can describe embarrassing moments.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of sentence adverbs. How many do you know? You have one minute.

Lesson B Do you remember? Complete the expressions with the correct words to announce news and close a conversation. You have one minute.

1. Did you hear *what happened* ?
2. You'll *never guess* what happened!
3. Guess *what* !
4. Listen, I've *got to* run.
5. Hey, I need to *get going* .
6. Sorry, I *have* to go.

Lesson C Test your partner! Say four present or past participles. Can your partner use them correctly in a sentence? Take turns. You have two minutes.

A: *Disgusting.*
B: *In my opinion, hamburgers are disgusting!*

Lesson D Find out! What are two things both you and your partner do when you are embarrassed? You have one minute.

A: *When I'm embarrassed, I laugh a lot. Do you?*
B: *No, I don't. I turn red, though. Do you?*
A: *Yes, my cheeks turn red, too!*

2 In the real world

Go online and find an embarrassing, interesting, or amusing story in English about a famous person. Then write about it.

Beyoncé's Embarrassing Moment

Beyoncé had an embarrassing experience at a concert. She was walking down the stairs on stage when she tripped and fell. Luckily, she didn't get hurt. Actually she got up and continued to sing! . . .

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1 Quick pair review

Learning objectives: *Review sentence adverbs, expressions to announce news and close a conversation, participial adjectives, and embarrassing moments.*

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to list sentence adverbs. Set a time limit of one minute.
- Elicit examples from the class.

> ***Classware*** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to practice sentence adverbs.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to complete the expressions. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying four present participles as their partner makes a sentence with each adjective. Set a time limit of one minute.
- Call on Ss to share one or two sentences.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say what you do when you are embarrassed. Elicit if the S does it, too. Continue until you find one reaction you both have.
- Have Ss work in pairs to find out one reaction they both have when they are embarrassed. Set a time limit of one minute.
- Call on Ss to share what they found out with the class.

2 In the real world

Learning objective: *Research a story about a celebrity and write about it.*

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to research celebrity stories that are embarrassing, interesting, or amusing. Suggest Ss use a search engine and enter the keywords "celebrity embarrassing moments."
- Have Ss write about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit which stories they think are the most interesting, embarrassing, or amusing, and why.

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Style and fashion

At a glance: Unit overview	Speaking outcomes
LESSON A Fashion trends Ss learn vocabulary for fashion statements. They use *used to*.	Ss can . . . ask about and describe past fashions.
LESSON B Does this come in . . . ? Ss ask where things are and ask for an alternative.	Ss can . . . ask where something is in a store; ask for a specific product.
LESSON C The latest look Ss learn vocabulary for clothing styles. They use relative clauses.	Ss can . . . express opinions about style and fashion.
LESSON D Views on fashion Ss read and discuss an article on a fashion survey. They write a summary of the results of a survey.	Ss can . . . ask and talk about current fashions.

Warm-up

Learning objective: *Preview the topic and discuss style and fashion.*

> ***Classware Tip***
> Before class, hide the two men with long hair using the Hide tool. Then use the Show tool to show the two men and hide the rest of the image. In class, books closed. Zoom section. Have Ss work in pairs to discuss where they think these people are and what they are doing. Reveal the full image with the Eraser tool. Have Ss check their guesses. Volunteers go to the board and write the answers.

A

- To introduce the topic of style and fashion, direct Ss' attention to the picture. Ask: *Where are they?* *(On the red carpet at an awards event.)*
- Go over the instructions and the question. Have Ss work in pairs to describe the picture and what the people are doing.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.

> **Possible answers**
> A reporter is interviewing a woman on the red carpet. Two men with long hair are walking up the red carpet. A woman is smiling and waving at the crowd. A man is making a peace sign while a photographer takes his picture. People are watching.

B

- Go over the questions.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about style and fashion in this unit. Point out the Unit 3 lesson overviews. Go over what Ss will learn in each lesson.

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unit

Style and fashion

LESSON A
- Fashion statements
- *Used to*

LESSON B
- Asking where things are
- Asking for an alternative

LESSON C
- Clothing styles
- Defining relative clauses

LESSON D
- Reading: "Favorite Fashions"
- Writing: Class survey

Warm-up



A Describe the picture. What are the people doing? *See page T-23 for possible answers.*

B Which styles do you like? Which don't you like? Why?

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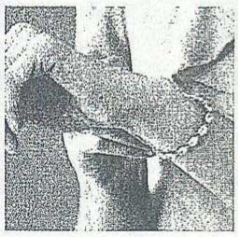
A Fashion trends

1 Vocabulary Fashion statements

A Complete the chart with the correct words. Then listen and check your answers.



a bracelet



contact lenses



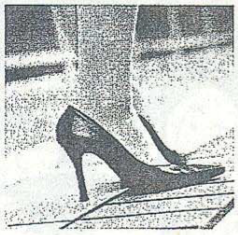
dyed hair



earrings



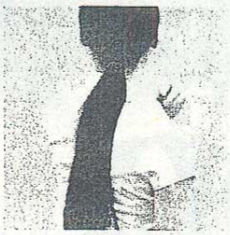
glasses



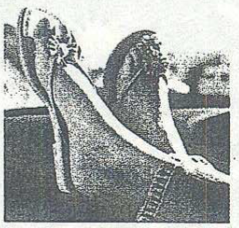
high heels



a leather jacket



a ponytail



sandals



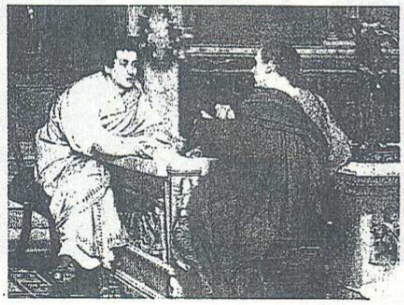
a uniform

Shoes	Clothing	Eyewear	Hairstyles	Jewelry
high heels	*a leather jacket*	*contact lenses*	*dyed hair*	*a bracelet*
sandals	*a uniform*	*glasses*	*a ponytail*	*earrings*

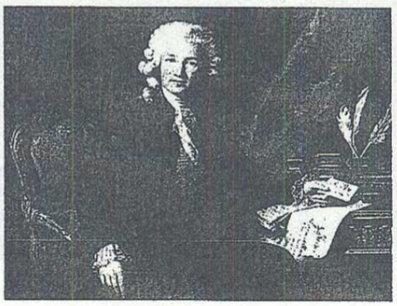
B Pair work Which things in Part A do you wear or have? Tell your partner.

2 Language in context Fashion history

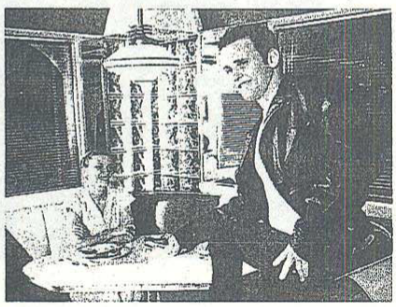
A Read about three fashions from the past. Who wore each fashion? *See page T-24 for answers.*



Togas Two thousand years ago, Roman men used to wear sandals and a long piece of clothing called a toga.



Wigs In the seventeenth and eighteenth centuries, rich men and women in England and France used to wear long wigs. Some of the wigs had ponytails.



Leather jackets In the 1950s, many American men used to wear leather jackets with jeans. Before that time, most teenagers didn't use to wear jeans.

B Do people still wear the fashions from Part A today? If so, how are they similar or different?

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LESSON A overview
Vocabulary: Fashion statements
Grammar: *Used to*
Pronunciation: *Used to* and *use to*
Speaking: Interview about style and fashion

1 Vocabulary Fashion statements

Learning objective: *Use vocabulary for fashion statements.*

A (CD 1, Track 30)

- Direct Ss' attention to the heading and pictures. Ask: *What do you think the phrase* fashion statements *means?* If the Ss don't know, explain that we make a fashion statement when we wear things to make ourselves different, to say who we are.
- Go over the instructions. Have Ss complete the chart with the correct words.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Ask: *Is dyed hair natural hair? (No.) Are high heels very comfortable? (No.) What do you wear if your eyes are bad? (Contact lenses, glasses.)* Say: *Give me an example of a job in which people wear uniforms. (Nurse, firefighter, flight attendant, . . .)*
- *Tip* To help Ss notice and use ending consonants, particularly the /s/ or /z/ sound, have them identify which nouns usually come in pairs or that are plural.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Have Ss work in pairs to take turns saying a phrase as their partner points to where a person wears it.

B

- Go over the instructions.
- Model the activity. Tell the class about one or more things you wear or have in Part A.
- Have Ss work in pairs to take turns saying the things they use or wear.
- Call on Ss to tell the class about one of the things their partner uses or wears.

Classware Show the word! page xxxi
After doing Part B, follow the steps for *Show the word!* to practice vocabulary for fashion statements.

2 Language in context Fashion history

Learning objective: *See* used to *in context.*

A (CD 1, Track 31)

- *Tip* When a text is about history, the writer frequently moves the time phrase to the front of the sentence to call attention to the time period. Point out that when time phrases move to the front, they are followed by a comma.
- Direct Ss' attention to the pictures to set the scene. Explain that the pictures show different time periods and what fashion was like in each period.
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Elicit the answers.

Answers
Roman men wore sandals and togas.
Rich men and women in the seventeenth and eighteenth centuries wore wigs.
American men in the 1950s wore leather jackets and jeans.

- *Option* Play the audio again and pause after each sentence. Have Ss repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

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3 Grammar *Used to*

Learning objective: *Practice* used to *for past habits.*

(CD 1, Track 32)

- Direct Ss' attention to the grammar box.
- Explain the rules for *used to*.
  1. Focus on use. Explain: *We use* used to *for situations or actions that were true in the past, but aren't anymore. Sometimes these are called* discontinued past habits or actions, *meaning we did them for a period of time, but don't do them anymore.*
  2. Focus on form in affirmative statements: subject + *used to* + base form of the verb
  3. Focus on form in negative statements: subject + *didn't use to* + base form of the verb
  4. Focus on form in *yes / no* questions: *Did* + subject + *use to* + base form of the verb
  5. Point out the short answers to *yes / no* questions: *yes,* subject + *did; no,* subject + *didn't*
- Refer to the sentence *Men and women in England and France used to wear long wigs.* Check comprehension. Ask: *Did they wear long wigs in the past? (Yes.) Do men and women in England and France wear long wigs now? (No.)*
- Refer to the sentences in Exercise 2. Have Ss underline all forms of *used to.*
- Check comprehension. Ask: *What did Roman men use to wear? (Sandals and togas.) Did poor men and women in the seventeenth and eighteenth centuries use to wear wigs? (No, they didn't.) What kind of pants did American men in the 1950s use to wear? (Jeans.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> **Classware** Fix it! page xxviii
> Instead of doing Part A, follow the steps for *Fix it!* to practice *used to*.

A

- Go over the instructions. Point out that the ✓ is for affirmative statements, and the *X* is for negative statements.
- Have Ss work individually to write sentences using *used to* or *didn't use to.*
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Model the activity. Complete the sentence with something you used to do as a kid (e.g., *I used to watch cartoons as a kid, but I don't now.*).
- Have Ss work individually to complete the sentences.
- Have Ss work in pairs to take turns saying their sentences to their partner.

4 Pronunciation *Used to* and *use to*

Learning objective: *Pronounce* used to *and* use to.

(CD 1, Track 33)

- Go over the instructions.
- Explain that when a word ends in the same sound as the sound that begins the following word, the sound is only said once, and the words are linked. The ending *d* of *used* is pronounced like /t/.
- Play the audio. Have Ss listen and read silently, paying particular attention to the pronunciation of *used to* and *use to.*
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- ***Option*** Have Ss work in pairs to take turns saying the sentences in Exercise 3, Part B.

5 Speaking Past and present

Learning objective: *Ask about and describe past fashions.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Model the activity. Call on a S and ask: *What kinds of clothes did you use to wear?* Make sure the S answers using *used to.*
- Have Ss add two more questions about style and fashion to the list.
- Have Ss work in pairs to take turns interviewing each other and taking notes in the chart.
- Go around the room and give help as needed.

B

- Go over the instructions.
- Have Ss find different partners to take turns telling interesting information about their first partners.
- Call on Ss to tell the class about their partners.
- Finally, tell Ss to check the "can do" statement if they can ask about and describe past fashions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> **Additional practice**
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 17-19 |
> | Self-study CD-ROM | Lesson A |

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3 Grammar Used to

Used to *refers to something that was true in the past but isn't anymore or something that happened regularly in the past but doesn't anymore.*

I **used to** have a black leather jacket.
Men and women in England and France **used to** wear long wigs.
Did you **use to** dye your hair?
Yes, I **used to** dye my hair all the time, but I don't dye it anymore.
No, I **didn't use to** dye my hair, but I do now.

A Write sentences with *used to* (✓) or *didn't use to* (✗). Then compare with a partner.

1. Max / (✓) dye his hair black — *Max used to dye his hair black.*
2. Carly / (✗) wear a uniform to school — *Carly didn't use to wear a uniform to school.*
3. Tina and I / (✓) have ponytails — *Tina and I used to have ponytails.*
4. Britney / (✓) wear the same bracelet every day — *Britney used to wear the same bracelet every day.*
5. Roberto and Ana / (✗) wear glasses — *Roberto and Ana didn't use to wear glasses.*
6. Kendra / (✗) like leather skirts — *Kendra didn't use to like leather skirts.*

B Pair work Complete the sentences with true information. Tell your partner.

1. I used to _____ as a kid, but I don't now.
2. I didn't use to _____, but some of my friends did.
3. Lots of people used to _____, but they don't now.

4 Pronunciation *Used to* and *use to*

Listen and repeat. Notice how *used to* and *use to* sound the same.

/yustə/ /yustə/
I **used to** wear a uniform. I didn't **use to** dye my hair, but I do now.

5 Speaking Past and present

A Pair work Read the list. Add two more questions about style and fashion. Then interview your partner. Take notes.

- What kind of clothing did you use to wear?
- What kind of hairstyles did you use to have?
- What's something you didn't use to wear but do now?
- _____
- _____



B Pair work Tell another classmate any interesting information about your partner's style and fashion.

6 Keep talking!

Student A go to page 127 and
Student B go to page 128 for more practice.

I can ask about and describe past fashions.

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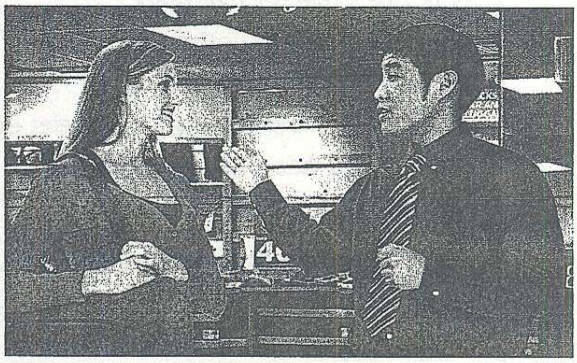
B Does this come in . . . ?

1 Interactions Shopping questions

A Where do you like to shop for clothes? What kinds of clothes do you like?

B Listen to the conversations. What size does Jenny want? Then practice the conversations. *See page T-26 for the answer.*

Jenny: Excuse me.
Salesclerk 1: Yes?
Jenny: Where are the raincoats?
Salesclerk 1: They're on the second floor, in Outerwear.
Jenny: Thank you.



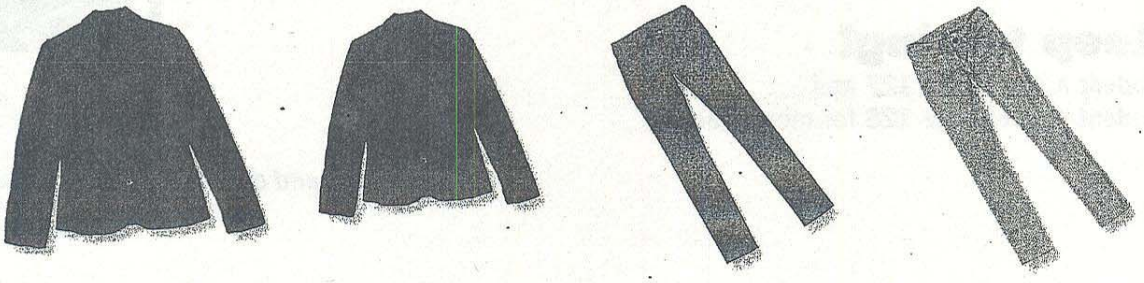
Jenny: Excuse me.
Salesclerk 2: Can I help you?
Jenny: Yes. Does this come in a medium?
Salesclerk 2: I believe so. Let's see. . . . Yes, here you go.
Jenny: Thank you.
Salesclerk 2: If you want to try it on, the fitting rooms are over there.



C Read the expressions below. Complete each box with a similar expression from the conversations. Then listen and check your answers.

Asking where things are	*Asking for an alternative*
Where are the . . . ?	*Does this come in . . . ?*
Where can I find the . . . ?	Do you have this in . . . ?
Could you tell me where the . . . are?	Can I get this in . . . ?

D Pair work Have conversations like the ones in Part B. Use these items.



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LESSON B overview

Interactions: Asking where things are; asking for an alternative
Listening: Clothing purchases
Speaking: Role play of a shopping situation

1 Interactions Shopping questions

Learning objective: *Practice asking where things are and asking for an alternative.*

A

- Go over the questions.
- Model the activity. Tell Ss where you like to shop for clothes and what kinds of clothes you like.
- Elicit answers from the class.

B (CD 1, Track 34)

- Direct Ss' attention to the first picture to set the scene. Ask: *Who do you see? (A customer and a salesclerk.) Where are they? (In a store.) What do you think they are talking about? (Where something is.)*
- Direct Ss' to the second picture to set the scene. Ask: *What do you think she is asking about? (A size.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
Jenny wants a medium.

- If helpful, play the audio for each conversation again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (CD 1, Track 35)

- Have Ss read the expressions in the boxes. Explain that the expressions for asking where things are mean about the same thing, as do the expressions for asking for an alternative.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss. Point out that *Where are the raincoats?* is slightly less formal than the other two expressions.
- *Option* Play the audio line by line and have Ss listen and repeat the expressions.

Classware Language switch page xxix
After doing Part C, follow the steps for *Language switch* to practice shopping questions. Hide *Where are the* in the first conversation and *Does this come in a* in the second conversation.

D

- Go over the instructions. Direct Ss' attention to the pictures. Ask: *What do you see? (A large black jacket, a medium black jacket, red pants, green pants.)*
- Model the activity. Have a S say the salesclerk's lines and ask about the jackets.
- Have Ss work in pairs to take turns practicing conversations about the clothing items.

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2 Listening Shopping for clothes

Learning objective: *Develop skills in listening for specific information.*

A (CD 1, Track 36)

- Go over the instructions. Remind Ss that there are two extra items that the speakers don't talk about.
- ***Tip*** To get Ss' attention while you explain the instructions, vary your technique and position (e.g., give the instructions from the back of the classroom sometimes).
- Play the audio. Stop after the first conversation and ask: *What are they talking about? (A blue jacket.)* Have Ss write 1 in the box next to the blue jacket.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 36)

- Go over the instructions.
- Play the audio again. Have Ss listen and write L (location) or A (alternative).
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity Extension

Write the following questions on the board, or dictate them to the class: *What colors do the shoes come in? How much are the sweaters? Where are the jeans?* Play the audio again, and have Ss answer the questions. Go over the answers with the class (*black, $20, in the junior department*).

3 Speaking In a department store

Learning objective: *Role-play a conversation between two salesclerks and a customer.*

Classware Tip

To help Ss prepare before doing role play, elicit from Ss items that Ss could buy in each department. Add a blank page and write items as they are called out. Leave page open for Ss to refer to while doing role play.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A department store.) Where are the shoes? (On the second floor.)*
- Put Ss in groups of three. Designate each S in the group as A, B, and C.
- Go over the instructions and the descriptions of each role and the example conversation.
- Have Ss practice the role play in their small groups, and then change roles two more times and practice again.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in asking for where something is and asking for specific products.
- ***Option*** Call on one or two groups to perform their role plays for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to ask where something is and ask for alternatives correctly.
- Finally, tell Ss to check the "can do" statement if they can ask where something is in a store and ask for a specific product. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 20
Self-study CD-ROM	Lesson B

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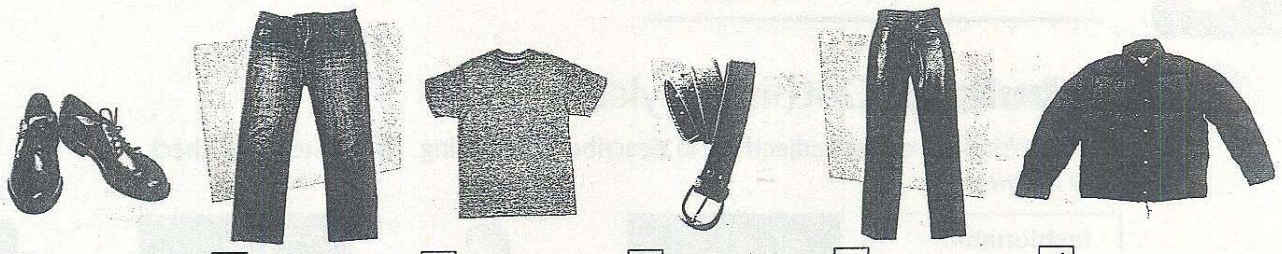
2 Listening Shopping for clothes

A Listen to four customers shopping in a clothing store. Number the items they discuss from 1 to 4. There are two extra items.



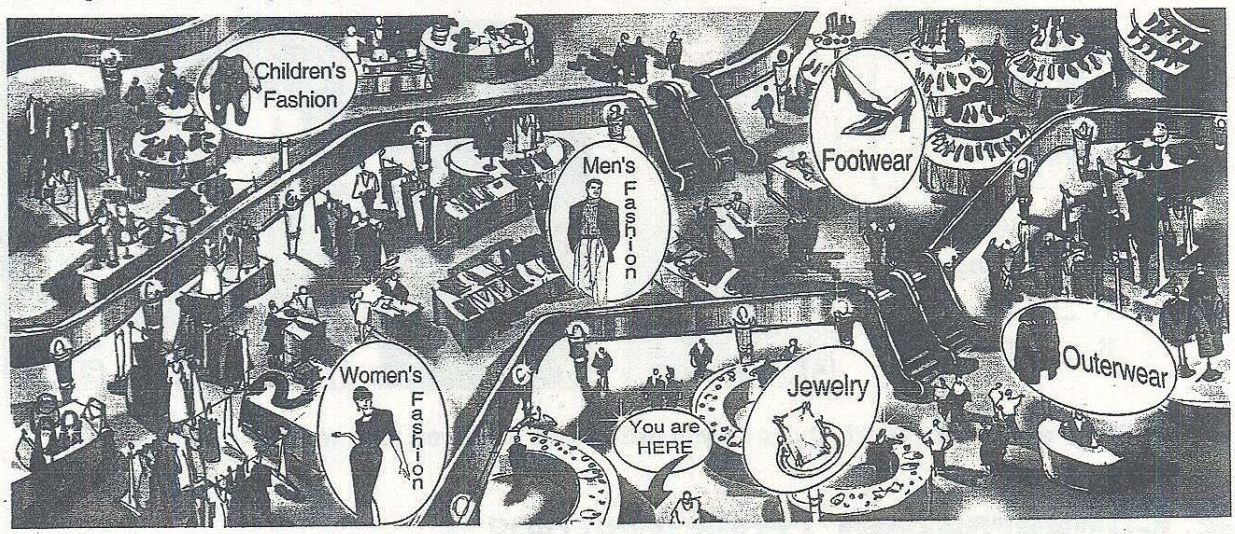
[2] [4] [ ] [3] [ ] [1]

B Listen again. Does each customer ask the salesclerk for the location or an alternative of the item? Write L (location) or A (alternative).

1. L 2. A 3. A 4. L

3 Speaking In a department store

Group work Role-play the situation. Then change roles.



Student A: You are a salesclerk in a department store. Student B is shopping for a particular item. Direct Student B to the correct section of the store. Use the picture to help you.

Student B: You are shopping in a department store. Students A and C are salesclerks. Ask Student A where a particular clothing item is. Then ask Student C for a different item.

Student C: You are a salesclerk in a department store. Student B is shopping for a particular item in your section of the store. Help Student B get a different item.

A: *Good afternoon. Can I help you?*
B: *Yes. Where can I find women's shoes?*
A: *On the second floor, in Footwear.*

I can ask where something is in a store.
I can ask for a specific product.

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C The latest look

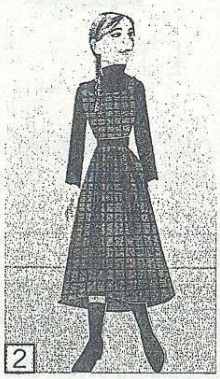
1 Vocabulary Clothing styles

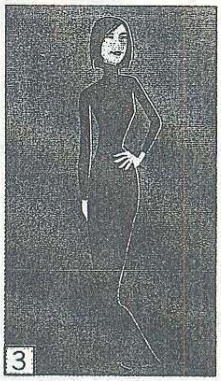
A Write the correct adjectives to describe the clothing. Then listen and check your answers.

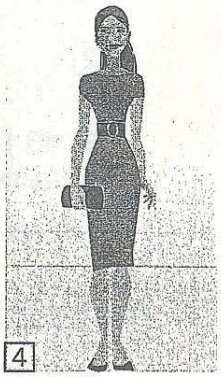
fashionable
✓flashy
glamorous
old-fashioned

1. *flashy*
2. *old-fashioned*
3. *glamorous*
4. *fashionable*



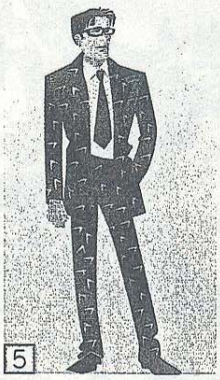




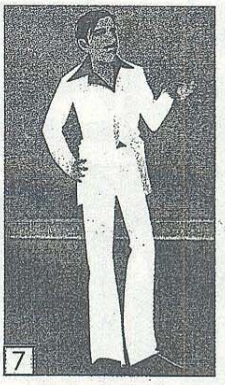


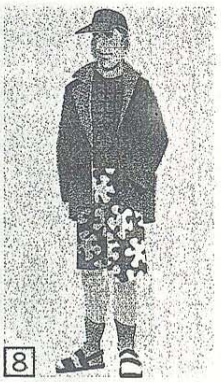
retro
tacky
trendy
✓weird

5. *weird*
6. *trendy*
7. *retro*
8. *tacky*







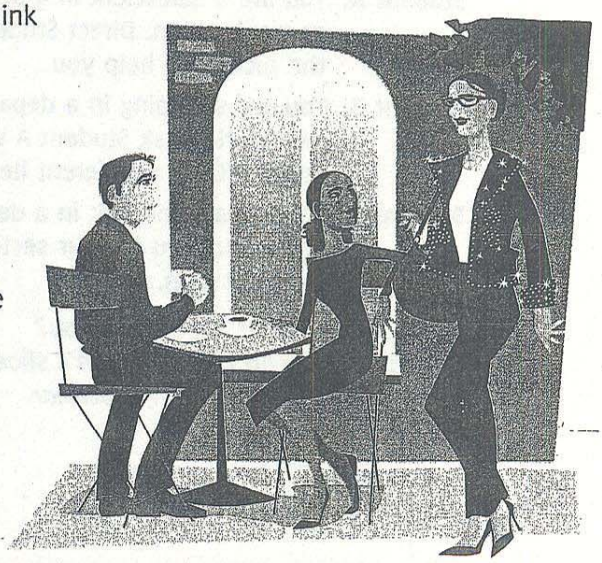


B Pair work Which styles do you like? Which don't you like? Why? Tell your partner.

2 Conversation People-watching

A Listen to the conversation. What does Ryan think of the man's tie? *See page T-28 for the answer.*

Ryan: Look at that woman's jacket!
Jill: Wow! It's pretty flashy. I definitely think she's someone who likes to stand out in a crowd.
Ryan: I know what you mean. I like clothes which don't attract a lot of attention.
Jill: Really?
Ryan: Yeah. I usually shop for clothes that are simple and inexpensive. Hey, check out that guy's tie. Talk about old-fashioned!
Jill: Do you think so? Actually, I think it's pretty fashionable. It's kind of retro.
Ryan: Well, I'd never wear anything like that.



B Listen to the rest of the conversation. How does Jill describe her style?
See page T-28 for the answer.

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LESSON C overview

Vocabulary: Clothing styles
Grammar: Defining relative clauses
Speaking: Opinions on fashion and style

1 Vocabulary Clothing styles

Learning objective: *Use vocabulary for clothing styles.*

A (CD 1, Track 37)

- Direct Ss' attention to the pictures and the words in the two boxes. Point out that the words in the first box describe the clothing in pictures 1 to 4, and the words in the second box describe the clothing in pictures 5 to 8.
- Have Ss write the adjectives that describe the pictures.
- Play the audio. Have Ss listen and check their answers.
- Explain that *fashionable* and *trendy* are very similar in meaning. *Retro* is a style that copies a past style, but it's not necessarily old-fashioned. *Tacky* is something that is often cheap and in bad taste.
- Check comprehension. Ask: *If you wear flashy clothes, do you want attention? (Yes.) If you are glamorous, are you attractive? (Yes.) Is* weird *the same as* strange*? (Yes.) Can it be both a good thing and a bad thing? (Yes.)*
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions.
- Model the activity. Tell the class which styles you like and don't like and why.
- Have Ss work in pairs to talk about the styles they like and don't like and why.
- Call on Ss to tell the class their ideas.

Extra activity Extension

Have Ss work in pairs to come up with one style or fashion that matches each adjective (for example, tight jeans are retro). Call on Ss to share their ideas with the class.

2 Conversation People-watching

Learning objective: *Practice a conversation about people watching; see use of relative clauses in context.*

Classware Tip

Before class hide the following words: *flashy*, *simple*, *inexpensive*, *old-fashioned*, *fashionable*, *retro*. In class, books closed. Show the gapped conversation. Have Ss work in pairs and come up with ideas to complete the gaps. Elicit ideas from the class for the first covered word, and then reveal the word. Follow this method for all covered adjectives.

A (CD 1, Track 38)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A man and two women.) Where are they? (At a café.) How would you describe the jacket of the woman who's walking by?* Elicit ideas from the Ss (in the conversation, the jacket is described as *flashy*).
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Ryan thinks the man's tie is old-fashioned.

- Have Ss work in pairs to practice the conversation.
- *Option* Have Ss predict Jill's style.

B (CD 1, Track 39)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

Retro glamorous.

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3 Grammar Defining relative clauses

Learning objective: *Practice relative clauses.*

(CD 1, Track 40)

- Books closed. Write on the board: *The woman who came in was wearing a flashy jacket.*
- Point to *who* and ask: *What does* who *refer to in this sentence? (The woman.) What other word can we use instead of* who*? (That.)*
- Write on the board: *I shop for clothes which are simple.*
- Point to *which* and ask: *What does* which *refer to in this sentence? (Clothes.) What other word can we use instead of* which*? (That.)*
- Remind Ss that pronouns are words that can replace nouns. Point out that *who, that,* and *which* are called *relative pronouns* because they "relate" one part of a sentence to the other part. Explain that we use *who* or *that* to replace a person. Explain that we use *which* or *that* to replace things, but *that* is more common.
- Books open. Direct Ss' attention to the sentences in the grammar box.
- Have Ss read the definition for defining relative clauses. Point out that relative clauses come after the noun they are describing.
- For each sentence, ask: *What noun is the clause clarifying or describing? (A person, someone, clothes, clothes.)*
- Refer to the conversation in Exercise 2. Have Ss underline defining relative clauses.
- Check comprehension. Ask: *What does* who likes to stand out in a crowd *refer to? (Someone.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Have Ss take turns saying the sentences in pairs.

B

- Go over the instructions and the example.
- Model the activity. Make two or three of the sentences in Part A true for you. Say the sentence up to the line and then finish it with your own information.
- Have Ss work in pairs to take turns making the sentences in Part A true for them. Remind Ss to use relative clauses in each sentence.
- Call on Ss to say a true sentence about themselves to the class.

4 Speaking Thoughts on fashion

Learning objective: *Express opinions about style and fashion.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture. Ask: *What do you see? (A woman in front of a store window.) How does she feel about shopping? (Interested, excited.)*
- Go over the instructions.
- Have Ss work individually to complete the sentences.

Extra activity Extension

Bring in photos from magazines or have Ss bring them in. Put Ss in pairs to make sentences about the photos using relative clauses. Call on Ss to tell the class about one of the photos.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns expressing their opinions, using the sentences in Part A.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using relative clauses.
- Call on Ss to tell the class about their group's ideas.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use relative clauses correctly.
- Finally, tell Ss to check the "can do" statement if they can express opinions about style and fashion. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 21-23
Self-study CD-ROM	Lesson C

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3 Grammar — Defining relative clauses

Defining relative clauses specify which or what kind of people or things you are describing.

Use that *or* who *for people.*

I'm a person **that** loves flashy clothes.

She's someone **who** likes to stand out in a crowd.

Use that *or* which *for things.*

I shop for clothes **that** are simple and inexpensive.

He likes clothes **which** don't attract a lot of attention.

A Complete each sentence with *that, who,* or *which.* Then compare with a partner.

1. I prefer salesclerks ___*who / that*___ are honest with me.
2. I'm the kind of person ___*who / that*___ rarely follows fashion.
3. I hardly ever wear clothes ___*that / which*___ are trendy.
4. I know someone ___*who / that*___ loves expensive clothes.
5. Some of my friends wear stuff ___*that / which*___ is a little too weird.
6. I usually buy clothes ___*that / which*___ are on sale.
7. I'm someone ___*who / that*___ likes reading fashion magazines.
8. I buy shoes ___*that / which*___ go with lots of different clothing.

B Pair work Make the sentences in Part A true for you. Tell your partner.

A: *I prefer salesclerks who don't say anything. I know what looks good on me.*
B: *Not me. I need all the help I can get!*

4 Speaking — Thoughts on fashion

A Complete the sentences with your own ideas.

1. I really don't like clothes that are _____ .
2. _____ is a word which describes my personal style.
3. When shopping, I like friends who _____ .
4. _____ is a person who always looks fashionable.
5. I think _____ is a color that looks good on me.
6. A _____ is something that I never wear.
7. _____ is a designer who's very popular now.



B Group work Compare your ideas. Ask and answer questions for more information.

A: *I really don't like clothes that are expensive.*
B: *Really? I only like expensive clothes!*
C: *I like clothes that are comfortable.*

5 Keep talking!

Go to page 123 for more practice.

I can express opinions about style and fashion. ☐

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D Views on fashion

1 Reading

A What's in style these days? Do you like the current fashions for men and women?

B Read the article. What is the survey about? Who took it, and where are they from? *See page T-30 for answers.*

FAVORITE FASHIONS

Image is important to many people, but what do men and women really think of each other's fashion choices? What do people actually think looks good on the opposite sex? An equal number of male and female university students in southern California recently answered some questions about fashion. Here are the results.

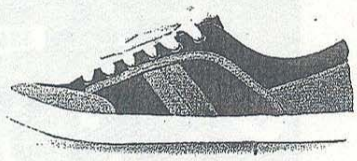
WHAT THE **GIRLS** SAID

What's the best color on a guy?

50% Black
25% White
25% Whatever matches his eyes

What footwear looks the best on a guy?

60% Flip-flops
25% Dress shoes
15% Skater shoes



What should a guy wear on a first date?

80% Jeans, a nice shirt, and a jacket
15% Shorts, a T-shirt, and flip-flops
5% A shirt, a tie, and nice pants

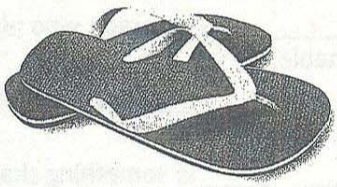
WHAT THE **GUYS** SAID

What's the best color on a girl?

40% Red
35% White
25% Black

What footwear looks the best on a girl?

45% High heels
30% High-top sneakers
25% Flip-flops



What should a girl wear on a first date?

60% Jeans and a classy top
25% A black dress
15% A short shirt and skirt

Source: Adapted from San Diego State University's student newspaper, *The Daily Aztec.*

C Read the article again. Are the sentences true or false? Write T (true) or F (false).

1. Fifty percent of the girls think a bright color looks best on a guy. F
2. Girls like nice dress shoes on guys more than skater shoes. T
3. Most girls think a guy should wear flip-flops on a first date. F
4. Guys think white is the best color on a girl. F
5. Guys like sneakers more than flip-flops on girls. T
6. Most guys think girls should wear a black dress on a first date. F

D Pair work Do you agree with the survey results? Why or why not? Discuss your ideas.

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LESSON D overview

Reading: "Favorite Fashions" (a survey)
Listening: An interview with a fashion designer
Writing: Class survey
Speaking: Class survey about style and fashion

1 Reading Favorite Fashions

Learning objective: *Read and discuss an article on a fashion survey; develop skills in reading for main ideas and details.*

(CD 1, Track 41)

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss' attention to the article to set the scene. Ask: *What is the article about? (A fashion survey.) What kind of information do you see? (Percentages.)*
- Go over the instructions and the questions.
- Have Ss read the article and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answer

The survey is about what people think of male and female fashion. Students from a university in southern California took the survey.

Cultural note

Southern California is known as a trendy place, as Los Angeles and, specifically, Hollywood are there. Other places in the United States that are known for a particular style are Miami and New York City. Miami has a warm climate, and people often wear casual clothing in bright colors. New York City is known for a more urban look.

C

- Go over the instructions.
- Have Ss read the article again and write T or F next to each sentence.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Classware Tip

Before class, hide survey results so that no percentages are showing. Minimize. Save. In class, instead of doing Part D, zoom in on the section. Do an informal survey in class asking girls to raise their hands for their questions and guys to raise hands for theirs. Add up the totals (as straight numbers) on top of the hidden area. Have Ss compare their results to the results in the book. Ask: *Are the California survey results similar to those of the class? Why or why not?*

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity Extension

Have Ss work in pairs or small groups to come up with other ways to say the percentages in the survey. Model the activity. Ask: *What are some expressions that mean about the same thing as 40%? (Almost half, some, two-fifths.)* Elicit ideas and write them on the board if helpful.

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2 Listening An interview with Eduardo

Learning objective: *Develop skills in listening for specific information.*

A (CD 1, Track 42)

- Pre-teach unfamiliar vocabulary.

> ***Vocabulary***
> match to go together, to be of the same color or pattern
> old-fashioned no longer in style

- Go over the instructions and the questions.
- Play the audio. Have Ss listen and number the questions from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 42)

- Go over the instructions.
- Play the audio again. Have Ss listen and write Y or N to indicate Eduardo's answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the questions.
- Elicit answers from the class.

3 Writing and speaking Class survey

Learning objective: *Write a survey; ask and talk about current fashions.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions, the example questions, and the topics.
- Have Ss work in groups of four to create a survey with four questions.

B

- Go over the instructions.
- *Option* Have Ss assign one question to each S in the group to ask.
- Have Ss walk around the room to take turns asking and answering their questions. Remind them to take notes. If your class is small, have Ss ask all their classmates. If your class is large, suggest Ss ask ten classmates.

> ***Classware*** Analyzing the model page xxvii
> After doing Part B, follow the steps for *Analyzing the model* to prepare students for the writing activity.

C

- Go over the instructions and the example summary.
- Have Ss rejoin their original groups to take turns sharing their results.
- Have Ss work in their groups to write summaries of their results. Suggest each S write one paragraph about the response to one of the four questions.
- Walk around the room and give help as needed. Take notes on examples of Ss using *used to,* relative clauses, and vocabulary for fashion statements and clothing styles correctly.

D

- Go over the instructions.
- Call on Ss to share their ideas with the class. Have the class agree or disagree with the answers and give opinions.
- Point out the examples of things Ss are doing correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about current fashions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 24 |
> | Self-study CD-ROM | Lesson D |

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2 Listening An interview with Eduardo

A Listen to an interview with Eduardo, a fashion designer. Number the questions from 1 to 5 in the order you hear them.



5 Are high heels old-fashioned? N

1 Should belts and shoes be the same color? N

4 Does black go with everything? N

2 Is it OK for men to wear earrings? Y

3 Can guys wear pink? Y

B Listen again. How does Eduardo answer each question? Write Y (yes) or N (no).

C Do you agree with Eduardo's opinions? Why or why not?

3 Writing and speaking Class survey

A Group work Create a survey with four questions about fashion and style. Use the topics below or your own ideas.

cool places to shop	popular colors
current clothing styles	the latest gadgets
current hairstyles	trendy accessories
popular brands	unpopular colors

Fashion Survey

1. *What color is popular right now?*
2. *What's the most popular brand of jeans?*
3. *Where is a cool place to buy jewelry?*
4. *What gadget does everyone want now?*

B Class activity Ask and answer the questions in your surveys. Take notes.

C Group work Share and summarize the results.

Our Class Survey Results

Most people think blue is popular right now. Red was second and green was third. Only a few people think black, orange, or purple are popular. Only one person thinks yellow is popular.

The most popular brand of jeans is Sacco. A lot of people have these. Next was a brand called Durango. These were the only two brands that people mentioned.

Over half of the people in class think Glitter is a cool place to buy jewelry. Some people think the best place to buy jewelry is from people who sell it on the street. Two people . . .

D Class activity Share your most interesting results. Do you agree with the answers you heard? Give your own opinions.

I can ask and talk about current fashions.

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Wrap-up

1 Quick pair review

Lesson A Do you remember? Cross out the word that doesn't belong. Then write the category. You have two minutes.

1.	*Shoes*	high heels	sandals	~~glasses~~
2.	*Jewelry*	a bracelet	~~contact lenses~~	earrings
3.	*Hairstyles*	dyed hair	~~a uniform~~	a ponytail
4.	*Clothing*	a uniform	~~high heels~~	a leather jacket
5.	*Eyewear*	glasses	contact lenses	~~earrings~~

Lesson B Brainstorm! Make a list of three ways to ask where something is and three ways to ask for an alternative. You have two minutes.

Lesson C Test your partner! Say each pair of sentences. Can your partner make them into one sentence with *which* or *who*? You have two minutes.

Student A

1. I'm a trendy person. I don't like old-fashioned clothes.
2. I usually wear glasses. They aren't glamorous.
3. Julie shops for stuff. It is affordable.

Student B

1. I usually wear hats. They are weird.
2. I know someone. She likes flashy bracelets.
3. Kyle is a guy. He wears tacky clothes.

A: *I'm a trendy person. I don't like old-fashioned clothes.*
B: *I'm a trendy person who doesn't like old-fashioned clothes.*

Lesson D Find out! What are two colors that both you and your partner think are good for girls to wear? What are two colors you both think are good for guys to wear? You have two minutes.

A: *I think pink is a good color for girls to wear. Do you?*
B: *No, but I think purple is a good color. Do you?*
A: *Yes.*

2 In the real world

What clothes used to be trendy? Go online and find examples of trendy clothes from one decade in the past. Then write about them.

1950s	1960s	1970s	1980s	1990s

Trends in the 1980s
Leg warmers used to be trendy in the 1980s. Tight jeans used to be popular, too. Women used to . . .

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1 Quick pair review

Learning objective: *Review fashion statements, ways to ask where something is, ways to ask for an alternative, and relative clauses.*

Lesson A Do you remember?

- Go over the instructions.
- Direct Ss' attention to number 1. Ask: *Which word doesn't belong? (Glasses.) What is the category? (Shoes.)* Have Ss cross out *glasses* and write *shoes* on the line.
- Have Ss work in pairs to cross out the words that don't belong and then write the categories. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to list three ways to ask where something is and three ways to ask for an alternative. Set a time limit of two minutes.
- Elicit examples from the class.

> ***Classware*** List that page xxix
> After brainstorming, follow the steps for *List that* to review ways to ask where something is and ways to ask for an alternative.

Lesson C Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying the pair of sentences, as their partner makes a new sentence using *which* or *who*. Set a time limit of two minutes.
- Call on Ss to say two sentences. Elicit a sentence that combines the sentences with *which* or *who*.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say two colors you think are good for girls to wear. Elicit if the S thinks so, too. Continue until you find two colors you both think are good for girls.
- Have Ss work in pairs to find out two colors they think are good for girls and two for guys. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

2 In the real world

Learning objective: *Research trendy clothes from a decade in the past and write about it.*

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to research trendy clothes from a past decade. Suggest Ss use a search engine and enter keywords such as "clothing trends", "fashion", or "clothing styles" and the decade.
- Have Ss write about what they found out. Encourage Ss to bring in pictures of the most popular trends.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit examples of trendy clothes in each decade.
- Elicit which decade Ss like the most in terms of the clothing styles.

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Interesting lives

At a glance: Unit overview	Speaking outcomes
LESSON A Have you ever been on TV? Ss learn vocabulary for experiences. They use present perfect.	Ss can . . . ask and talk about life experiences.
LESSON B What I mean is, . . . Ss check and clarify meaning.	Ss can . . . check and clarify meaning.
LESSON C Life experiences Ss learn vocabulary for fun things to do. They use present perfect vs. simple past.	Ss can . . . describe details of their experiences.
LESSON D What a life! Ss read and discuss an interview with an astronaut. They write a paragraph about a memorable experience.	Ss can . . . ask and talk about a memorable experience.

Warm-up

Learning objective: *Preview the topic and discuss activities.*

> ***Classware Tip***
> Before class, hide parts of each picture. For example, in the first picture, hide the bulls. In the second picture, hide everything except the woman's face in a helmet. In the third picture, hide everything except the man in front on the right. In the concert picture, hide everything except the face of the woman singing on the left. In the fifth picture, hide the bowling ball. In the last picture, hide the pictures on the wall. Save. In class, books closed. Open the saved section and elicit answers about what the people are doing. Reveal the pictures and have Ss check their guesses.

A

- To introduce the topic of interesting lives, direct Ss' attention to the pictures. Ask: *Where are the people? (In Spain, in the air, in nature, at a concert, at a bowling alley, at an art exhibition.)*
- Go over the instructions and the question.
- Have Ss work in pairs to describe the pictures and what the people are doing.
- Elicit answers from the class.
- *Option* Do the activity as a class.

> **Possible answers**
> They're running with the bulls. They're skydiving. They're hiking. They're listening to live music. They're bowling. They're looking at art.

B

- Go over the questions.
- Have Ss check the two most interesting activities.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk about interesting lives in this unit. Point out the Unit 4 lesson overviews. Go over what Ss will learn in each lesson.

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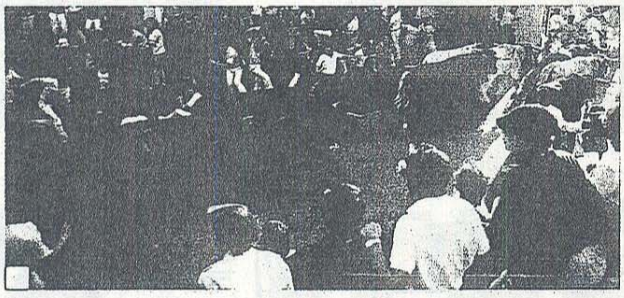
unit

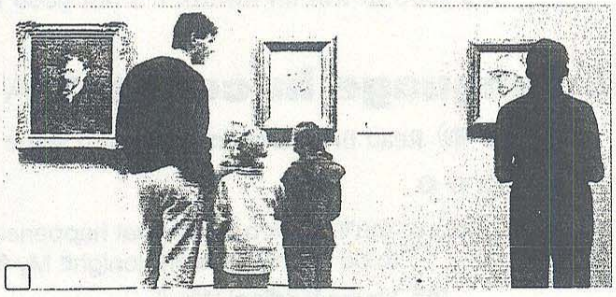
Interesting lives

LESSON A	LESSON B	LESSON C	LESSON D
• Experiences • Present perfect	• Checking meaning • Clarifying meaning	• Fun things to do • Present perfect vs. simple past	• Reading: "The Li of an Astronaut" • Writing: Interesting peopl places, or things

Warm-up





A Describe the pictures. What are the people doing? *See page T-33 for possible answers.*

B Check (✓) the two most interesting activities. Have you ever done them? If not, would you like to try them?

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A Have you ever been on TV?

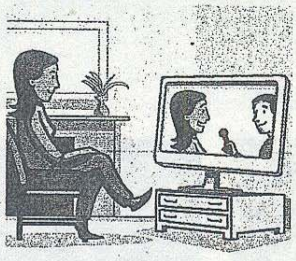
1 Vocabulary Experiences

A Complete the phrases with the correct words. Then listen and check your answers.

an award	a famous person	on TV	to a new city
a bone	✓in a play	seasick	your phone



1. act *in a play*



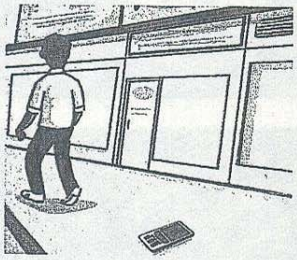
2. be *on TV*



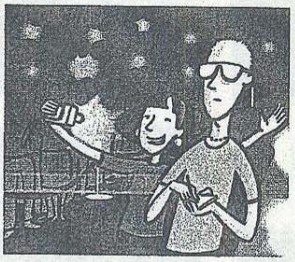
3. break *a bone*



4. get *seasick*



5. lose *your phone*



6. meet *a famous person*



7. move *to a new city*



8. win *an award*

B Pair work Which experiences in Part A are good to have? Which are not good to have? Discuss your ideas.

"It's good to win an award. It's not good to get seasick."

2 Language in context A local hero

A Read Brian's online chat with some friends. Why is Brian excited? *See page T-34 for the answer.*

Brian: You'll never believe what happened! I'm going to be on the TV news tonight! My first time!

Jill: You're kidding! Why?

Brian: It's a surprise. You have to watch. Have you ever been on TV?

Jill: No, I haven't. One of my friends is an actress, though, and I've seen her on TV a couple of times.

Hideo: I've never been on TV, but my sister Kumiko has been on TV lots of times. She's a TV reporter!



B What about you? Would you like to be on TV? Why or why not?

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LESSON A overview

Vocabulary: Experiences
Grammar: Present perfect
Speaking: Interviews about experiences

1 Vocabulary Experiences

Learning objective: *Use vocabulary for experiences.*

A (CD 1, Track 43)

- Direct Ss' attention to the pictures. Ask: *What do you think the word* experience *means?* Explain or elicit that it refers to things we have done.
- Go over the instructions.
- Have students complete the phrases with the correct words. Explain that more than one phrase may work (e.g., *act / be in a play / on TV*) so Ss should choose the best phrase and look at the pictures.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Books closed. Have Ss work in pairs to take turns saying the verb as their partner completes the phrase.

Extra activity Extension

Books closed. Model the activity. Act out one of the experiences in Part A and elicit the phrase. Have Ss work in pairs to take turns acting out an experience as their partner says the phrase.

B

- Go over the instructions and the examples.
- Have Ss work in pairs to take turns saying which experiences are good to have and which are not good to have.
- Call on Ss to share their ideas with the class.

Classware Choose ABC page xxvii
After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for experiences.

2 Language in context A local hero

Learning objective: *See present perfect in context.*

A (CD 1, Track 44)

- ***Tip*** To help Ss notice correct intonation, have them circle the stressed words as they listen.
- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (A reporter on the street.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Elicit the answer.

Answer
Brian is excited because he is going to be on TV for the first time.

- Play the audio again. Pause after each speaker. Have Ss repeat to practice pronunciation.
- *Option* Have Ss take turns reading the online chat in pairs.

B

- Go over the questions.
- *Option* Have Ss discuss the questions in pairs or small groups.
- Elicit ideas from the class.

Extra activity Extension

Have Ss work in pairs to create their own conversation about something that happened to them. Model the activity with a S. Say: *You'll never believe what happened.*; and then tell an experience. Elicit a response and / or question from the S. Continue for a couple more exchanges. Have Ss practice in pairs with their own experiences.

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3 Grammar Present perfect

Learning objective: *Practice present perfect for experiences.*

(CD 1, Tracks 45-46)

- Books closed. Write on the board: *My sister has been on TV lots of times.*
- Elicit the rules for the present perfect.
  1. Focus on use. Ask: *Do we know when my sister was on TV? (No, it is at an unspecified time.) Is the time when it happened important? (No.)* Explain that what is important is the experience.
  2. Elicit the tense from the Ss (*present perfect*). Ask: *What is the auxiliary verb? (Has.) What form of the main verb do we use? (Past participle.)* Underline the forms in the example sentence on the board.
- Books open. Direct Ss to the sentences in the grammar box.
- Focus on form in *yes / no* questions: *have / has* + subject + *(ever)* + past participle of the main verb
- Focus on form in affirmative statements: subject + *have / has* + (adverb) past participle of the main verb
- Focus on form in negative statements: subject + *haven't / hasn't* + past participle of main verb
- Ask: *What are some adverbs that we use present perfect for experience with?* (*Ever, never.*)
- Focus on form in short answers: *yes*, subject + *have / has*; no, subject + *haven't / hasn't*
- Refer to the sentences in Exercise 2. Have Ss underline all examples of the present perfect.
- Check comprehension. Ask: *Has Brian ever been on TV? (No, he hasn't.) Has Jill ever been on TV? (Yes, she has.) Has Kumiko ever been on TV? (Yes, she has.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Direct Ss' attention to the list of verbs on the right. Remind Ss that in the case of regular verbs, the past tense and past participle forms are the same.
- Play the past participles box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Model the activity. Direct Ss' attention to A's first line and elicit the completion (*Have / been*).
- Have Ss work individually to complete the conversations.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss take turns practicing the conversations.

B

- Go over the instructions.
- Model the activity. Call on a S and ask: *Have you ever been to another country?*
- Elicit the answer that is true for the S.
- Have Ss work in pairs to take turns asking and answering the questions.

4 Speaking Yes, I have!

Learning objective: *Ask and talk about life experiences.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Say: *I've eaten sushi before. I've eaten it ____ times.* Call on a S. Ask: *Have you ever eaten sushi? How often?* Elicit his or her answers.
- Have Ss work individually to complete the questions, and then check the things they've done and write how often.

B

- Go over the instructions.
- Have Ss work in groups of three to take turns asking and answering questions to complete their charts. Alternatively, have Ss walk around the room to ask and answer questions with two classmates.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using the present perfect.
- Call on Ss to tell the class about a classmate's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present perfect correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about life experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 25-27
Self-study CD-ROM	Lesson A

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3 Grammar Present perfect

Use the present perfect to describe events or experiences that happened at an unspecified time in the past. Use have / has *and the past participle of the verb.*

Have you ever **seen** a friend on TV?
Yes, I **have.**
No, I **haven't.**

Has your sister ever **been** on TV?
Yes, she **has.**
No, she **hasn't.**

Use frequency expressions with the present perfect to give more information.

I've **never** been on TV.

My sister has been on TV **lots of times.**

A Complete the conversations with the present perfect forms of the verbs. Then practice with a partner.

1. **A:** *Have* you ever *been* (be) to another country?
   B: Yes, I *have*. I *'ve been* (be) to Canada.
2. **A:** *Have* you ever *eaten* (eat) sushi?
   B: Yes, I *have*. I *'ve had* (have) it many times.
3. **A:** *Have* you ever *lost* (lose) your wallet?
   B: No, I *haven't*. Luckily, I *'ve* never *lost* (lose) it.
4. **A:** *Has* your best friend ever *called* (call) you in the middle of the night?
   B: No, she *hasn't*. But I *'ve done* (do) that to her once or twice!

Regular past participles

act	→	acted
chat	→	chatted
try	→	tried

Irregular past participles

be	→	**been**
break	→	**broken**
do	→	**done**
eat	→	**eaten**
go	→	**gone**
have	→	**had**
lose	→	**lost**
meet	→	**met**
see	→	**seen**
win	→	**won**

Turn to page 151 for a list of more past participles.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Speaking Yes, I have!

A Complete the questions with your own ideas. Then check (✓) the things you've done, and write how often you've done them.

Have you ever . . . ?	Me	Name: _____	Name: _____
eaten _____	☐	☐	☐
been _____	☐	☐	☐
seen _____	☐	☐	☐
had _____	☐	☐	☐
won _____	☐	☐	☐
met _____	☐	☐	☐

B Group work Interview two classmates. Complete the chart with their answers. Who has had similar experiences?

5 Keep talking!

Go to page 130 for more practice.

I can ask and talk about life experiences.

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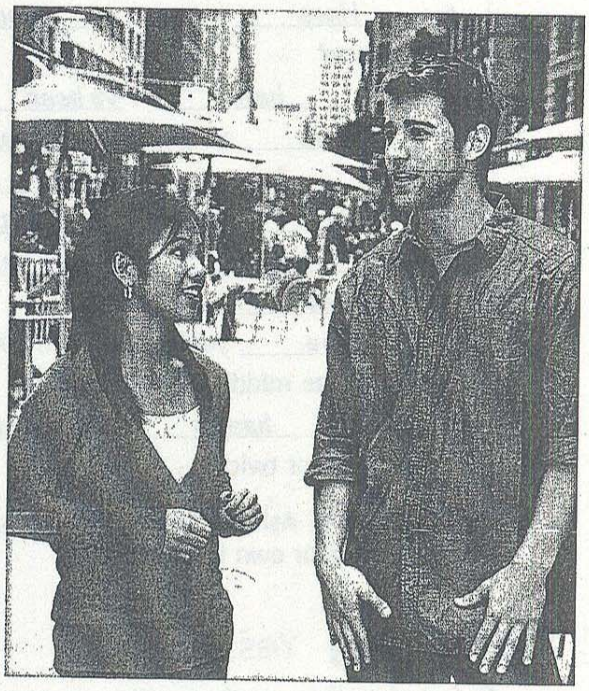
B What I mean is, . . .

1 Interactions — Checking and clarifying meaning

A How often do you eat out? Do you ever cook at home? Do you ever order takeout?

B Listen to the conversation. How often does Sam eat out? Then practice the conversation. *See page T-36 for the answer.*

Elena: I'm getting hungry.
Sam: Me, too.
Elena: Hey, Sam, there's a great Mexican restaurant near the school. Have you ever tried it?
Sam: No, I haven't. Actually, I don't eat in restaurants.
Elena: Really? Are you saying you never go to restaurants?
Sam: Well, no, not *never*. I mean I just don't eat out very often.
Elena: Why not?
Sam: I'm allergic to certain foods, like peanuts. If I eat them, my skin gets red and itchy.
Elena: That sounds awful!
Sam: It is!



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Checking meaning

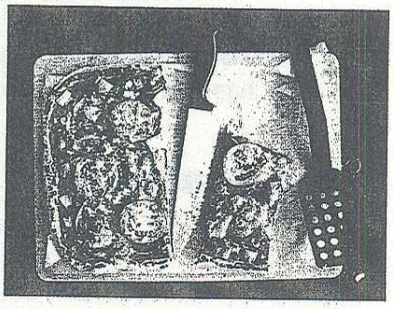
Are you saying . . . ?
Do you mean . . . ?
Does that mean . . . ?

Clarifying meaning

I mean . . .
What I mean is, . . .
What I'm saying is, . . .

D Number the sentences in the conversation from 1 to 7. Then practice with a partner.

5 **A:** What? Do you mean you never eat pizza?
7 **A:** I see. So, when can I come over for homemade pizza?
1 **A:** I feel a little hungry.
3 **A:** Have you ever been to Pizza Palace? We can go there.
2 **B:** So do I.
6 **B:** No, not *never*. What I mean is, I usually make it myself.
4 **B:** Actually, I never go to fast-food places.



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LESSON B overview

Interactions: Checking and clarifying meaning
Listening: Unusual habits
Pronunciation: Contrastive stress in responses
Speaking: Information exchange about unusual habits

1 Interactions Checking and clarifying meaning

Learning objective: *Practice checking and clarifying meaning.*

A

- *Tip* To help Ss remember new vocabulary, always review it during the next class. Ss forget new words quickly (up to 80 percent is lost after 24 hours).
- *Option* Review the vocabulary for experiences and for adverbs of frequency. Ask: *How often do you think people move to a new city? Which famous people are usually on TV? How often do you lose your phone?*
- Go over the questions.
- Model the activity. Tell Ss how often you eat out, if you ever cook dinner at home, and if you ever order takeout.
- Elicit answers from the class.

B (CD 1, Track 47)

- Direct Ss' attention to the first picture to set the scene. Ask: *Who do you see? (Two friends.) Where are they? (On the street.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer
Sam doesn't eat out very often.

- Have Ss practice the conversations in pairs, then change roles and practice again.

Classware Disappearing dialogue page xxvii
After doing Part B, follow the steps for *Disappearing dialogue* to practice the conversation.

C (CD 1, Track 48)

- Have Ss read the expressions in the boxes. Explain that the expressions in each box mean the same thing. Explain that we check meaning when we want to make sure we understand what the speaker is saying, and we clarify meaning to make sure the listener understands us.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

D

- Direct Ss' attention to the picture. Ask: *What do you see? (A pizza.)*
- Go over the instructions. Tell Ss the conversation is about pizza.
- Have Ss work individually to number the sentences from 1 to 7.
- Go over the answers with the class.
- *Option* Have Ss compare answers with a partner.
- Have Ss work in pairs to take turns practicing the conversation, then change roles and practice again.

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2 Pronunciation Contrastive stress in responses

Learning objective: *Use contrastive stress in responses.*

A (CD 1, Track 49)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to stress.
- *Tip* To help Ss notice stress, say the sentences and really exaggerate stressed words. Or, demonstrate stressing different words in the sentence so Ss can see how the stress can change the meaning.
- Play the audio again. Have Ss listen and repeat.

B

- Have Ss underline the words in Exercise 1, Part D that should receive contrastive stress.
- Elicit the words. (e.g., *Are you saying you* never *eat pizza? No, not* never. *What I mean is, I* usually *make it myself.*).
- Go over the instructions.
- Have Ss work in pairs to take turns practicing the conversation in Exercise 1, Part D.

3 Listening Why not?

Learning objective: *Develop skills in listening for specific information.*

A (CD 1, Track 50)

- Pre-teach any unfamiliar vocabulary.

Vocabulary

hair salon a place to get your hair cut or styled
thriller an exciting movie
extras material added to a DVD that is not in the movie as it is shown in theaters, including cut scenes and interviews

- Go over the instructions and the example.
- Play the audio. Have Ss listen and correct the false information.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 50)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the correct information.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Unusual habits

Learning objective: *Talk about unusual habits; check and clarify meaning.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (A person in a store.) What is she buying? (Chocolate.)*
- Go over the instructions and the questions.
- Model the activity. Tell Ss about an unusual or interesting behavior you have. Answer the questions in your sentences.
- Have Ss work individually to write four statements about habits or behaviors they have.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns telling their partner about a habit. Remind Ss to check and clarify meaning.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in checking meaning and clarifying meaning.
- Call on a few Ss to tell the class about their habits. Have other Ss check meaning.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to check and clarify meaning correctly.
- Finally, tell Ss to check the "can do" statement if they can check and clarify meaning. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 28
Self-study CD-ROM	Lesson B

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2 Pronunciation Contrastive stress in responses

A Listen and repeat. Notice how the stressed words emphasize contrast.

Are you saying you never go to restaurants?

Well, not **never**. I mean I just don't eat out **very often**.

B Pair work Practice the conversation in Exercise 1D again. Stress words to emphasize contrast.

3 Listening Why not?

A Listen to four conversations about habits and preferences. Correct the false information.

1. Danielle ~~often~~ *never* goes to hair salons.
2. Todd ~~loves~~ *hates* going to the beach.
3. Jessica always walks to ~~school~~ *work*.
4. Mitch ~~never~~ *always* rents DVDs.

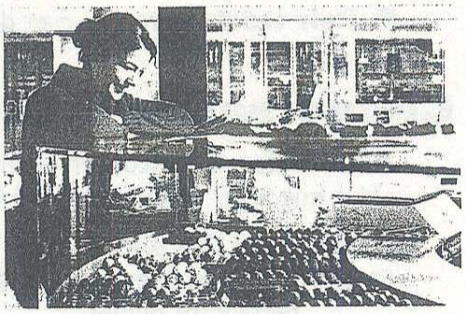
B Listen again. How do the people explain their habits and preferences? Check (✓) the correct answers.

1. Danielle's explanation:
   - ☐ She finds it too expensive.
   - ☑ Her sister cuts her hair.
   - ☐ She cuts her own hair.
2. Todd's explanation:
   - ☑ It's not easy to get there.
   - ☐ He doesn't know how to swim.
   - ☐ He doesn't like to be in the sun.
3. Jessica's explanation:
   - ☐ The school is only five minutes away.
   - ☐ She doesn't have a driver's license.
   - ☑ She prefers to walk for the exercise.
4. Mitch's explanation:
   - ☐ The movie theater is too far away.
   - ☐ He thinks tickets are too expensive.
   - ☑ He prefers to watch DVDs at home.

4 Speaking Unusual habits

A Write four statements about any unusual or interesting habits and behaviors you have. Use the questions to help you, or think of your own ideas.

- Is there a food you eat all the time?
- Is there a place you never go?
- Is there someone you talk to every day?
- Is there something you never do?
- Is there an expression you say all the time?



1. _____
2. _____
3. _____
4. _____

B Pair work Tell your partner about each habit or behavior. Your partner checks the meaning, and you clarify it. Take turns.

A: *I eat chocolate all the time.*
B: *Does that mean you eat it every day?*
A: *Well, no, not every day. I mean I have chocolate several times a week.*

I can check and clarify meaning.

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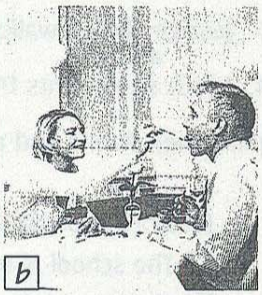
C Life experiences

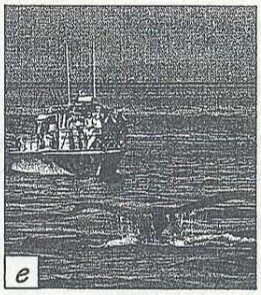
1 Vocabulary Fun things to do

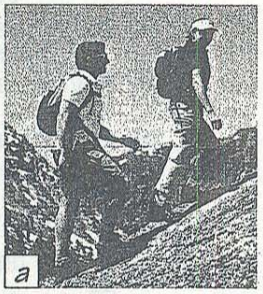
A Match the phrases and the pictures. Then listen and check your answers.

a. climb a mountain	c. go camping	e. go whale-watching	g. try an exotic food
b. eat in a fancy restaurant	d. go to a spa	f. ride a roller coaster	h. try an extreme sport


1. d


2. b


3. e


4. a


5. g


6. c


7. h

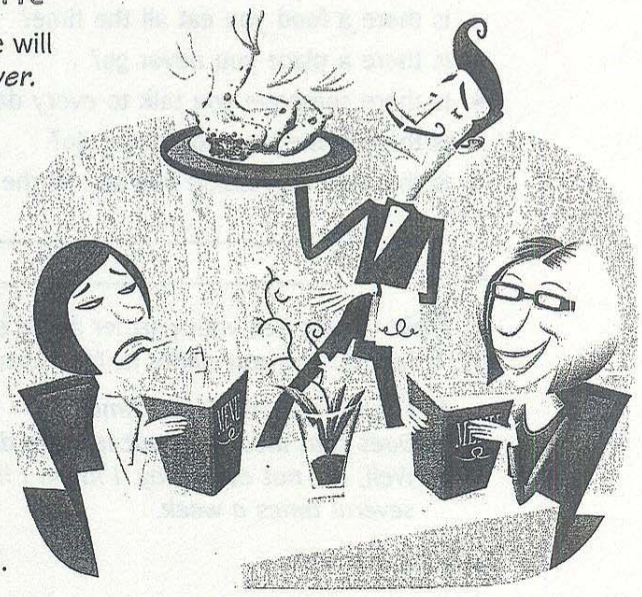

8. f

B Pair work Have you ever done the fun things in Part A? Tell your partner.

2 Conversation A fancy restaurant

A Listen to the conversation. Do you think Alice will order frog legs? *See page T-38 for a possible answer.*

Alice: Wow! This place is nice!
Emma: Have you ever eaten in a fancy restaurant before?
Alice: Yes, I have. I've eaten in a few expensive restaurants, but this place is amazing.
Emma: You can try a lot of exotic food here, and all of their dishes are excellent. Oh, look. Tonight's special is frog legs.
Alice: Frog legs? Umm, I don't know. . . .
Emma: Have you ever tried them?
Alice: No, I haven't. But my brother tried them once a few years ago.
Emma: Did he like them?
Alice: I don't think so. He got sick later that night.



B Listen to the rest of the conversation.
What do Alice and Emma order? *See page T-38 for answers.*

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LESSON C overview

Vocabulary: Fun things to do
Grammar: Present perfect vs. simple past
Speaking: True and false information about life experiences

1 Vocabulary Fun things to do

Learning objective: *Use vocabulary for fun things to do.*

A (CD 1, Track 51)

- Direct Ss' attention to the pictures. Ask: *What places do you see? (A spa, a restaurant, the ocean, mountains, a campground, a river, an amusement park.)*
- Go over the instructions and the phrases in the box.
- Have Ss match the phrases and the pictures.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Books closed. Have Ss work in pairs to take turns saying the verb as their partner completes the phrase.
- *Option* Books open. Have Ss act out an activity for the class as their classmates guess.

B

- Go over the instructions.
- Model the activity. Tell the class about the fun things you have done in Part A.
- Have Ss work in pairs to talk about the things they have done in Part A.
- Call on Ss to tell the class about their partner's experiences.

Classware Label that picture page xxix
After doing Part B, follow the steps for *Label that picture* to review vocabulary for fun things to do.

2 Conversation A fancy restaurant

Learning objective: *Practice a conversation about a fancy restaurant; see use of present perfect vs. simple past in context.*

Classware Find the match page xxviii
Before doing Part A, follow the steps for *Find the match* to practice vocabulary for fun things to do. Hide *eaten in a fancy restaurant, try a lot of exotic food, brother tried them once, got sick.*

A (CD 1, Track 52)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two women and a waiter.) Where are they? (At a nice restaurant.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Possible answer
No.

- Have Ss work in pairs to practice the conversation.

B (CD 1, Track 53)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answers with the class.

Possible answers
Alice orders the ravioli, and Emma orders the frog legs.

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3 Grammar Present perfect vs. simple past

Learning objective: *Practice present perfect vs. simple past.*

(CD 1, Track 54)

- Books closed. Write on the board: *Have you ever tried frog legs? No, I haven't. But my brother tried them once a few years ago.*
- Elicit the examples of present perfect and simple past (*Have you ever tried, haven't, tried*) and underline them.
- Focus on differences in use. Ask: *Why do we use present perfect in the question? (It's an experience at an unspecified time in the past. / It's used with* ever.*) Why isn't the time specified? (The question is about any time; the specific time is not important.) Why do we use simple past in the statement about the brother? (The past event happened at a specific time – a few years ago.)*
- Ask: *What are examples of specific times that signal the simple past? (Last year / week / night / month, two days / three weeks / five years ago, yesterday . . .)*
- Focus on differences in form in statements. Ask: *What auxiliary verb do we use with the present perfect? (Have / has.) What auxiliary do we use with the simple past? (*Did *with questions and negatives.) What form of the verb do we use in the present perfect? (Past participle.) In the simple past? (Past form.)*
- Refer to the conversation in Exercise 2. Have Ss underline examples of the present perfect and circle simple past examples.
- Check comprehension. Ask: *Has Alice ever eaten in a fancy restaurant? (Yes, she has.) Has she ever tried frog legs? (No, she hasn't.) Did her brother try them? (Yes, he did.) When? (A few years ago.) What happened to her brother? (He got sick.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions and the example.
- Model the activity. Call on a S and ask the first question.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss to tell the class about one of their partner's experiences.

4 Speaking Is that true?

Learning objective: *Describe details of experiences.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Tell Ss two true sentences and one false sentence about your experiences. Put the sentences in random order. Have Ss ask you questions to guess which sentence is false.
- Have Ss write two true sentences and one false sentence about their own interesting experiences.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns saying their sentences from Part A as their group asks questions to guess the false sentence. Remind Ss to say their sentences in random order.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using the present perfect and simple past.
- Call on Ss to tell the class about one of their classmate's interesting experiences.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present perfect and simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can describe details of their experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 29-31
Self-study CD-ROM	Lesson C

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3 Grammar Present perfect vs. simple past

Use the present perfect to describe events or experiences at an unspecified time in the past.

Have you ever **eaten** in a fancy restaurant?
Yes, I **have. I've eaten** in a few expensive restaurants.

Use the simple past to describe events or experiences that happened at a specific time in the past.

Have you ever tried frog legs?
No, I haven't. But my brother **tried** them once **a few years ago.**
Did he **like** them?
I don't think so. He **got** sick later **that night.**

A Complete the conversations with the present perfect or simple past forms of the verbs. Then practice with a partner.

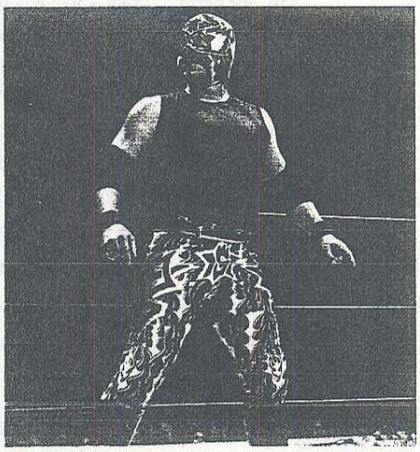
1. A: ___Have___ you ever ___seen___ (see) a whale?
   B: No, I ___haven't___. But I ___'ve___ always ___wanted___ (want) to.
2. A: ___Did___ you ___do___ (do) anything fun last weekend?
   B: Yes, I ___did___. I ___went___ (go) camping with my sister.
3. A: ___Have___ you ever ___eaten___ (eat) in a fancy restaurant?
   B: Yes, I ___have___. I ___went___ (go) to Lucia's last year.
4. A: What extreme sports ___have___ you ___tried___ (try)?
   B: I ___haven't tried___ (not / try) any. But my sister ___went___ (go) skydiving once!
5. A: What ___did___ you ___do___ (do) on your last vacation?
   B: My friend and I ___went___ (go) to a spa.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Speaking Is that true?

A Write two true sentences and one false sentence about interesting life experiences you've had.

1. _____
2. _____
3. _____



B Group work Share your sentences. Your group asks you questions and guesses the false sentence. Take turns.

A: *I've been to a wrestling match.*
B: *Really? Who did you go with?*

5 Keep talking!

Go to page 131 for more practice.

I can describe details of my experiences.

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D What a life!

1 Reading

A What do you think an astronaut's life is like? What do people need to do or know to become astronauts?

B Read the interview. According to Dr. Pettit, what's the most exciting thing he's experienced? *See page T-40 for the answer.*

THE LIFE OF AN ASTRONAUT

Dr. Donald Pettit is a NASA astronaut.





Interviewer: I'm sure people ask you this question all of the time, Dr. Pettit, but I have to ask it: Have you ever been to space?

Dr. Pettit: Yes, I have. I was a crew member of *Expedition 6*, and I spent five and a half months at the International Space Station. We call it the ISS.

Interviewer: How many times have you gone up on the space shuttle?

Dr. Pettit: I've ridden the space shuttle to the ISS twice.

Interviewer: And what was the best part about being in space?

Dr. Pettit: Being able to float. It was the worst part, too.

Interviewer: Have you visited any other interesting places while working for NASA?

Dr. Pettit: Well, I lived in Russia for about two years while I was training to fly to the ISS. I've also been to Antarctica.

Interviewer: Not many people can say that! I understand that you like to work with tools. Have you ever invented anything?

Dr. Pettit: Yes. During my second trip into space, I made a special coffee cup so we could drink in space, much like we do here on earth. I just couldn't get used to drinking coffee out of a small bag through a straw!

Interviewer: I don't think I could get used to that, either. But why did you have to drink coffee that way before?

Dr. Pettit: Without the bag or my special cup, the coffee floats in space, too.

Interviewer: Of course! Well, you've accomplished so much, Dr. Pettit. Considering all of it, what's the most exciting thing that you've experienced?

Dr. Pettit: Seeing the birth of my twin boys.

Interviewer: Wow, what a life! Thanks so much for sharing, Dr. Pettit.

C Read the interview again. What things has Dr. Pettit done? Check (✓) the correct answers.

- ☐ walked on the moon
- ☑ been to the ISS
- ☑ ridden the space shuttle
- ☑ traveled to Antarctica
- ☐ had twin daughters
- ☑ invented something

D Pair work Would you like to travel to space? Why or why not? What would be the most interesting thing about it? Discuss your ideas.

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LESSON D overview

Reading: "The Life of an Astronaut" (an interview)
Listening: An interview with a grandmother
Writing: Interesting people, places, or things
Speaking: Description of an interesting person or place

1 Reading The Life of an Astronaut

Learning objective: *Read an interview with an astronaut; develop skills in scanning and reading for details.*

(CD 1, Track 55)

Classware Tip
Before class, hide all text, leaving only the two pictures showing. Save. Books closed. Zoom section to show the pictures. Tell students they will be reading an article and these pictures are from the article. Have Ss work in pairs to discuss what they think the reading will be about. Elicit answers from the class.

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss' attention to the interview and the pictures to set the scene. Tell the students they'll find out more about Dr. Pettit, an astronaut.
- Pre-teach any unfamiliar vocabulary.

Vocabulary
crew the group of men or women who operate a space ship or ship
space shuttle the space vehicle that goes regularly between the earth and the space station
NASA the National Aeronautics and Space Administration, which is the U.S. agency that oversees space flights
float to move through space as if supported by a liquid like water

Cultural note
Since 2000, the International Space Station has been a research laboratory for researchers from the United States, Canada, Europe, Russia, and Japan. They study how people and machines work in space.

- Go over the instructions and the question.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer
Seeing his twin boys being born.

C

- Go over the instructions and the items.
- Have Ss read the article again and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

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2 Listening A memorable life

Learning objective: *Develop skills in listening for specific information.*

A (CD 1, Track 56)

- Pre-teach any unfamiliar vocabulary.

> ***Vocabulary***
> biography the story of someone's life
> honeymoon a trip you take after you get married

- Go over the instructions.
- Play the audio. Have Ss listen and number the questions 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 56)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the answers to the questions in Part A.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing and speaking Interesting people, places, or things

Learning objective: *Write a paragraph about an interesting experience; ask and talk about a memorable experience.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the topics.
- Have Ss work individually to choose a topic and answer the questions.

> ***Classware*** Analyzing the model page xxvii
> After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the picture. Ask: *Who do you see? (A boy.) What is he doing? (Riding a bike.)*
- Have Ss read the model paragraph. Ask: *What is this about? (A friend named Lucas.) When did they meet? (When the writer was eight.) What did they do together? (Walked to school and played.) What happened? (Lucas moved away.) Has the writer been able to find him? (No.)*
- Have Ss write a paragraph about their topics.

C

- Go over the instructions.
- Have Ss work in pairs to take turns reading their partner's paragraph and write five questions to get more information.

D

- Have Ss take turns asking and answering the questions for more information.
- Go around the room and give help as needed. Take notes on examples of present perfect and simple past used correctly.
- Call on Ss to tell the class about their partner's topic.
- Point out the examples of things Ss are doing correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about a memorable experience. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 32 |
> | Self-study CD-ROM | Lesson D |

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2 Listening A memorable life

A Listen to Leo ask his grandmother about her life. Number the questions from 1 to 5 in the order that you hear them.

4 When did you meet Grandpa? *When she was 22 years old.*

5 What's something interesting you've done? *Met Pablo Picasso.*

3 Where else have you lived? *In Mexico and the United States.*

1 Where were you born? *In Germany.*

2 Have you been back? *Yes, several times.*

B Listen again. Write the grandmother's answers to the questions in Part A.

3 Writing and speaking Interesting people, places, or things

A Choose one of the topics. Answer the questions.

Topics	Questions
A close friend I've had	Who is your friend? How exactly did you meet? Is this person your friend now? Why or why not?
A special place I've been	Where is this place? What made this place so special? Have you ever been back? Why or why not?
An interesting thing I've done	What did you do? How did you feel after doing it? Would you like to do it again? Why or why not?

B Write a paragraph about your topic. Use the model and your answers in Part A to help you.

My Friend Lucas

I've had several good friends, but one that was very special to me was my friend Lucas. He moved into the house next door when I was eight. We became good friends. We walked to school together and always played together at his house. He had a great bike, and I used to ride it. He moved to another city after a year. I've tried to find him online, but haven't had any luck. I . . .



C Pair work Read your partner's paragraph. Write five questions to get more information.

D Pair work Ask and answer your questions.

"So, tell me, why did you become friends?"

I can ask and talk about a memorable experience.

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Wrap-up

1 Quick pair review

Lesson A Find out! What is one place both you and your partner have been? one food you both have tried? one movie you both have seen? You have two minutes.

A: *I've been to the art museum downtown. Have you?*
B: *No, I haven't. I've been to our university library. Have you?*
A: *Yes, I have.*

Lesson B Do you remember? What can you say to clarify meaning? Check (✓) the correct answers. You have one minute.

- ☑ What I mean is, . . .
- ☐ What time is . . . ?
- ☑ What I'm saying is, . . .
- ☐ I didn't use to . . .
- ☑ I mean . . .
- ☐ I used to go . . .

Lesson C Brainstorm! Imagine you and your partner are going on vacation together. Make a list of eight fun things to do on your trip. You have two minutes.

Lesson D Guess! Describe a memorable experience you've had, but don't say where it was. Can your partner guess where you were? You have two minutes.

2 In the real world

What do you think would be a memorable vacation? Find information in English online or in a travel magazine about one place. Then write about it.

A Vacation in Hawaii

Hawaii is a good place for a vacation. I've always wanted to go whale-watching, and I read that you can see whales in the Pacific Ocean from December to early May. The best places to see them are Maui, Molokai, and Lanai.

I've also read about Haleakala National Park in Hawaii. A lot of people climb Mount Haleakala. I've seen pictures of it. It looks really beautiful. The weather is usually . . .

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1 Quick pair review

Learning objective: *Review vocabulary for experiences, fun things to do, and clarifying meaning.*

Lesson A Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and tell the class about one place you have been to. Elicit if the S has been there, too. Continue until you find one place you have both been, one food you have both tried, and one movie you have both seen.
- Have Ss work in pairs to find out a place they have both been, a food they have both tried, and a movie they have both seen. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to check the correct answers. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of eight fun things to do on vacation. Set a time limit of two minutes.
- Elicit examples from the class.

> *Classware* Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for fun things to do.

Lesson D Guess!

- Go over the instructions.
- Model the activity. Describe a memorable experience you have had, but don't say where it was. Elicit guesses as to where you were.
- Have Ss work in pairs to take turns describing an experience and guessing the place. Set a time limit of two minutes.
- Call on Ss to describe their memorable experiences. Elicit guesses as to where it was.

2 In the real world

Learning objective: *Research a vacation place and write about it.*

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to research a good place for a memorable vacation. Brainstorm vacation places with the class.
- Have Ss write about what they found out. Encourage Ss to bring in pictures of the place.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit examples of good vacation places.
- Elicit which place Ss think would be the best for memorable experiences.

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Our world

At a glance: Unit overview	Speaking outcomes
LESSON A Older, taller, and more famous Ss learn vocabulary for human-made wonders. They use comparisons with adjectives and nouns.	Ss can . . . compare human-made structures.
LESSON B I don't believe it! Ss express disbelief, and say they don't know.	Ss can . . . express disbelief and say that they don't know something.
LESSON C World geography Ss learn vocabulary for geographical features. They use superlatives with adjectives and nouns.	Ss can . . . ask and talk about geographical features.
LESSON D Natural wonders Ss read and discuss an article about fascinating places. They write a paragraph about a natural wonder in their country.	Ss can . . . describe natural wonders in their country.

Warm-up

Learning objective: *Preview the topic and discuss human-made wonders.*

> ***Classware*** Make connections page xxix
> Before doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, preview content of the unit, and review language.

A

- To introduce the topic of our world, direct Ss' attention to the pictures. Ask: *What places do you see? (Shanghai World Financial Center in China, Tikal's Temple 4 in Guatemala, Poseidon Underwater Hotel in Fiji, the Parthenon in Greece, Grand Canyon Skywalk in the United States, Palm Island in the U.A.E.)*
- Go over the instructions.
- Have Ss work individually to rank the pictures from 1 to 6.
- Have Ss compare their answers with a partner.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.

B

- Go over the question.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about our world in this unit. Point out the Unit 5 lesson overviews. Go over what Ss will learn in each lesson.

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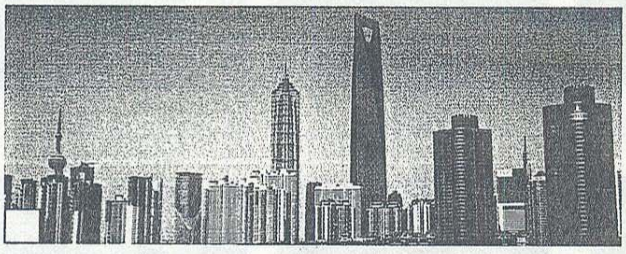
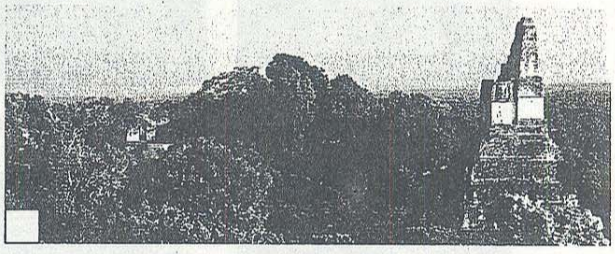
Our world

LESSON A	LESSON B	LESSON C	LESSON D
• Human-made wonders • Comparisons with adjectives and nouns	• Expressing disbelief • Saying you don't know	• Geographical features • Superlatives with adjectives and nouns	• Reading: "Seven Wonders of the Natural World" • Writing: A natural wonder

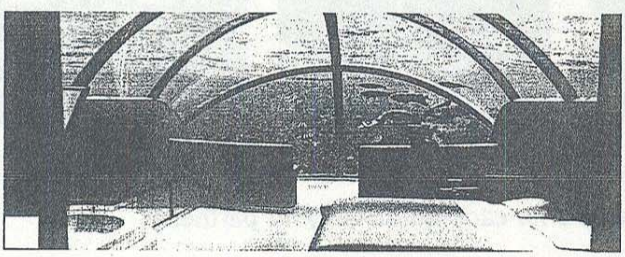
Warm-up



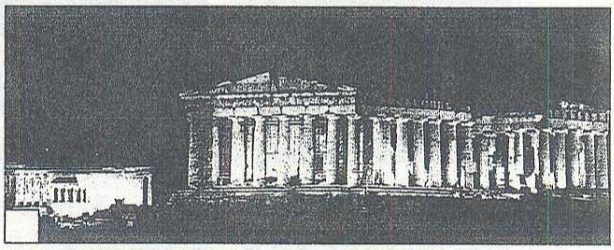
Shanghai World Financial Center – China



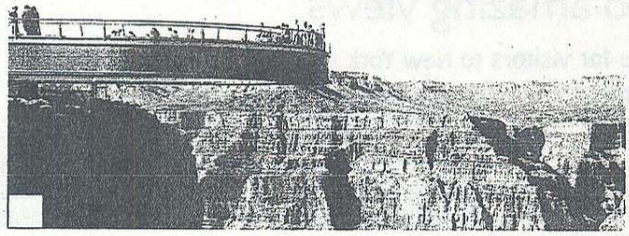
Tikal's Temple 4 – Guatemala



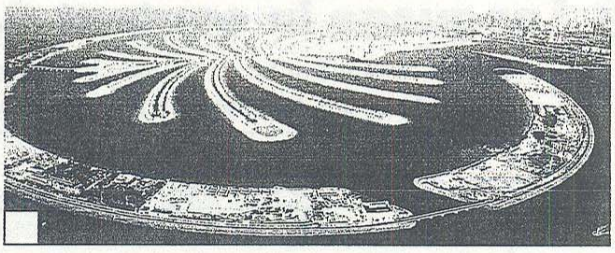
Poseidon Underwater Hotel – Fiji



The Parthenon – Greece



Grand Canyon Skywalk – U.S.



Palm Island – the U.A.E.

A Look at the pictures. Rank the places you would like to visit from 1 (the most) to 6 (the least).

B Why do you want to visit your top three places?

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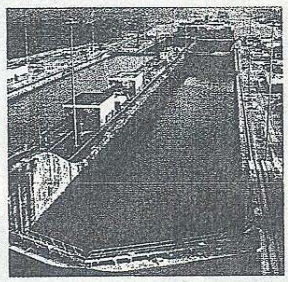
A Older, taller, and more famous

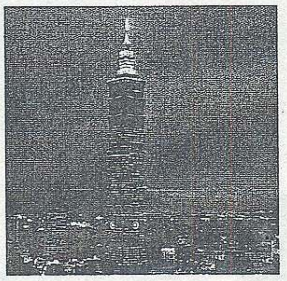
1 Vocabulary Human-made wonders

A Label the pictures with the correct words. Then listen and check your answers.

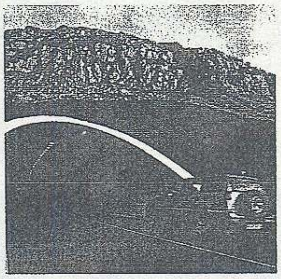
bridge	plaza	stadium	tower
canal	skyscraper	subway system	tunnel



1. canal



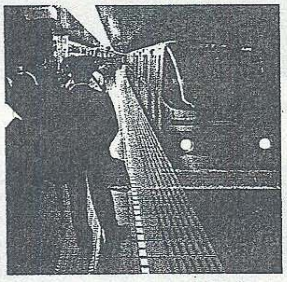
2. skyscraper



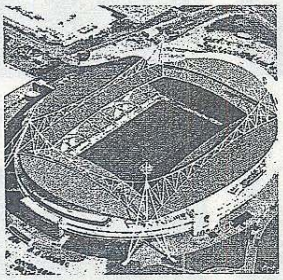
3. tunnel



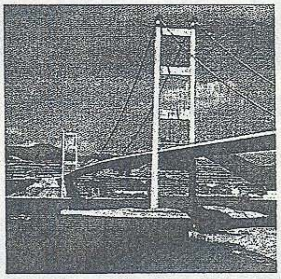
4. tower



5. subway system



6. stadium



7. bridge



8. plaza

B Pair work Can you name a famous example for each word? Tell your partner.

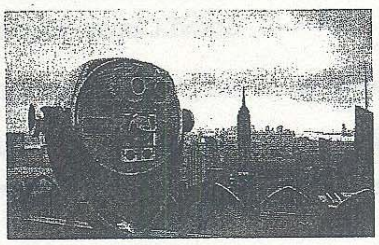
"The Panama Canal is very famous."

2 Language in context Two amazing views

A Read the question posted on a website for visitors to New York City. Which view does the site recommend? *See page T-44 for the answer.*

Which is better, the view from the top of the Empire State Building or Rockefeller Center?

Good question! The Empire State Building is older, taller, and more famous than Rockefeller Center, so it gets more visitors. But the lines to get to the top of Rockefeller Center aren't as long as the lines at the Empire State Building. Tickets are more expensive, but I think the view is better. You can see Central Park on one side and the Empire State Building on the other!



B What about you? Where can you go in your town or city for a great view? Have you ever been there?

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LESSON A overview

Vocabulary: Human-made wonders
Grammar: Comparatives
Speaking: Comparison of different places

1 Vocabulary Human-made wonders

Learning objective: *Use vocabulary for human-made wonders.*

A (CD 2, Track 2)

- Direct Ss' attention to the pictures. Ask: *What do you think the phrase human-made wonders means?* Explain that they are interesting things that people have made. Elicit any of the wonders that Ss know.
- Go over the instructions and the words in the box.
- Have students label the pictures.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Ask: *What is a bridge? (It goes over water / connects two pieces of land.) What do people do in a stadium? (See games, concerts.) What are some cities that have a subway system? (New York, Paris, Mexico City, London, . . .) What is a skyscraper? (A very tall building.)*
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Books closed. Have Ss work in pairs to take turns asking for and giving explanations of each word.
- *Tip* To help Ss remember new vocabulary, suggest they write it in a vocabulary notebook, and add examples, pictures, or sentences to help explain the meanings.

> ***Classware*** Show the word page xxxi
> After doing Part A, follow the steps for *Show the word*, Option 2, to practice vocabulary for human-made wonders.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns naming famous examples of each word.
- Call on Ss to share their ideas with the class.

2 Language in context Two amazing views

Learning objective: *See comparisons with adjectives and nouns in context.*

A (CD 2, Track 3)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A view of New York City from a skyscraper.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer.

> **Answer**
> The website recommends the view from the top of Rockefeller Center.

- *Option* Have Ss take turns reading the website information in pairs.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

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3 Grammar Comparisons with adjectives and nouns

Learning objective: *Practice comparisons with adjectives and nouns.*

(CD 2, Track 4)

Comparisons with adjectives

- Direct Ss' attention to the sentences in the grammar box.
- Explain the rules for comparisons with adjectives.
  1. Focus on form in one-syllable adjectives and some two-syllable adjectives: adjective + *-er* + *than;* or *not as* + adjective + *as*
  2. Focus on form in all other adjectives: *more* + adjective + *than;* or *not as* + adjective + *as*
  3. Focus on use. Explain: *We use these forms to compare two things.*
- Check comprehension. Ask: *What is another way to say Henry is taller than Hannah?* (*Hannah is not as tall as Henry.*)

Comparisons with nouns

- Elicit the rules for comparisons with nouns. Ask: *What word comes before the noun? (More.) What word comes after the noun? (Than.)* Point out that we can only compare plural nouns and uncountable / noncount nouns with this form, not singular count nouns.
- Focus on form: *more* + plural / uncountable nouns + *than*
- Refer to the sentences in Exercise 2. Have Ss underline all examples of comparative forms.
- Check comprehension. Ask: *Which building is taller? (The Empire State Building.) Which building is not as old as the other? (Rockefeller Center.) At which building are the lines shorter? (Rockefeller Center.) Where are tickets cheaper? (The Empire State Building.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> ***Classware*** Fix it! page xxviii
> Instead of doing Part A, follow the steps for *Fix it!* to practice comparisons with adjectives and nouns.

A

- Go over the instructions.
- Direct Ss' attention to the picture. Ask: *What is this? (A map of New York City.)* Point out the two tunnels and explain that they are both under the Hudson River and that they connect Manhattan and New Jersey.
- Direct Ss attention to the information. Ask: *Which tunnel is older? (The Holland Tunnel.)* Go over example 1.
- Have Ss work individually to make comparisons.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Have Ss work in pairs to make sentences that say the information in another way using a different form of comparative.

B

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Elicit ideas from the class.

4 Speaking Comparisons

Learning objective: *Compare human-made structures.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions.
- Model the activity. Name two cities. Elicit sentences comparing the two cities using *people* and *exciting* (e.g., *New York City has more people than Washington D.C. Washington D.C. is not as exciting as New York City.*).
- Have Ss work in pairs to add two examples of each place. Then have Ss take turns making comparisons with the adjectives and nouns. Encourage Ss to make comparisons in two ways.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using comparisons with adjectives and nouns.
- Call on Ss to tell the class about a classmate's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use comparisons correctly.
- Finally, tell Ss to check the "can do" statement if they can compare human-made structures. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 33-35
Self-study CD-ROM	Lesson A

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3 Grammar Comparisons with adjectives and nouns

Use the -er *ending or* more . . . than *with adjectives to make comparisons.*
The Empire State Building is **older, taller,** and **more famous than** Rockefeller Center.

You can also use not as . . . as *to make comparisons with adjectives.*
The lines at Rockefeller Center aren**'t as long as** the lines at the Empire State Building.
Tickets to the Empire State Building aren**'t as expensive as** tickets to Rockefeller Center.

Use more . . . than *to make comparisons with nouns.*
The Empire State Building gets **more visitors than** Rockefeller Center.
Rockefeller Center has **more observation space than** the Empire State Building.

A Read the information about the Lincoln and Holland tunnels. Make comparisons with the adjectives and nouns below. Then compare with a partner.

LINCOLN TUNNEL
Year opened: 1937
Cars each day: 120,000
Length: 2.4 kilometers
Width: 6.5 meters
Number of traffic lanes: 6
Cost to build: $75 million



HOLLAND TUNNEL
Year opened: 1927
Cars each day: 100,000
Length: 2.6 kilometers
Width: 6 meters
Number of traffic lanes: 4
Cost to build: $48 million

1. (old) The Lincoln Tunnel *isn't as old as the Holland Tunnel*.
2. (cars) The Lincoln Tunnel *has / gets more cars each day than the Holland Tunnel.*
3. (long) The Holland Tunnel *is longer than the Lincoln Tunnel*.
4. (wide) The Holland Tunnel *isn't as wide as the Lincoln Tunnel*.
5. (lanes) The Lincoln Tunnel *has more lanes than the Holland Tunnel*.
6. (expensive) The Lincoln Tunnel *was more expensive to build than the Holland Tunnel.*

B Pair work Which tunnel do you think is more crowded? Why? Discuss your ideas.

4 Speaking Comparisons

Pair work Complete the chart with two examples of each place. Then make comparisons with the adjectives and nouns in the chart.

Places	Example 1	Example 2	Comparisons
cities			people? / exciting?
stadiums			old? / big?
skyscrapers			tall? / modern?
universities			expensive? / students?

A: *I'm sure . . . has more people than . . .*
B: *That's right. But I think . . . is more exciting than . . .*

5 Keep talking!

Student A go to page 132 and
Student B go to page 134 for answer practice.

I can compare human-made structures.

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B I don't believe it!

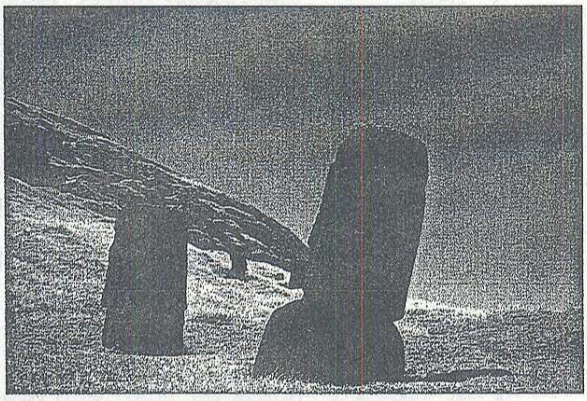
1 Interactions — Interesting and unknown facts

A What are the oldest human-made structures in your country? How old are they?

B Listen to the conversation. What question can't Rachel answer? Then practice the conversation. *See page T-46 for the answer.*

Rachel: This is pretty interesting. Look at this.
Keith: What's that?
Rachel: I'm looking at this website about the statues on Easter Island. It says they've found almost 900 statues.
Keith: No way!
Rachel: Yes. Most of the statues face inland. Only a few of them face the sea.
Keith: When did the Easter Islanders make them?
Rachel: Let's see. . . . About 500 to 750 years ago.
Keith: They look so heavy, don't they?
Rachel: Yes, they do.
Keith: How did they move them?
Rachel: I really don't know. But let's see if we can find out.





C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Expressing disbelief	*Saying you don't know*
No way!	*I really don't know.*
Seriously?	I have no idea.
I don't believe it!	I don't have a clue.

D Pair work Continue the conversation in Part B with these questions and answers. Use the expressions in Part C.

How tall is the tallest statue?	more than 20 meters tall!
Why did they stop building them?	(say you don't know)
How far is Easter Island from Chile?	more than 3,200 kilometers!
Do you think you'll ever go there?	(say you don't know)

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LESSON B overview

Interactions: Expressing disbelief; saying you don't know
Pronunciation: Intonation in tag questions
Listening: An interesting city
Speaking: Information exchange about human-made structures

1 Interactions Interesting and unknown facts

Learning objective: *Practice expressing disbelief and saying you don't know.*

A

- Go over the questions.
- *Option* Have Ss answer the questions in pairs.
- Elicit answers from the class.

B (CD 2, Track 5)

- Direct Ss' attention to the first picture to set the scene. Ask: *Who do you see? (Two people.) What are they doing? (Looking at a computer. / Using the Internet.)* Direct Ss' attention to the second picture. Ask: *What is the connection between the first and the second pictures? (The people are looking up information about the statues.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer
Rachel can't answer how Easter Islanders moved the statues.

- If helpful, play the audio for the conversation again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs then change roles and practice again.

C (CD 2, Track 6)

- Have Ss read the expressions in the boxes. Explain that the expressions for expressing disbelief are similar in meaning, as are the expressions for saying you don't know something.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss. Point out that *No way!* is more informal than the other two expressions for disbelief.
- *Option* Play the audio line by line and have Ss repeat the expressions.

Classware Language switch page xxix
After doing Part C, follow the steps for *Language switch*, Option 2, to practice expressing interesting and unknown facts.

D

- Go over the instructions.
- Model the activity. Call on a S and ask: *How tall is the tallest statue?* Elicit the answer. Express disbelief.
- Have Ss work in pairs to take turns continuing the conversation. Remind Ss to express disbelief and say they don't know. Have Ss change roles and practice again.

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2 Pronunciation Intonation in tag questions

Learning objective: *Use intonation in tag questions.*

A (CD 2, Track 7)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to intonation in tag questions.
- Point out that when the main clause is affirmative, the tag question is negative, and when the main clause is negative, the tag is affirmative.
- Reinforce the fact that the intonation is falling and that we expect the listener to agree or we expect something to be true. Point out that tag questions are not usually used in writing.
- Play the audio again. Have Ss listen and repeat.

> ***Classware Tip***
> Before doing Part B, hide the auxiliary verbs in the tag questions. Have Ss work in pairs to discuss and fill in the blanks. Reveal the complete tag questions.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying the tag questions with the correct intonation.

3 Listening "Manhattan of the Desert"

Learning objective: *Develop skills in listening for specific information.*

A (CD 2, Track 8)

- Go over the instructions and the example.
- Play the audio. Have Ss listen and number the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 8)

- Go over the instructions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Did you know . . . ?

Learning objective: *Express disbelief, say that they don't know something.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example sentences.
- Have Ss work individually to write three statements about human-made structures.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns sharing facts, expressing interest, and asking and answering questions.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in expressing disbelief and saying they don't know.
- Call on a few Ss to tell the class a fact about a human-made structure.

C

- Go over the questions.
- Elicit ideas from the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to express interest and say they don't know correctly.
- Finally, tell Ss to check the "can do" statement if they can express disbelief and say that they don't know something. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 36 |
> | Self-study CD-ROM | Lesson B |

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2 Pronunciation Intonation in tag questions

A Listen and repeat. Notice the falling intonation in tag questions when the speaker expects the listener to agree or expects something to be true.

The statues look so heavy, don't they? The island is beautiful, isn't it?

B Pair work Practice the tag questions. Pay attention to your intonation.

1. Easter Island is part of Chile, isn't it?
2. You read that online, didn't you?
3. She wasn't sure, was she?
4. You've never been there, have you?
5. We should go there, shouldn't we?
6. They'll probably go there, won't they?

3 Listening "Manhattan of the Desert"

A Listen to two people talk about the city of Shibam, in Yemen. Number the questions from 1 to 5 in the order you hear them.

5 Is it easy to get to? *I don't have a clue.*
4 How many people live there? *About 7,000 people live there.*
1 What's it famous for? *Its skyscrapers.*
3 How high are the tallest buildings? *Some are over 30 meters high.*
2 How old is the city? *It's more than 2,000 years old.*



B Listen again. Answer the questions in Part A.

4 Speaking Did you know . . . ?

A Make a list of three interesting facts about human-made structures.

1. *There used to be soccer games and bullfights in the Plaza Mayor in Madrid, Spain.*
2. *More people ride the Tokyo Metro in Japan each year than any other subway system in the world.*
3. *The TV screen in Cowboys Stadium in Dallas, Texas, is almost 50 meters long!*

B Group work Share your interesting facts. Your group expresses disbelief and asks questions for more information. If you don't know the answers to their questions, say you don't know.

A: *Did you know that there used to be soccer games and bullfights in the Plaza Mayor in Madrid, Spain?*
B: *Bullfights? Seriously? Why is it famous?*
A: *I don't have a clue.*

C How many questions could you answer correctly about the structures on your list? Which classmate could answer the most questions?

I can express disbelief. ☐
I can say that I don't know something. ☐

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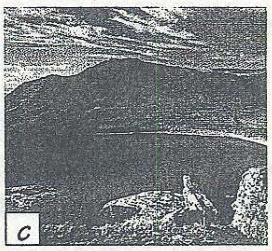
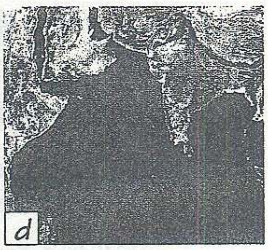
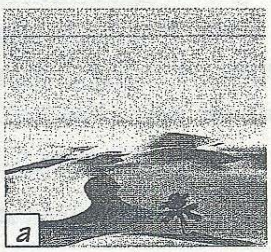
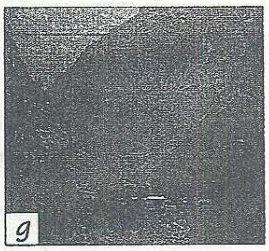
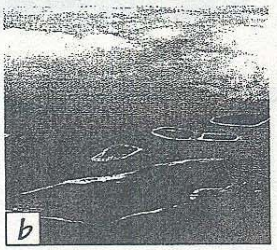
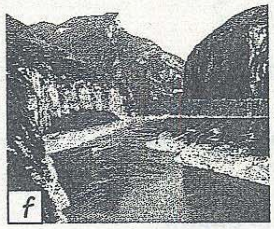
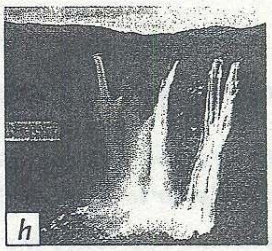
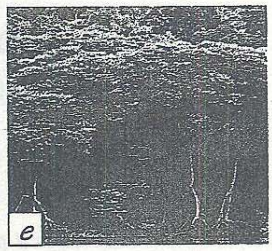
C World geography

1 Vocabulary Geographical features

A Match the descriptions and the pictures. Then listen and check your answers.

a. The largest **desert** in Asia is the Gobi Desert.
b. There are about 17,000 **islands** in Indonesia.
c. Siberia's Lake Baikal is the world's deepest **lake**.
d. The Indian **Ocean** covers 20% of the earth's surface.
e. **Rain forests** cover almost 75% of Brunei.
f. China's Yangtze River is the longest **river** in Asia.
g. Langtang Valley is one of the prettiest **valleys** in Nepal.
h. The highest **waterfall** in India is Jog Falls.

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

B Pair work What's another example of each geographical feature? Tell your partner.

2 Conversation Welcome to Bali.

A Listen to the conversation. When does Bali get a lot of rain? *See page T-48 for the answer.*

Guide: Welcome to Bali, one of the most beautiful islands in the world.
Sam: It's definitely the most beautiful island I've ever visited. Is Bali the biggest island in Indonesia?
Guide: No. Actually, it's one of the smallest, but it has a lot of people. The island of Java has the most people.
Sam: Is that right? The weather seems pretty nice right now. Is this the best time of year to visit?
Guide: Oh, yes. It's the dry season. We get the most sunshine this time of year. The wettest time is from November to April.
Sam: Well, that's good. Um, what's that?
Guide: Oh. It looks like rain.



B Listen to the rest of the conversation.
Why is Sam visiting Bali? *See page T-48 for the answer.*

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LESSON C overview

Vocabulary: Geographical features
Grammar: Superlatives
Speaking: Discussion about experiences in different places

1 Vocabulary Geographical features

Learning objective: *Use vocabulary for geographical features.*

A (CD 2, Track 9)

- Direct Ss' attention to the pictures. Explain: *These are geographical features or natural formations of land or water, such as mountains and lakes.*
- Go over the instructions.
- Have Ss match the descriptions and the pictures.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

Extra activity Extension

Books open. Have Ss work in pairs to take turns describing a feature without saying its name (*This is in China. It is the longest in Asia.*). Their partner guesses the name of the feature (*Yangtze River.*).

B

- Go over the instructions.
- Model the activity. Name another famous lake (e.g., *Great Salt Lake, in Utah*).
- Have Ss work in pairs to name other famous places for each word. Encourage Ss to say at least one thing about the place.
- Call on Ss to tell the class about another famous place.

Classware Right or wrong? page xxx

After doing Part B, follow the steps for *Right or wrong?* to practice vocabulary for geographical features.

2 Conversation Welcome to Bali.

Learning objective: *Practice a conversation about a place; see superlatives with adjectives and nouns in context.*

A (CD 2, Track 10)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two men in a van.) Where are they? (On an island.) What's the weather like? (It's raining.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Bali gets a lot of rain from November to April.

- Have Ss work in pairs to practice the conversation.

B (CD 2, Track 11)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

Sam is visiting Bali to surf.

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3 Grammar Superlatives with adjectives and nouns

Learning objective: *Practice superlatives with adjectives and nouns.*

(CD 2, Track 12)

Superlatives with adjectives

- Direct Ss' attention to the first three sentences in the grammar box.
- Elicit the rules for superlatives with adjectives.
  1. Focus on form in one-syllable adjectives and some two-syllable adjectives. Explain: *For one-syllable words such as* wet; *we use* the + *adjective* + -est. Point out that two-syllable adjectives ending in *y* usually follow this rule.
  2. Focus on form in all other adjectives. Explain: *For three-syllable words like* beautiful *we use* the most + *adjective*. Point out that two-syllable adjectives not ending in *y* usually follow this rule.
  3. Focus on use. Explain: *We use these forms to compare more than two things.*

Superlatives with nouns

- Direct Ss' attention to the last two sentences in the grammar box.
- Explain the rules for superlatives with nouns.
- Focus on form: *the most* + plural or noncount noun. Point out that this form is often followed by the preposition *in* + noun phrase.
- Focus on use. Explain: *We use this form to compare quantities of something in more than one place, or at more than one time.*
- Refer to the conversation in Exercise 2. Ask Ss to underline the superlative forms.
- Check comprehension. Ask: *Is Bali the biggest island in Indonesia? (No, it's one of the smallest.) When's the best time of year to visit? (During the dry season.) When is it the wettest? (From November to April.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs, then change roles and practice again.

B

- Go over the instructions and the phrases in the box.
- Model the activity. Make a true sentence about your country using one of the phrases.
- Have Ss work in pairs to make true sentences using the phrases in the box.
- Call on Ss to say a sentence to the class.

> ***Classware*** Revealing grammar page xxx
> After doing Part B, follow the steps for *Revealing grammar* to review superlatives with adjectives and nouns. Hide from the top line in the grammar box: *-est, the most,* and *adjectives*. Hide from line 5: *the most* and *nouns*.

4 Speaking Tell me about it.

Learning objective: *Ask and talk about geographical features.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Model the activity. Tell Ss about the most beautiful island you've ever seen.
- Have Ss work in groups to take turns answering the questions.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using superlatives.

B

- Elicit the most interesting experience from the class.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use superlatives correctly.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about geographical features. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 37-39
Self-study CD-ROM	Lesson C

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3 Grammar Superlatives with adjectives and nouns

Use the -est *ending or* the most *to express the superlative with adjectives.*

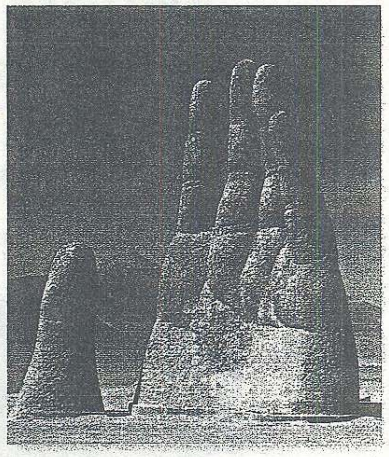
The wettest time is from November to April.
Bali is **the most beautiful** island I've ever visited.
The dry season is **the best** time to visit.

Use the most *to express the superlative with nouns.*

Java has **the most people** of all the islands in Indonesia.
Bali gets **the most sunshine** in the dry season.

A Complete the conversation with the superlative forms of the adjectives. Then practice with a partner.

A: I'm thinking of visiting Chile next year.
B: Great! You should try to visit my hometown, Viña del Mar. One of *the most popular* (popular) beaches in the country is there. It's north of Santiago.
A: OK. Should I try to go to the Atacama Desert?
B: Definitely. I think it's *the most beautiful* (beautiful) part of the country. It's one of *the driest* (dry) places in the world, too.
A: Cool. And how about Patagonia?
B: Well, that's in the south. Remember, Chile is *the longest* (long) country in the world. It takes time to see it all.
A: When's *the best* (good) time to visit?
B: Anytime is fine. But I think *the nicest* (nice) time is between November and May.



The Atacama Desert, Chile

B Pair work Make true sentences about your country with the phrases below.

the most cars	the most fun	the most rain	the most tourists

4 Speaking Tell me about it.

A Group work Discuss your experiences in different geographical locations.

- What's the most beautiful island you've ever seen?
- What's the coldest lake, river, or ocean you've ever swum in?
- What's the highest mountain you've ever climbed?
- What's the prettiest geographical location you've ever taken a picture of?
- What's the most amazing place you've ever walked through?

B Share your information. Who has had the most interesting experience?

5 Keep talking!

Go to page 133 for more practice.

I can ask and talk about geographical features.

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D Natural wonders

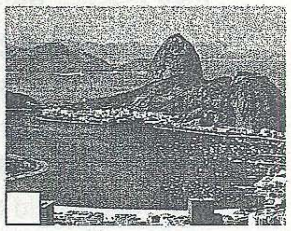
1 Reading

A What do you think is the most amazing natural wonder in the world? Why?

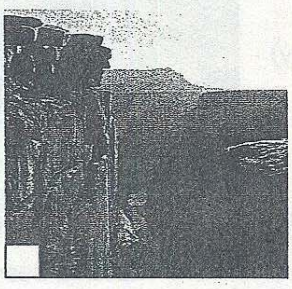
B Read the article. What are the seven wonders, and where are they? *See page T-50 for answers.*

Seven Wonders of the Natural World

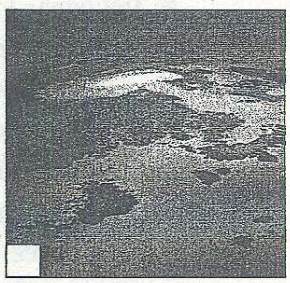
Here is a list of some of the most fascinating places in the world.



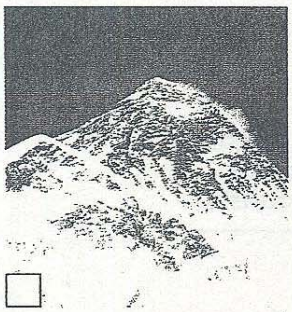
The Rio de Janeiro Harbor in Brazil is one of the biggest and most amazing harbors in the world. It has beautiful beaches and the famous Sugar Loaf Mountain.



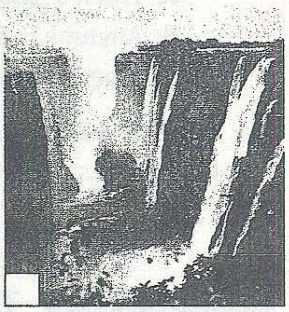
Over five million people visit the Grand Canyon in the U.S. state of Arizona every year. The breathtaking landscape is 445 kilometers long, 24 kilometers wide, and more than a kilometer deep!



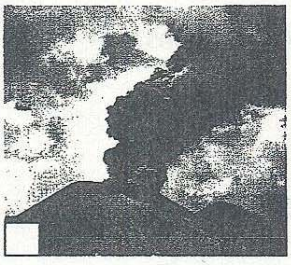
The Great Barrier Reef is not just one colorful coral reef. It's actually almost 3,000 of them! Many plants and gorgeous tropical fish live among these reefs off the coast of Australia.



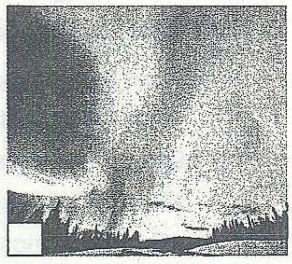
Located in the Himalayas on the border of Nepal and Tibet, Mount Everest is the highest mountain in the world – and one of the most dangerous to climb. But that doesn't stop people from trying to get to the top of it every year!



Have you ever heard the crashing sound of millions of liters of water? The Zambezi River between Zambia and Zimbabwe falls 120 meters, making Victoria Falls one of the largest and loudest waterfalls on the planet.



Paricutín Volcano in Mexico is more than 300 meters high, but it used to be a flat cornfield. In 1943, people saw the earth steam and crack. It grew into a new volcano in just two years!



The Northern Lights are exactly what their name suggests: bright, flashing lights of amazing shapes and colors in the northern sky. The North Pole has the best view of them.

C Read the article again. Complete the sentences with the correct natural wonders.

1. *The Rio de Janeiro Harbor* has beautiful beaches.
2. *Victoria Falls* is a very loud waterfall.
3. *The Grand Canyon* is over a kilometer deep.
4. *Parícutin Volcano* formed in two years.
5. *The Northern Lights* change in shape and color.
6. *The Great Barrier Reef* is off a country's coast.

D Pair work Rank the natural wonders from 1 (most amazing) to 7 (least amazing). Then compare answers.

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LESSON D overview

Reading: "Seven Wonders of the Natural World" (an article)
Listening: The Great Barrier Reef
Writing: A natural wonder
Speaking: List of the most wonderful places in the country

1 Reading Seven Wonders of the Natural World

Learning objective: *Read and discuss an article on seven wonders of the world; develop skills in reading for main ideas and details.*

(CD 2, Track 13)

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

Classware Tip
Before class, hide the text using the Hide tool, leaving only the pictures showing. Create text boxes with the names of the places. Save. In class, books closed. After pre-teaching any unfamiliar vocabulary, have Ss work in pairs to match the names and the pictures. Have Ss read the text to check their answers.

B

- Direct Ss' attention to the article to set the scene. Tell Ss that they'll read about seven of the most fascinating places in the world.
- *Option* Have Ss predict what some of these places might be before they read the article.
- Pre-teach any unfamiliar vocabulary.

Vocabulary
breathtaking landscape very beautiful scenery
cornfield a field or piece of land where corn grows
steam very hot air with water vapor in it
crack break or snap apart
coral reef a hard ridge formed by living coral organisms and minerals
gorgeous beautiful
crashing sound a very loud sound

- Go over the instructions.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers
Grand Canyon in the U.S. state of Arizona; Mount Everest on the border of Nepal and Tibet; Paricutín Volcano in Mexico; Rio de Janeiro Harbor in Brazil; the Great Barrier Reef in Australia; Zambezi River between Zambia and Zimbabwe; the Northern Lights in the northern sky.

C

- Go over the instructions.
- Have Ss read the article again and complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity Extension
Have Ss work in pairs. Assign one S to be A and the other S to be B. Set a time limit of one minute. Have A Ss read the article aloud from the beginning. When you call time, they should mark where they stopped. Set a time limit of one minute. Have B Ss read the article aloud from the beginning. When you call time, they should mark where they stopped. Repeat two more times. Point out that this technique can help Ss read more fluently.

D

- Go over the instructions.
- Have Ss work individually to rank the natural wonders.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

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2 Listening The Great Barrier Reef

Learning objective: *Develop skills in listening for specific information.*

A (CD 2, Track 14)

- Direct Ss' attention to the picture. Ask: *What do you see? (A coral reef, a diver, a turtle.)*
- Go over the instructions and the statements.
- Play the audio. Have Ss listen and check the statements that surprise the tourists.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 14)

- Go over the instructions and the questions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A natural wonder

Learning objective: *Write a paragraph about a natural wonder.*

A

- Go over the instructions and the questions.
- Have Ss work individually to choose a natural wonder from their country and answer the questions.

> ***Classware*** Analyzing the model page xxvii
> After doing Part A, follow the steps for *Analyzing the model* to prepare students for the writing activity.

B

- Go over the instructions.
- Direct Ss' attention to the picture. Ask: *What do you see? (A mountain.)*
- Have Ss read the model paragraph. Ask: *What is the paragraph about? (Mount Toubkal.) What can you do there? (Hike, climb, ski.) Why do you think this is surprising? (You think of Morocco as a desert, not as a place to ski.)*
- Have Ss write a paragraph about the natural wonder they chose.

C

- Go over the instructions.
- Have Ss work in groups to share their paragraphs.
- Call on Ss to tell the class about a classmate's paragraph.

4 Speaking Seven wonders of my country

Learning objective: *Describe natural wonders in your country.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work in pairs to list the top seven wonders in their country and write the reasons why they're wonderful.
- Go around the room and give help as needed. Take notes on examples of comparatives and superlatives used correctly.

B

- Go over the instructions.
- Call on Ss to tell the class about their lists and reasons.
- Have Ss vote on the top seven places to create one list.
- Point out the examples of things Ss are doing correctly, including using vocabulary from the unit, using comparatives and superlatives, and expressing disbelief or saying they don't know.
- Finally, tell Ss to check the "can do" statement if they can describe natural wonders in their country. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 40 |
> | Self-study CD-ROM | Lesson D |

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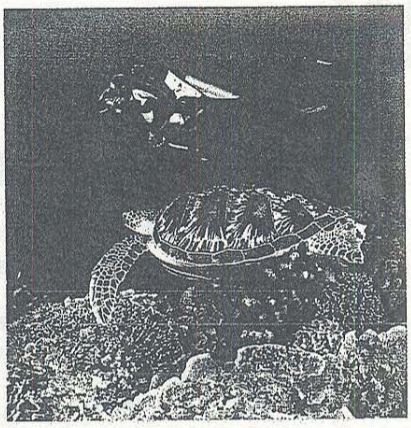
2 Listening The Great Barrier Reef

A Listen to a guide talk to two tourists at the Great Barrier Reef. Which statements surprise the tourists? Check (✓) the correct answers.

- ☐ The Great Barrier Reef is made up of many smaller reefs.
- ☑ You can see the reef from space.
- ☑ You can see turtles near the reef.
- ☐ Global warming can make the coral appear white.



B Listen again. Answer the questions.

1. How many kinds of coral are there? *There are about 400 kinds of coral.*
2. How does the coral look on TV? *The coral looks very colorful on TV.*
3. What's the weather like today? *The weather is sunny.*
4. What does the guide say to do? *He says to stay together.*

3 Writing A natural wonder

A Think of a natural wonder in your country. Answer the questions.

- Where is it? _____
- What does it look like? _____
- What can you do there? _____
- When's a good time to go there? _____

B Write a paragraph about the natural wonder. Use the model and your answers in Part A to help you.



A Wonderful Mountain

Mount Toubkal is the highest mountain in Morocco, and one of the prettiest. The most popular time to visit is the summer. Many people climb the mountain, and you can hike it in two days. To me, the most interesting time to visit is the winter because you can ski. This is surprising to many people. . . .

C Group work Share your paragraphs. Can anyone add more information?

4 Speaking Seven wonders of my country

A Pair work Make a list of the top seven natural or human-made wonders in your country. Why are they wonderful? Take notes.

B Class activity Share your lists and reasons. Then vote on the top seven wonders to create one list.

I can describe natural wonders in my country.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of human-made wonders. How many do you know? You have one minute.

Lesson B Do you remember? Is the sentence expressing disbelief, or is it saying you don't know? Write D (disbelief) or DK (don't know). You have one minute.

1. I have no idea. DK
2. Seriously? D
3. No way! D
4. I don't believe it! D
5. I don't have a clue. DK
6. I really don't know. DK

Lesson C Test your partner! Say three comparative adjectives. Can your partner use the superlative forms in a sentence? Take turns. You have three minutes.

A: *More famous.*
B: *The most famous. The most famous person I've ever met is George Clooney.*

Lesson D Guess! Describe a natural wonder in your country, but don't say its name. Can your partner guess what it is? You have two minutes.

2 In the real world

What are the seven wonders of the modern world? Go online or to a library, and find information in English about the seven wonders of the modern world. Choose one and write about it.

A Wonder of the Modern World

The Itaipu Dam is one of the seven wonders of the modern world. It's on the Paraná River between Brazil and Paraguay. Many people in South America depend on the dam for power and electricity. About 40,000 workers helped construct the dam, and it's one of the most expensive objects ever built. It's also huge. In fact, it's so big that . . .

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1 Quick pair review

Learning objectives: *Review vocabulary for human-made and natural wonders; review ways to express disbelief and say you don't know; review comparative and superlative adjectives.*

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of human-made wonders. Set a time limit of one minute.
- Elicit examples from the class.

> ***Classware*** List that page xxix
> After brainstorming, follow the steps for *List that* to review human-made wonders.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to write D (disbelief) or DK (don't know) next to each sentence. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Test your partner!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say a comparative adjective (*taller*). Elicit the superlative (*tallest*).
- Have Ss work in pairs to take turns saying a comparative adjective as their partner says the superlative. Set a time limit of one minute.
- Call on Ss to say a comparative adjective to a classmate and elicit the superlative.

Lesson D Guess!

- Go over the instructions.
- Model the activity. Describe a natural wonder, but don't say its name. Elicit guesses.
- Have Ss work in pairs to take turns describing a natural wonder and guessing its name. Set a time limit of two minutes.
- Call on Ss to describe a wonder. Elicit guesses.

2 In the real world

Learning objective: *Research one of the seven wonders of the modern world and write about it.*

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss go online to identify the seven wonders of the modern world and choose one to research.
- Have Ss write three or four sentences about what they found out. Encourage Ss to bring in pictures of the place.
- Have Ss work in pairs or small groups to read what they wrote.
- Elicit examples of the seven wonders.
- *Option* Have Ss who researched the same wonder share their information in groups. Then form new groups with one S representing each of the seven wonders to share their information.

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Organizing your time

At a glance: Unit overview	Speaking outcomes
LESSON A A busy week Ss learn vocabulary for commitments. They use present tenses for the future.	Ss can . . . ask and talk about weekend plans.
LESSON B Can I take a message? Ss learn how to offer to take a message, and to leave a message.	Ss can . . . offer to take a message and leave a message.
LESSON C Can you do me a favor? Ss learn vocabulary for favors. They use requests and offers with *will*.	Ss can . . . make requests, promises, and offers.
LESSON D Time management Ss read and discuss an article about time management. They create a poster with tips.	Ss can . . . discuss ways to manage time effectively.

Warm-up

Learning objective: *Preview the topic and discuss organizing time.*

> ***Classware Tip***
> Before class, cover all text, leaving only the pictures showing. Instead of doing Part A, zoom the first picture. Have Ss work in pairs and discuss what is happening. Elicit a few possible answers. Do the same for the other three pictures. Then say: *This man has a problem with something. What do you think it is?* Elicit ideas from the class. Reveal the unit title.

A

- To introduce the topic of time management, direct Ss' attention to the pictures. Ask: *Who do you see? (A man.) Is this a weekday or on the weekend? (A weekday – he's going to work.)*
- Go over the instructions and the questions.
- Have Ss discuss their answers with a partner.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.

> **Possible answers**
> The man is rushing to work and doesn't have time to eat his breakfast. Then he's waiting for the bus. At work, he is playing a video game. In the last picture, he gets more work. He doesn't organize his time well because he has to rush in the morning, then wait for the bus, and he wastes time at work.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about time management in this unit. Point out the Unit 6 lesson overviews. Go over what Ss will learn in each lesson.

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unit

Organizing your time

LESSON A
- Commitments
- Present tenses used for future

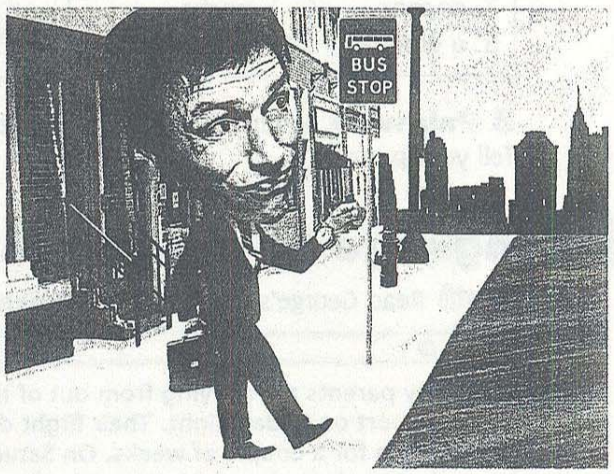
LESSON B
- Offering to take a message
- Leaving a message

LESSON C
- Favors
- Requests, promises and offers with *will*

LESSON D
- Reading: "How to Manage Your Time"
- Writing: Tips for success

Warm-up









A Look at the pictures. What's happening? Do you think the man organizes his time well?

B Do you think you organize your time well? Why or why not?

See page T-53 for possible answers.

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A busy week

1 Vocabulary Commitments

A Match the words in columns A and B. Then listen and check your answers.

A	B
1. a birthday	appointment
2. a blind	call
3. a business	date
4. a conference	interview
5. a doctor's	lesson
6. a job	meeting
7. soccer	party
8. a violin	practice

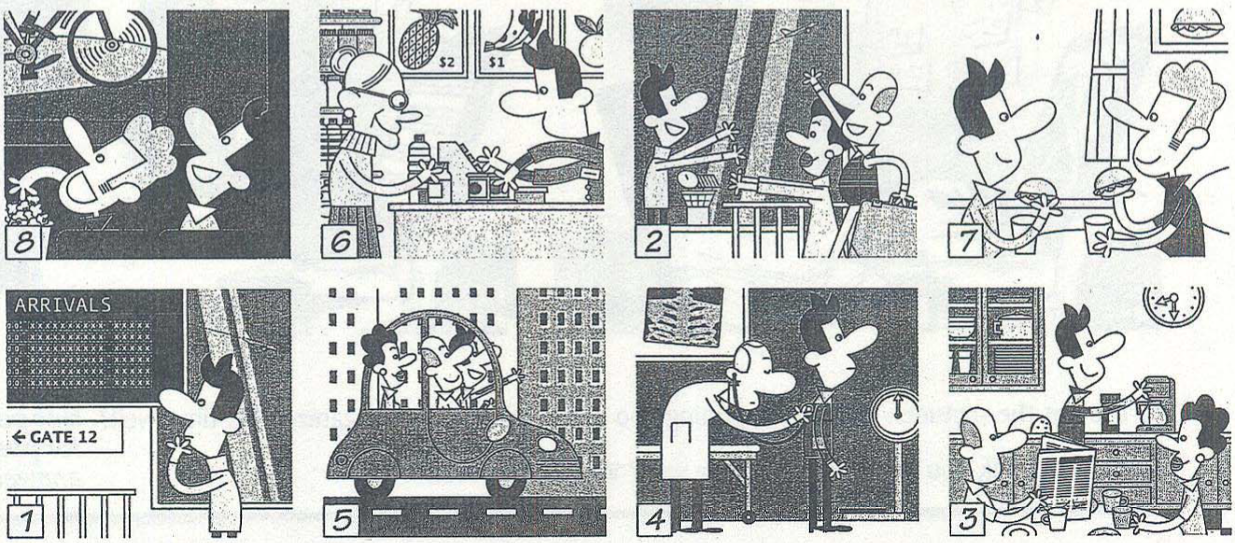


B Pair work When was the last time you had each commitment? Tell your partner.

2 Language in context Weekend plans

A Read George's plans for the weekend. Number the pictures from 1 to 8.

My parents are arriving from out of town this weekend. I'm picking them up at the airport on Friday night. Their flight doesn't get in until midnight. They're staying at my place for a couple of weeks. On Saturday, I'm preparing breakfast for them. Then I have a doctor's appointment. In the afternoon, I'm taking them for a drive around town. In the evening, I'm starting a new part-time job. There's a new movie I want to see on Sunday. I'm going with a friend of mine from school. It starts at 9:00 p.m., so we're having dinner first.



B Which things in Part A do you think George will enjoy? Do you have any of the same plans?

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LESSON A overview

Vocabulary: Commitments
Grammar: Present tenses used for future
Listening: Weekend plans
Speaking: "Find someone who" activity about weekend plans

1 Vocabulary Commitments

Learning objective: *Use vocabulary for commitments.*

A (CD 2, Track 15)

- Direct Ss' attention to the words in the box. Explain that *a commitment* is something you have to do.
- Go over the instructions and the example. Have students match the words in columns A and B.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Ask: *On a blind date, do you know the person or not? (No.) Are you nervous? (Probably.) What happens on a conference call? (More than two people talk on the phone.) Are you usually nervous when you have a job interview? (Yes.)*
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Books closed. Have Ss work in pairs to take turns asking for and giving explanations of each word.
- *Tip* For an alternative way to go over answers, write the words in each column on cards and have Ss match them.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying when the last time they had each commitment was.
- Call on Ss to share their ideas with the class.

Classware Tip
Books closed. After doing Part B, hide Column A and elicit the full nouns. Reveal Column A to check answers. Then hide Column B and repeat steps to review vocabulary for commitments.

Extra activity Extension
Model the activity. Begin a story about a very busy weekend. Tell about the first thing that happened (e.g., *Last weekend was very busy. On Friday night, I went to a birthday party for my sister Lisa. On Saturday . . .* Stop the story. Ask: *What happened next?* Elicit another commitment (e.g., *On Saturday morning, I had soccer practice.*). Have Ss work in groups to tell a story using all of the commitments in Part A. Call on Ss to tell the story to the class.

2 Language in context Weekend plans

Learning objective: *See present tenses used for future in context.*

A (CD 2, Track 16)

- Direct Ss' attention to the pictures to set the scene. Tell Ss that the pictures show scenes from George's weekend. Ask: *What is he doing in each picture? (He's at the movies. He's working in a grocery store. He's picking his parents up at the airport. He's eating dinner. He's looking at arrivals at the airport. He's driving around town. He's at the doctor's office. He's making breakfast / cooking.)*
- Go over the instructions.
- Play the audio. Have Ss number the pictures from 1 to 8 as they listen and read silently.
- *Option* Have Ss check answers with a partner.
- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

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3 Grammar Present tenses used for future

Learning objective: *Practice present tenses used for future.*

(CD 2, Track 17)

- Direct Ss' attention to the grammar box.
- Elicit rules for present continuous and simple present.
  1. Focus on form in present continuous. Ask: *What form do we use for present continuous?* (subject + *be* + verb + *-ing.*)
  2. Focus on form in simple present. Ask: *What form do we use in the simple present?* (I / you / we / they + *verb;* he / she / it + *verb* + (e)s.)
- Focus on use. Ask: *What is the difference between these two sentences? My parents are arriving this weekend. / The flight gets in at midnight.* Elicit ideas from Ss.
- Explain that we use present continuous in the first sentence to talk about a plan or a personal arrangement. In the second sentence, we use simple present to describe events on a schedule or timetable.
- Point out that the sentence *I have an appointment in the morning.* shows a fixed plan, that is part of a timetable, and not a personal plan, like *I'm having dinner with a friend from school.*
- Refer to the sentences in Exercise 2. Have Ss underline all examples of the simple present and present continuous.
- Check comprehension. Ask: *Do his parents always stay at his place, or are they staying for a couple of weeks? (They're staying for a couple of weeks.) What is he doing on Saturday afternoon? (He's taking his parents for a drive around town.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the conversations with the present continuous or simple present.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions.
- Have Ss work in pairs to take turns telling about their plans after class.
- Call on Ss to tell the class about their partner's plans.

4 Listening A weekend away

Learning objective: *Listen to a conversation about weekend plans; develop skills in listening for specific information.*

A (CD 2, Track 18)

- Go over the instructions and the sentences.
- Play the audio. Have Ss listen and check the true sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 18)

- Go over the instructions.
- Play the audio again. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking What are you doing this weekend?

Learning objective: *Ask and talk about weekend plans.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the items in the chart.
- Model the activity. Call on a S. Ask: *Are you going out this weekend?* If the answer is yes, pretend to write it in your book. If the answer is no, continue asking Ss until someone says yes. Then ask: *Where are you going? Who are you going with?*
- Have Ss walk around the room to take turns asking and answering questions to complete the chart. Remind Ss to ask questions for more information.
- Go around the room and give help as needed.

B

- Go over the questions.
- Call on Ss to tell the class about a classmate's answers.
- Elicit who has the most interesting plans and what they are.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about weekend plans. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 41-43
Self-study CD-ROM	Lesson A

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3 Grammar Present tenses used for future

Use the present continuous to describe plans or intentions.

My parents **are arriving** from out of town this weekend.
They**'re staying** at my place for the weekend.

Use the simple present to describe events that are on a schedule or a timetable.

I have an appointment in the morning.
The movie **starts** at 9:00 p.m.

A Complete the conversation with the present continuous or the simple present forms of the verbs. Then practice with a partner.

A: What *are* you *doing* (do) tonight?
B: Oh, I *'m taking* (take) my sister to the airport. She *'s going* (go) to Manila. Her flight *leaves* (leave) at 9:00.
A: *Are* you *doing* (do) anything tomorrow?
B: I *have* (have) soccer practice at 2:00.

B Pair work What are your plans after class? Tell your partner.

4 Listening A weekend away

A Listen to Peter talk with his neighbor Nancy. Check (✓) the true sentences.

1. ☐ Nancy has a date this weekend. *Nancy is staying home this weekend.*
2. ☑ Peter's train leaves Friday night at 8:30.
3. ☐ Peter's grandfather is turning 70. *Peter's grandmother is turning 70.*
4. ☐ Peter and Kevin are going to museums on Sunday. *Peter and Kevin are going to museums on Saturday.*
5. ☑ Peter and Kevin arrive home on Sunday evening.
6. ☐ Peter has a job interview on Monday. *Peter has a doctor's appointment on Monday. / Kevin has a job interview on Monday.*

B Listen again. Correct the false sentences.

5 Speaking What are you doing this weekend?

A Class activity Find classmates who are going to do each thing. Write their names and ask questions for more information.

Find someone who . . . this weekend.	Name	Extra information
is going out		
is planning to stay home		
has a lesson or an appointment		
plans to meet friends		
is spending time with relatives		

B Who has the most interesting plans? What are they?

6 Keep talking!

Go to page 135 for more practice.

I can ask and talk about weekend plans.

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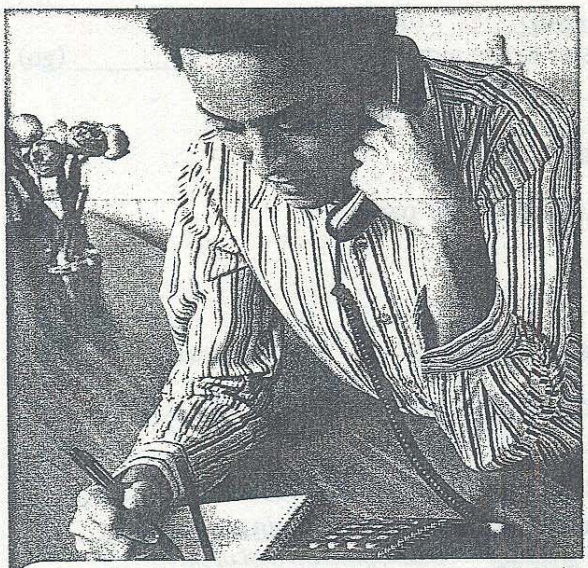
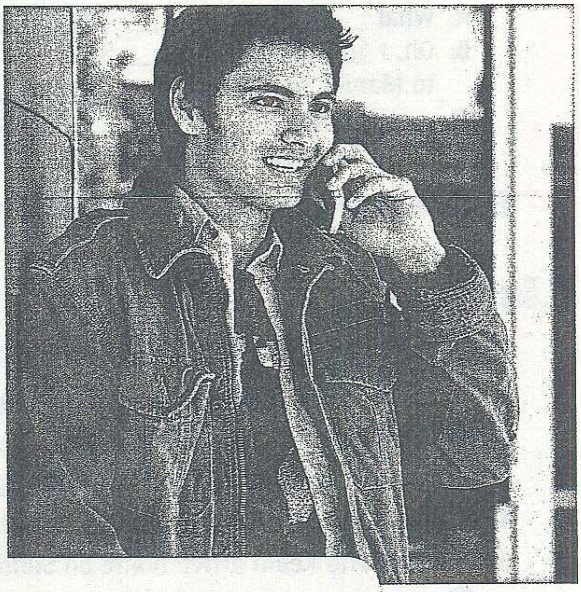
B Can I take a message?

1 Interactions Phone messages

A How many phone calls do you make in a week? Do you leave many messages?

B Listen to the conversation. What message does Rex leave for Jake? Then practice the conversation. *See page T-56 for the answer.*





Ben: Hello?
Rex: Hi. Can I please speak to Jake?
Ben: Um, sorry. Jake's not here right now. I think he might be at the gym. Can I take a message?
Rex: Uh, sure. This is Rex Hanson. I'm calling about our class trip. Please tell him that we're leaving tomorrow at 8:00, not 9:00.
Ben: OK, got it. I'll give him the message.
Rex: Great. Thanks a lot. Bye.
Ben: Good-bye.

C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Offering to take a message

Can I take a message?
Do you want to leave a message?
Would you like to leave a message?

Leaving a message

Please tell . . . that . . .
Can you tell . . . that . . . ?
Could you let . . . know that . . . ?

D Pair work Have conversations like the one in Part B. Use these ideas.

You're calling your friend Carrie at home, but she's at soccer practice.
She needs to bring her laptop to class.

You're calling your friend Gary at work, but he's in a meeting.
The birthday party starts at 7:00, not 8:00.

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LESSON B overview

Interactions: Offering to take a message; leaving a message
Listening: Phone messages
Speaking: Role play with phone messages

1 Interactions Phone messages

Learning objective: *Practice offering to take a message, and leaving a message.*

A

- Go over the questions.
- Elicit answers from the class.

B (CD 2, Track 19)

- Direct Ss' attention to the pictures to set the scene. Ask: *What are the people doing? (Talking on the phone. / Taking / leaving messages.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer
"This is Rex Hanson. I'm calling about our class trip. Please tell him that we're leaving tomorrow at 8:00, not 9:00."

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Classware Disappearing dialogue page xxvii
After doing Part B, follow the steps for *Disappearing dialogue* to practice offering to take a message and leaving a message.

C (CD 2, Track 20)

- Have Ss read the expressions in the boxes. Explain that the expressions for offering to take a message are similar in meaning, as are the expressions for leaving a message. Point out that the expressions with *would* and *could* are slightly more formal or polite.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

D

- Go over the instructions and the situations.
- Have Ss work in pairs to have conversations using the ideas in the two boxes. Remind Ss to offer to take and to leave messages.

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2 Listening Taking messages

Learning objective: *Develop skills in listening for specific information.*

A (CD 2, Track 21)

- Set the scene. Direct Ss' attention to the message slips. Ask: *What kind of conversations are you going to listen to? (Telephone conversations.)*
- Pre-teach any unfamiliar vocabulary.

> ***Vocabulary***
> anniversary party a party to honor the date a couple got married
> canceled no longer going to take place or happen

- Go over the instructions.
- Play the audio. Have Ss listen and number the messages from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 21)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the messages.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again if needed.

C (CD 2, Track 22)

- Go over the instructions.
- Play the audio. Have Ss listen and write M (Mr. Phillips), P (Paul) or S (Silvia) in the gaps.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Role play

Learning objective: *Offer to take a message, leave a message.*

- Direct Ss' attention to the 'can do' statement at the bottom of the page. (When they finish the speaking activity they will hopefully be able to check the box.)

> ***Classware Tip***
> In class, before doing Part A, create a blank page and brainstorm ideas with the whole class. Add ideas onto blank page. Leave this page showing for Ss to refer to while completing the chart in Part A.

A

- Go over the instructions and the items in the chart.
- Have Ss work individually to complete the chart with their own ideas.

B

- Put Ss in pairs and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles A and B.
- Have Ss work in pairs to role-play the phone conversations, then change roles and role-play the conversations again.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in offering to take messages and leaving messages.
- Call on six pairs of Ss to role-play each conversation.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to offer to take messages and to leave messages correctly.
- Finally, tell Ss to check the "can do" statement if they can offer to take messages and leave messages. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
Workbook	page 44
Self-study CD-ROM	Lesson B

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2 Listening Taking messages

A Listen to four people leave phone messages. Number the messages from 1 to 4.

4

Manhattan **Designs**
TO: Mr. Philips
FROM: Julie Kim
TIME: 2:45
MESSAGE:
She needs the ___design___ for her office by ___Friday___ .

3

Silvia –
___Dr.___ Miller's office called. You should come in for your ___appointment___ at 4:30, not 3:00.
– Beth

1

Paul,
Your ___brother___ Kurt called. Your parents' anniversary party is at his place, not your ___sister's___ .

2

MESSAGE
To: Roberto
From: Hank
Message:
___Class___ is canceled ___tomorrow___ .

B Listen again. Complete the messages.

C Listen to the people return the calls. What happens to whom? Write M (Mr. Philips), P (Paul), R (Roberto), or S (Silvia).

1. ___M___ gets a busy signal.
2. ___P___ gets disconnected.
3. ___S___ leaves a voicemail.
4. ___R___ calls the wrong number.

3 Speaking Role play

A Complete the chart with your own ideas.

	Who's the message for?	What's the message about?	What's the message?
1.	*Rosario*	*soccer practice*	*She needs to come 15 minutes early.*
2.		*the meeting*	*It's on Thursday, not Tuesday. It's still at 4:00.*
3.	*Jennifer*		*It starts at 10:00 p.m. Bring dancing shoes.*
4.		*the job interview*	
5.			

B Pair work Role-play the phone conversations. Then change roles.

Student A: Call the people in the chart. They can't talk, so leave messages for them.

Student B: Answer the phone. Explain why the people can't talk, and offer to take messages for them.

I can offer to take a message.
I can leave a message.

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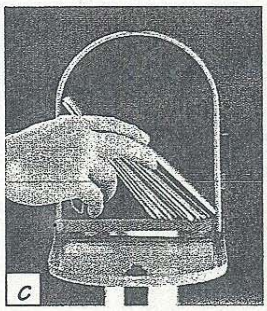
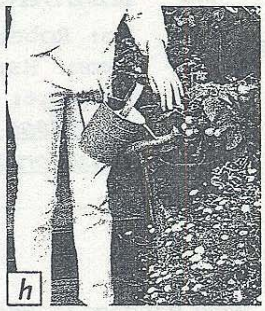
C Can you do me a favor?

1 Vocabulary Favors

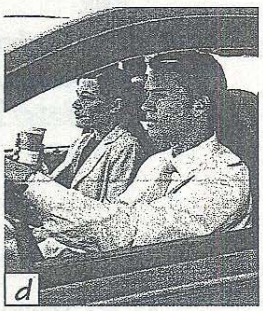
A Match the phrases and the pictures. Then listen and check your answers.

a. check my homework	c. get my mail	e. help me with my résumé	g. pick me up
b. feed my cat	d. give me a ride	f. lend me some money	h. water my plants

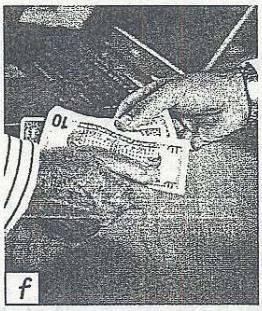

1. c


2. h


3. e


4. d


5. b


6. f


7. a


8. g

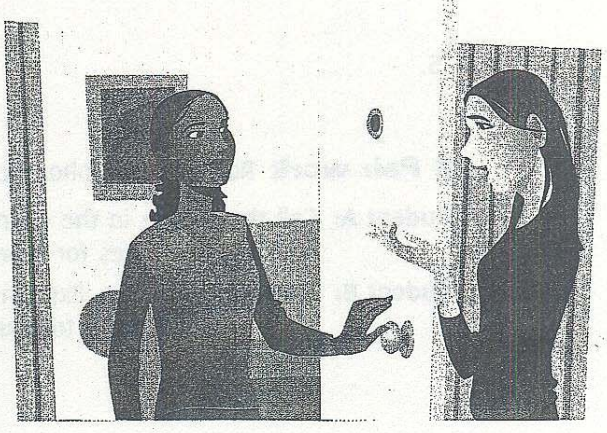
B Pair work Who might you ask to do each thing in Part A? Discuss your ideas.

a child	a classmate	a friend	a neighbor	a parent	a teacher

2 Conversation Is that all?

A Listen to the conversation. What things does Kate ask Ruth to do for her? *See page T-58 for answers.*

Ruth: Oh, hi, Kate. What's up?
Kate: Hi, Ruth. Listen, I'm going away this weekend. Can you do me a favor?
Ruth: Sure. What do you need?
Kate: Can you feed my cat, please?
Ruth: No problem. I'll feed her. Is that all?
Kate: Well, could you please get my mail, too?
Ruth: Sure. I could do that for you. I'll put it on your kitchen table. Anything else?
Kate: If you don't mind, there's one more thing.
Ruth: What's that?
Kate: I'm getting back at 11:00 on Sunday night. Would you mind picking me up at the airport?



B Listen to the rest of the conversation. Why can't Ruth pick Kate up? *See page T-58 for the answer.*

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LESSON C overview

Vocabulary: Favors
Grammar: Requests; promises and offers with *will*
Pronunciation: Reduction of *could you* and *would you*
Speaking: Class favors, offers, and promises

1 Vocabulary Favors

Learning objective: *Use vocabulary for favors.*

A (CD 2, Track 23)

- Direct Ss' attention to the pictures and the phrases. Explain that the pictures show different types of favors, or things you might do to help someone.
- Go over the instructions.
- Have Ss match the phrases and the pictures.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

Extra activity Extension

Have Ss work in pairs to make a list of favors they would ask for in different situations, such as going out of town for the weekend, studying for a test, or visiting a new place.

B

- Go over the instructions and the people listed in the box.
- Model the activity. Ask: *Who might you ask to collect your mail?* Elicit answers (*a neighbor, a parent*).
- Have Ss work in pairs to discuss who they might ask to do each thing.
- Call on Ss to tell the class about their ideas.

2 Conversation Is that all?

Learning objective: *Practice a conversation about a favor; see use of requests, offers and promises with* will *in context.*

Classware Tip

Before class, hide only the first word (in bold below) in each of the following expressions: **feed** my cat; **get** my mail; **picking** me up at the airport. Save. Books closed. Before doing Part A, have Ss work in pairs to come up with the missing words. Reveal.

A (CD 2, Track 24)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two neighbors.) What are they doing? (They're talking. The woman on the right probably needs a favor.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Kate asks Ruth to feed her cat, get her mail, and pick her up at the airport.

- If helpful, play the audio again line by line and have Ss repeat.
- *Option* Have Ss work in pairs to practice the conversation.

B (CD 2, Track 25)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

Ruth has to get up early.

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3 Grammar Requests; promises and offers with *will*

Learning objective: *Practice requests, promises, and offers with* will.

(CD 2, Track 26)

Requests

- Books closed. Write on the board: *Can you feed my cat, please?* and *Would you mind picking me up from the airport?*
- Explain the rules for requests.
  1. Focus on form in requests: *Can / Could / Would* + *you* + verb
  2. Focus on form in requests with *would you mind*: *Would you mind* + verb + *-ing*
  3. Focus on use. Ask: *When do we use these questions? (To make requests, to ask someone to do something for us.)*

Promises and offers with *will*

- Books closed. Write on the board next to the requests above: *No problem. I'll feed her.* and *All right. I won't be late. I promise.*
- Explain the rules for promises and offers with *will*.
  1. Focus on form: *I will / I'll / I won't* + verb
  2. Focus on use. Ask: *What is the speaker doing in these sentences? (Making an offer, making a promise.)*
- Books open. Direct Ss' attention to the left side of the grammar box. Ask: *Which requests do you think sound the most polite or most formal? (They are in order from least to most formal.)*
- Direct Ss' to the right side of the grammar box. Ask: *Which do you think are offers? (I'll feed her. I'll put . . . I'll be there.) Which are promises? (I won't be late.)* Ask: *What is the difference? (With an offer, the speaker agrees to do it if the other person wants. With a promise, the speaker is definitely going to do it.)*
- Refer to the conversation in Exercise 2. Have Ss underline the requests and circle the offers and promises.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to match the requests and responses.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Model the activity. Call on a S. Ask: *Can you lend me your car tonight?* Elicit a response with an offer or a promise.
- Have Ss work in pairs to take turns asking and answering the questions with their own offers or promises.

4 Pronunciation Reduction of *could you* and *would you*

Learning objective: *Practice reductions of* could you *and* would you.

A (CD 2, Track 27)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reductions of *could you* and *would you*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Model the activity. Say: *Could you feed my cat?*
- Have Ss work in pairs to take turns making requests with *could you* and *would you* and the phrases from Exercise 1.

5 Speaking Unfavorable favors

Learning objective: *Make requests, promises, and offers.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to think of three favors they can ask their classmates.

B

- Go over the instructions.
- Have Ss walk around the room to take turns making requests and responding with offers or promises. Remind Ss to talk to three classmates.
- Go around the room and give help as needed.
- Finally, tell Ss to check the "can do" statement if they can make requests, promises, and offers. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 45-47
Self-study CD-ROM	Lesson C

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3 Grammar Requests, promises and offers with *will*

Requests

Can you **feed** my cat, please?
Could you please **get** my mail?
Would you **pick** me up at the airport?
Would you **mind picking** me up at the airport?

Promises and offers

No problem. **I'll feed** her.
Sure. **I'll put** it on your kitchen table.
All right. I **won't be** late. I promise.
No, I don't mind. **I'll be** there.

A Match the requests and the responses. Then practice with a partner.

1. Can you lend me your car tonight? *d*
2. Ms. Smith, would you check my homework, please? *a*
3. Can you give me a ride to class? *e*
4. Would you mind feeding my fish? *f*
5. Could you water my plants this weekend? *b*
6. Would you mind picking me up at the mall? *c*

a. Sure. I'll look at it after I help Michael.
b. No problem. I'll do it on Saturday.
c. Not at all. What time?
d. I guess so. I'll give you the keys after I pick up Rachel from school.
e. Yeah, sure. I'll be at your house at 10:00.
f. No, I don't mind. I'll feed them after work.

B Pair work Ask and answer the questions in Part A. Answer with your own offer or promise.

4 Pronunciation Reduction of *could you* and *would you*

A Listen and repeat. Notice how *could you* and *would you* are sometimes pronounced /kʊdʒə/ and /wʊdʒə/.

Could you please get my mail? **Would you** pick me up at the airport?

B Pair work Practice requests with *could you, would you,* and the phrases from Exercise 1. Reduce *could you* and *would you.*

5 Speaking Unfavorable favors

A Think of three favors to ask your classmates. Use the ideas below or your own ideas. Be creative!

feed my pet snake	lend me some money
check my homework	lend me your cell phone
help me clean my room	make my lunch



B Class activity Find three different classmates to do the favors for you. If you decline a request, make an excuse. If you accept a request, make an offer or a promise.

6 Keep talking!

Go to page 136 for more practice.

I can make requests, promises, and offers.

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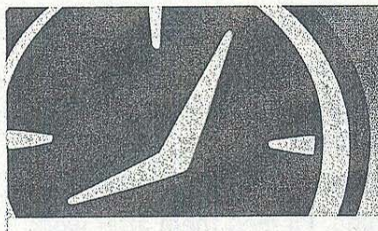
D Time management

1 Reading

A Do you have a busy schedule? What's the busiest day of your week?

B Read the headings in the article. Which things do you do to manage your time?



HOW TO MANAGE YOUR TIME

These simple ideas can help you manage your time and work more effectively. Share these tips with your friends, family, or co-workers.

1. Write things down.
Don't try to remember every detail. This can cause information overload. Make a list so you don't forget what you have to do.

2. Put your list in order.
Put the most important things in your list at the top. This helps you spend time on the things that matter most.

3. Plan your week.
Spend some time at the beginning of each week to plan your schedule. All you need is 15 to 30 minutes each week.

4. Carry a notebook.
You never know when you'll have a great idea. Carry a small notebook with you so you can write down your thoughts.

5. Learn to say no.
Many people say yes when they should say no. Say no when you need to. Then you'll have time to spend on more important things.

6. Think before you act.
Don't always agree to do something right away. Think about it before you answer. You don't want to commit to too much.

7. Continuously improve yourself.
Make time to learn new things and develop your natural talents. Try to improve your knowledge and skills.

8. Identify bad habits.
Make a list of bad habits that are wasting your time and slowing your success. Then work on them one at a time.

9. Don't do other people's work.
Are you in the habit of doing other people's work? This can take up a lot of time. Think about your own goals. Leave some things for other people to do.

10. Don't try to be perfect.
Some things don't need your best effort. Learn the difference between more important and less important jobs.

C Read the article and the statements below. What's the best time-management tip for each person to follow? Write the number of the tip. *Answers may vary. Possible answers:*

1. "I often make decisions quickly. Then, of course, I'm sorry I made them." 6
2. "I'm always forgetting things. My memory is terrible. It's embarrassing!" 1
3. "I spend too much time on tasks that don't matter." 2
4. "I find excuses to avoid doing my own work. I shouldn't do that, but I do." 8
5. "I always agree to things when I know I shouldn't. I feel like I need to say yes!" 5
6. "I want everything I do to be the best it can be." 10

D Pair work Which tips do you think are very useful? not very useful? Why? Discuss your ideas.

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LESSON D overview

Reading: "How to Manage Your Time" (an article)
Writing: Tips for success
Speaking: Quiz about overdoing things

1 Reading How to Manage Your Time

Learning objective: *Read and discuss an article on how to manage your time; develop skills in reading for main ideas and details.*

(CD 2, Track 28)

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

Classware Tip
Before class, put a text box over the headings 1, 2, 5, 6, 7, 8, and 10. Leave headings 3, 4, and 9 uncovered. Then create another text box and enter into it all the headings (except for the ones not covered) in random order. Minimize this last text box. Save. Books closed. After the pre-teaching of vocabulary in Part B, have Ss read the article and decide the best places for the headings. Have Ss compare answers with a partner.

B

- Direct Ss' attention to the article to set the scene. Ask: *What is it about? (Managing time.) How many tips do they give? (Ten.)*
- Pre-teach any unfamiliar vocabulary.

Vocabulary
effectively in a way that works well
information overload too much information
continuously without stopping
commit to something promise, or agree to
improve make better
goals things you want to do that take time and effort

- Go over the instructions.
- Have Ss read the article and notice which things they do. Suggest Ss put a check mark next to the things they do.
- Have Ss compare answers with a partner.
- Elicit examples from Ss of the things they do.

C

- Go over the instructions and the statements.
- Have Ss read the article again and write the number of the tip next to the statement.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

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2 Writing Tips for success

Learning objective: *Create a poster with useful tips.*

> ***Classware Tip***
> Before doing Part A, have Ss brainstorm in pairs areas of life that can be improved upon (in addition to the ones listed in Part A). Create a blank page. Elicit ideas from Ss and add them to the blank page. Keep the notes on the board for reference.

A

- Go over the instructions and the topics.
- Have Ss work in groups to choose a topic and create a list of tips.

B

- Go over the instructions.
- Have Ss read the model poster. Ask: *What is the topic of this poster? (How to develop better study habits.) What is the first tip? (Take breaks.)*
- Have Ss work in groups to create a poster of useful tips for their topic. Suggest each S write one or more of the paragraphs.

C

- Go over the instructions.
- Have each group present their tips to the class. Elicit questions from the class for the Ss.

> ***Extra activity*** Extension
> Have Ss work in groups to write a list of tips only, without saying what they are for. Have each group exchange tips with another group who will guess what the tips are for.

3 Speaking Time management interview

Learning objective: *Discuss ways to manage time effectively.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work in pairs to take turns interviewing their partners and checking the answers.
- Go around the room and give help as needed.

> ***Extra activity*** Extension
> Have Ss stand. Indicate one area of the room for *often*, one for *sometimes*, and one for *never*. Ask each question in Part A and have Ss stand in the area that indicates their answer. Make this a fast-moving activity. Ask the questions in random order.

B

- Go over the instructions.
- Have Ss score their partner's answers.
- Call on Ss to tell the class about their partner's score.

C

- Go over the instructions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to tell the class about a time management tip that might help them.
- Finally, tell Ss to check the "can do" statement if they can discuss ways to manage their time effectively. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 48 |
> | Self-study CD-ROM | Lesson D |

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2 Writing Tips for success

A Group work Choose one of the topics below or your own idea. What tips for success can you think of? Discuss your ideas and make a list of your tips.

how to find more time for family	how to remember important things
how to make and keep friends	how to study better

B Group work Create a poster with the most useful tips. Write a short paragraph for each tip.

C Class activity Present your tips for success. Ask and answer questions for more information.

HOW TO DEVELOP BETTER STUDY HABITS

1. Take regular breaks.
It's important to take breaks. Get up and stretch, go for a walk, or call a friend for a chat. You'll feel ready for more!

2. Listen to music.
Listen to relaxing music. This helps you . . .

3 Speaking Time management interview

A Pair work Interview your partner. Check (✓) his or her answers.

Are you overdoing things?

Do you . . . ?	Often	Sometimes	Never
get nervous when you have to wait	☐	☐	☐
feel like you do things too quickly	☐	☐	☐
often do two or more things at once	☐	☐	☐
feel bad when you're not working or studying	☐	☐	☐
feel like things don't move fast enough for you	☐	☐	☐
forget important events, like birthdays	☐	☐	☐
get angry in situations you can't control	☐	☐	☐
get bored easily when you're not working or studying	☐	☐	☐
get angry when you make small mistakes	☐	☐	☐
make big decisions before you get all the facts	☐	☐	☐

B Pair work Score your partner's answers. Add 2 for *often*, 1 for *sometimes*, and 0 for *never*. Tell your partner the results.

13–20 You're overdoing it.
You probably already know you're too busy. Take a deep breath and slow down.

7–12 You're overdoing it a little.
You're doing well, but try not to do too much. Make sure you make time for yourself.

0–6 You're not overdoing it.
Congratulations! You are managing your time well. Keep it up!

C Pair work Are you overdoing it? If so, what time-management tips can help? Discuss your ideas.

I can discuss ways to manage time effectively. ☐☐

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Wrap-up

1 Quick pair review

Lesson A Find out! What are two commitments both you and your partner have next month? You have two minutes.

A: *I'm going to a conference for work next month. Are you?*
B: *No, I'm not, but I have a dentist's appointment next month. Do you?*
A: . . .

Lesson B Brainstorm! Make a list of three ways to offer to take a message and three ways to leave one. You have two minutes.

Lesson C Do you remember? Match the requests and the responses. You have two minutes.

1. Could you water my plants for me? *b*
2. Would you mind giving me a ride to work? *e*
3. Can you feed my dog, please? *d*
4. Could you please call me back at 4:00? *a*
5. Can you meet me in the library tomorrow? *c*

a. OK. I'll call your cell phone.
b. Sure. I'll water them.
c. Yes. I'll bring my books so we can study.
d. Yeah, I'll do that. What does he eat?
e. No problem. I'll pick you up at 8:00.

Lesson D Give your opinion! What three tips can you give someone who is always late for class? Decide together. You have two minutes.

2 In the real world

What are some tips for success? Go online and find tips in English about one of these topics or your own idea. Then write about them.

how to get rich	how to make a good first impression
how to improve your pronunciation	how to write a good résumé

How to Save Money

It's important to save money every month. One way to save money is to turn off the lights when you aren't using them, because electricity is expensive. Another way to save money is to cook at home more often. Food can be very expensive, especially if you eat out a lot. You should look for coupons in newspapers. Also, . . .

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1 Quick pair review

Learning objective: *Review vocabulary for commitments, ways to offer to take a message and to leave one, requests and responses.*

Lesson A Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask what commitments he or she has next month. Find two you both have.
- Have Ss work in pairs to find out two commitments they both have next month. Set a time limit of two minutes.

Lesson B Brainstorm!

- Go over the instruction.
- Have Ss work in pairs to make a list of three ways to offer to take a message and three ways to leave one. Set a time limit of two minutes.
- Elicit examples from the class.

> ***Classware*** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review ways to offer to take a message and ways to leave a message.

Lesson C Do you remember?

- Go over the instructions.
- Have Ss work in pairs to match the requests and responses. Set a time limit of one minute.
- Go over the answers with the class.

Lesson D Give your opinion!

- Go over the instructions.
- Have Ss work in pairs to decide on three tips. Set a time limit of two minutes.
- Elicit tips from the class.

2 In the real world

Learning objective: *Research tips for success and write about them.*

- Go over the instructions, the topics, and the example.
- As an out-of-class assignment, have Ss choose a topic and then go online to research it.
- Have Ss write about what they found out.
- *Option* Have Ss work in pairs or groups with other Ss who chose the same topic to share their ideas.
- Have Ss work in pairs with Ss who chose a different topic to read and discuss their tips.
- Elicit tips for each topic.

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Personalities

At a glance: Unit overview	Speaking outcomes
LESSON A You're extremely curious. Ss learn vocabulary for personality traits. They use adverbs modifying adjectives and verbs.	Ss can . . . talk about personality traits.
LESSON B In my opinion, . . . Ss give an opinion and ask for agreement.	Ss can . . . give an opinion and ask for agreement.
LESSON C We've been friends for six years. Ss learn more vocabulary for personality traits. They use present perfect with *for* and *since*.	Ss can . . . describe people's personalities.
LESSON D What is your personality? Ss read and discuss descriptions of zodiac signs. They write a paragraph about their personality.	Ss can . . . talk about their personality.

Warm-up

Learning objective: *Preview the topic and discuss people's personalities.*

Classware Preview the unit page xxx
Before doing Part A, follow the steps for *Preview the unit*. Say: *Look at the body language and facial expressions of the people. What can body language tell you about a person? What can facial expressions tell you? Who is probably feeling stressed? Who is probably happy?*
Elicit answers from class.

A

- To introduce the topic of personalities, direct Ss' attention to the picture. Ask: *Who do you like in the picture? Why?* (e.g., *I like the person reading the book on skydiving because he's smiling and wants to have fun.*)
- Go over the instructions and the questions.
- Have Ss discuss their answers with a partner.
- Elicit answers from the class.
- *Option* Do the activity as a class.

Answers
They are in a doctor's office. One man is looking at his watch. Another man is reading a book on skydiving. A mother is talking on the phone and holding her baby. A young woman is using her cell phone. An older woman is sitting and waiting. A man is holding the door open for a woman who is walking in the door. A woman at a sign-in window is talking on the phone and writing.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk about personalities in this unit. Point out the Unit 7 lesson overviews. Go over what Ss will learn in each lesson.

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Personalities

LESSON A
- Personality traits
- Adverbs modifying adjectives and verbs

LESSON B
- Giving an opinion
- Asking for agreement

LESSON C
- More personality traits
- Present perfect with *for* and *since*

LESSON D
- Reading: "The Signs of the Zodiac"
- Writing: My personality

Warm-up



A Describe the people in the picture. Where are they? What are they doing? *See page T-63 for possible answers.*

B What do you think each person is like? Why?

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A You're extremely curious.

1 Vocabulary Personality traits

A Match the adjectives and the sentences. Then listen and check your answers.

1. adventurous	h	a.	I'm interested in learning about people and things around me.
2. ambitious	c	b.	I'm friendly, and I like people.
3. careful	e	c.	I set high goals for myself.
4. curious	a	d.	I look on the bright side of things.
5. easygoing	g	e.	I do things slowly and with attention to detail.
6. optimistic	d	f.	I don't like to change my mind.
7. outgoing	b	g.	I am relaxed, and I don't worry about little things.
8. stubborn	f	h.	I love trying new, exciting activities.

B Pair work Describe people you know with each personality trait. Tell your partner.

"My baby brother is very curious about the world. He wants to touch everything."

2 Language in context Are you a believer?

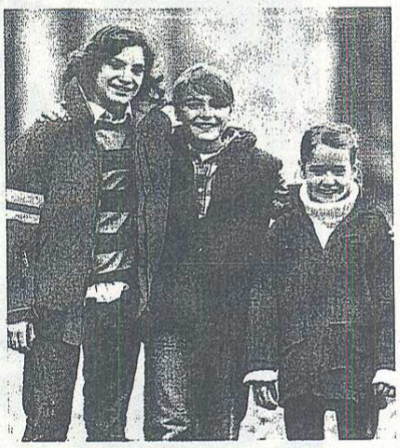
A Read the personality descriptions. Underline the positive personality traits, and circle the negative ones.



Year of the Monkey
Born in years 1968, 1980, 1992, and 2004
You're extremely curious and outgoing. You solve problems well, but you can be stubborn about some things.

Are you adventurous?
Answer ten questions in this quick personality test to find out just how adventurous you are!
Click here to begin.

Personality Test Results
Your score: **13**
You're very adventurous, but you're not a very careful person. Try not to make decisions quickly. Take time to consider your options seriously.



Your Birth Order
As the first-born child in your family, you are a natural leader. You're pretty ambitious and like to work hard. However, you don't work well without direction.

B What about you? Do you believe the things in Part A can tell you about your personality? Why or why not?

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LESSON A overview

Vocabulary: Personality traits
Grammar: Adverbs modifying adjectives and verbs
Speaking: Interview about personality traits

1 Vocabulary Personality traits

Learning objective: *Use vocabulary for personality traits.*

A (CD 2, Track 29)

- Direct Ss' attention to the adjectives. Ask: *What do these words describe? (People's personality.)* Explain or elicit that *personality traits* are qualities that people have and that they don't usually change.
- Go over the instructions. Have students match the adjectives and sentences.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Books closed. Have Ss work in pairs to take turns asking for and giving explanations of each word.
- *Tip* Have Ss notice the endings for different parts of speech. For example, adjectives often end in *-ous, -ful, -ic,* and *-ing*.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns describing people they know with each personality trait.
- Call on Ss to share their ideas with the class.

Extra activity Extension

To help Ss expand their vocabulary, have Ss work in pairs or small groups to write other words belonging to each word family. Model the activity. Elicit other words in the word family of *adventurous* (*adventure*, *adventurously*) and write them on the board. Set a time limit of five minutes. Allow Ss to check their ideas in a dictionary. Elicit words from the class. Alternatively, have Ss write the words in each family on the board.

2 Language in context Are you a believer?

Learning objective: *See adverbs modifying adjectives and verbs in context.*

Classware Find the match page xxviii
Before doing Part A, follow the steps for *Find the match* to practice vocabulary for personality traits. Hide *stubborn*, *careful*, *ambitious*.

A (CD 2, Track 30)

- Direct Ss' attention to the pictures to set the scene. Ask: *What is in the first picture? (A monkey and a Chinese symbol to illustrate the Year of the Monkey.) What is in the second picture? (An online test.) What is in the third picture? (Three children of different ages.)*
- Go over the instructions.
- Play the audio. Have Ss underline the positive personality traits and circle the negative ones as they listen and read silently.
- *Option* Have Ss check answers with a partner.
- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.
- *Option* Have Ss take turns reading the texts in pairs.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

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3 Grammar Adverbs modifying adjectives and verbs

Learning objective: *Practice adverbs modifying adjectives and verbs.*

(CD 2, Track 31)

- Tell Ss that adverbs can go with both adjectives and verbs. In other words, we use adverbs to modify, or describe, adjectives and verbs.
- Direct Ss attention to the left side of the grammar box.
- Point out that in both sentences, the adverb goes before the adjective. Write on the board: adverb + adjective
- Direct Ss attention to the right side of the grammar box.
- Point out that the adverb goes after the verb. Write on the board: subject + verb (+ object) + adverb
- Check comprehension. Ask: *What ending do adverbs often have? (They often have* -ly.*) What does* extremely *mean? (It means* very.*)*
- Refer to the texts in Exercise 2. Have Ss underline all adverbs.
- Check comprehension. Ask: *What are some adverbs that modify adjectives? (Extremely, very, pretty . . .) What are some adverbs that modify verbs? (Well, quickly, seriously, hard, well, easily . . .)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to add adverbs to the sentences.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

> ***Classware Tip***
> After doing Part A, divide the class into two teams. Ss from each team take turns going to the board for different questions. Have the S at the board insert the adverb in the right place and then underline the word it modifies. If the answer is fully correct, the team gets a point. If not, the other team has a chance to correct the answer. If they do this correctly, they get a point. The team with the highest score at the end wins.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying which sentences in Part A are true for them.
- Call on Ss to tell the class one thing that is true about their partner.

> ***Extra activity*** Extension
> Refer Ss to page 152. Model the activity. Say a sentence with an adjective (e.g., *She is agreeable.*), then say one with the adverb (e.g., *She worked with her group very agreeably.*). Have Ss work in pairs to make sentences for five adjective-adverb pairs.

4 Speaking My true self

Learning objective: *Talk about personality traits.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions, the questions in the chart, and the example conversation.
- Have Ss work in pairs to take turns asking and answering questions. Remind Ss to take notes in the chart.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using adverbs.

B

- Go over the instructions.
- Have Ss join another group to talk about the most interesting information they learned in the interview.
- Elicit interesting information from Ss.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use adverbs correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about personality traits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 49-51 |
> | Self-study CD-ROM | Lesson A |

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3 Grammar — Adverbs modifying adjectives and verbs

Adverbs that modify adjectives come before the adjectives.

You're **pretty** ambitious.

You're **extremely** curious and outgoing.

Adverbs that modify verbs go after the verb or the verb and its object.

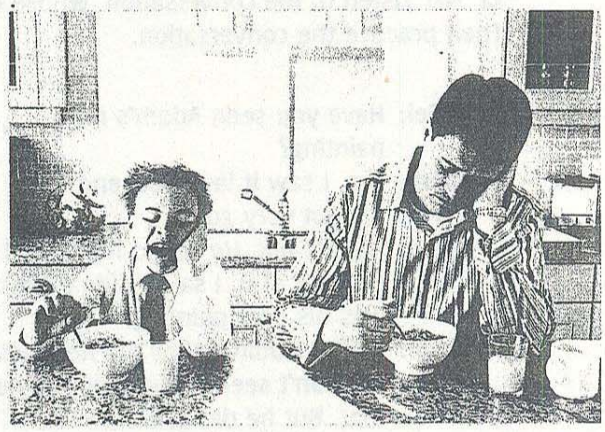
You don't work **well** without direction.

Try not to make decisions **quickly**.

Turn to page 152 for a list of adjective and adverb formations.

A Add the adverbs to the sentences. Then compare with a partner.

1. I move *slowly* in the morning. (slowly)
2. I'm *really* serious about my studies. (really)
3. I choose my words *carefully*. (carefully)
4. I arrive *early* at important meetings. (early)
5. My friends are *extremely* important to me. (extremely)
6. I work *well* in large groups. (well)
7. I'm *very* optimistic about the future. (very)
8. It's *fairly* easy for me to share my feelings. (fairly)



B Pair work Which sentences in Part A are true for you? Tell your partner.

4 Speaking My true self

A Pair work Interview your partner and ask questions for more information. Take notes.

	Name: _____	Yes	No	Extra information
1.	Are you very adventurous?	☐	☐	
2.	Do you make new friends easily?	☐	☐	
3.	Do you make decisions quickly?	☐	☐	
4.	Are you really stubborn about anything?	☐	☐	
5.	Do you work and study hard?	☐	☐	
6.	Do you get to class early?	☐	☐	
7.	Are you completely honest all the time?	☐	☐	

A: *Are you very adventurous?*
B: *Yes, I think so.*
A: *What's the most adventurous thing you've ever done?*

B Pair work Share the most interesting information with another partner.

5 Keep talking!

Go to page 137 for more practice.

I can talk about personality traits. ☐

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B In my opinion, . . .

1 Interactions Opinions

A Do you always tell people exactly what you think? Do you sometimes keep your opinions to yourself?

B Listen to the conversation. Whose opinion do you agree with more? Then practice the conversation.

Fei: Have you seen Adam's new painting?
Ralph: Yes. I saw it last weekend.
Fei: It's not very good.
Ralph: No, it's not. He asked me what I thought of it. I said I didn't think it was his best painting.
Fei: You're kidding! How did he react?
Ralph: He didn't seem very happy to hear that. But he did ask.
Fei: In my opinion, it's better to say something positive, even if you don't really mean it. Don't you agree?
Ralph: I don't know. Why do you say that?
Fei: Well, it's not always easy to hear the truth.
Ralph: I'm not so sure. I find that honesty is always the best policy.



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Giving an opinion	Asking for agreement
In my opinion, . . .	*Don't you agree?*
If you ask me, . . .	Don't you think so?
Maybe it's just me, but I think . . .	Don't you think that's true?

D Pair work Check (✓) the opinions you agree with. Then ask your partner for agreement.

1. ☐ Women are more stubborn than men.
   ☐ Men are more stubborn than women.
2. ☐ It's never OK to lie.
   ☐ It's sometimes OK to lie.
3. ☐ A small group of friends is better than a large group of friends.
   ☐ A large group of friends is better than a small group of friends.

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LESSON B overview

Interactions: Giving an opinion; asking for agreement
Pronunciation: Reduction of *don't you*
Listening: Common proverbs
Speaking: Discussion about personality assumptions

1 Interactions Opinions

Learning objective: *Practice giving an opinion and asking for agreement.*

A

- Go over the questions.
- Elicit answers from the class.

B (CD 2, Track 32)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (In an art class.) What do you think they are talking about?* Elicit ideas from Ss.
- Go over the instructions and the question.
- Play the audio. Have Ss listen and read silently, paying particular attention to Fei and Ralph's opinions.
- Have Ss discuss which opinion they agree with more with a partner.
- Elicit ideas from the class.
- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

> **Classware** Restoring text page xxx
> After doing Part B, follow the steps for *Restoring text* to review language for opinions.

C (CD 2, Track 33)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions for giving an opinion are similar in meaning, as are the expressions for asking for an agreement.
- Point out that saying something like *If you ask me* and *Maybe it's just me* is a way to soften the opinion, so it doesn't sound too strong.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

D

- Go over the instructions and the opinions.
- Have Ss work individually to check the opinions they agree with.
- Have Ss work in pairs to take turns talking about the opinions they agree with. Remind Ss to ask their partners for agreement.

> **Extra activity** Extension
> Put Ss in groups of four. Have each group choose one of the three topics. Assign two Ss in each group to argue one opinion and the other two to argue the opposing opinion. Have Ss work in their pairs to prepare reasons for their opinions. Then have each pair debate their points of view. Have three groups act out the debate in front of the class, one for each topic. Have the rest of the Ss pay attention to the ways to give an opinion and ask for agreement and keep a record of what phrases they hear and how many times.

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2 Pronunciation Reduction of *don't you*

Learning objective: *Practice reduction of* don't you.

A (CD 2, Track 34)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *don't you*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss work in pairs to practice saying the statements from Exercise 1, Part D, and asking for agreement with questions with *don't you*.

3 Listening A book of proverbs

Learning objective: *Develop skills in listening for specific information.*

A (CD 2, Track 35)

- Explain or elicit that a proverb is a common saying in a culture or language. Proverbs usually give advice. Tell Ss they are going to listen to two people talk about proverbs.
- Pre-teach any unfamiliar vocabulary.

> ***Vocabulary***
> spoil ruin, make bad

- Go over the instructions.
- Play the audio. Have Ss listen and number the proverbs from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 35)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle *yes* or *no*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again if needed.

C

- Go over the instructions.
- Have Ss work in pairs to discuss their answers.
- Elicit Ss' opinions of each proverb.
- Elicit similar proverbs if the Ss know any in their own language.

4 Speaking Don't you think so?

Learning objective: *Give an opinion; ask for agreement.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to circle the words that represent their opinions.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to discuss their opinions from Part A.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in giving opinions and asking for agreement.

> ***Classware Tip***
> Before doing Part C, elicit opinions from volunteers and write them onto a blank page. Leave this on the board for reference.

C

- Go over the instructions and the example.
- Have Ss work in groups to discuss other opinions. Suggest each S give at least one opinion.
- Call on Ss to share their opinions with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to give an opinion and ask for agreement correctly.
- Finally, tell Ss to check the "can do" statement if they can give an opinion and ask for agreement. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 52 |
> | Self-study CD-ROM | Lesson B |

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2 Pronunciation Reduction of *don't you*

A Listen and repeat. Notice how *don't you* is pronounced /downtʃə/.

Don't you agree? Don't you think so? Don't you think that's true?

B Pair work Say the opinions in Exercise 1D again. Ask your partner for agreement. Reduce *don't you* to /downtʃə/.

3 Listening A book of proverbs

A Listen to Tina and Cal talk about proverbs. Number the proverbs from 1 to 4 in the order you hear them.

Proverbs	Does Tina agree?	Does Cal agree?
[3] Practice makes perfect.	(yes) / no	(yes) / no
[2] Better late than never.	yes / (no)	(yes) / no
[1] Beauty is only skin deep.	(yes) / no	(yes) / no
[4] Two heads are better than one.	yes / (no)	yes / (no)



B Listen again. Do Tina and Cal agree with the proverbs in Part A? Circle *yes* or *no*.

C Pair work Do you agree with each proverb? Why or why not? Do you know any similar proverbs in your own language? Tell your partner.

4 Speaking Don't you think so?

A What's your opinion? Circle the words.

1. People are **more** / **less** ambitious these days.
2. Young people are **more** / **less** optimistic than older people.
3. **First-born** / **Last-born** children are usually very easygoing.
4. It's **possible** / **impossible** to change your personality.

B Group work Discuss your opinions from Part A.

A: *If you ask me, people are less ambitious these days. Don't you think so?*
B: *I'm not so sure. Why do you say that?*
C: *Well, maybe it's just me, but I feel no one wants to work hard these days.*
D: *I'm not sure I really agree. In my opinion, . . .*

C Group work Think of three other topics. Share your opinions about them. Does anyone agree with you?

"In my opinion, people worry about their appearance too much. Don't you agree?"

I can give an opinion.
I can ask for agreement.

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C We've been friends for six years.

1 Vocabulary More personality traits

A Match the adjectives and the definitions. Then listen and check your answers.

1. agreeable *c*	a. thinking of the needs of others
2. considerate *a*	b. treating people equally or right
3. decisive *d*	c. friendly and pleasing
4. fair *b*	d. making decisions quickly

5. honest *g*	e. waiting without getting annoyed
6. mature *h*	f. doing what is expected or promised
7. patient *e*	g. truthful
8. reliable *f*	h. behaving in a responsible way

B Complete the chart with the opposites of the words in Part A. Then listen and check your answers.

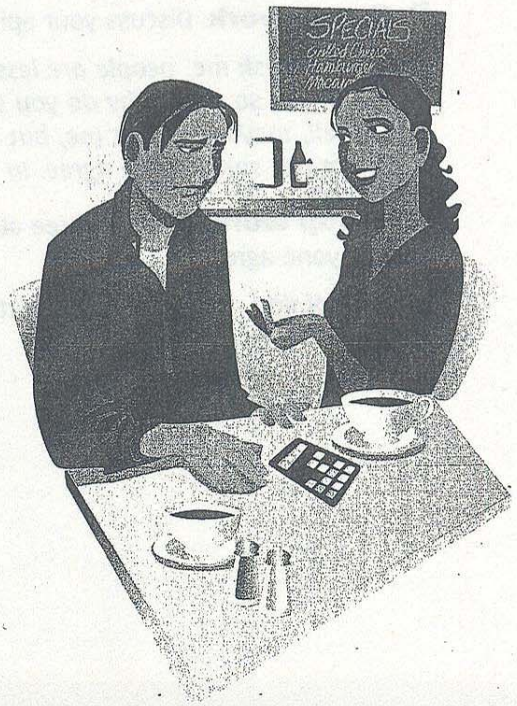
dis-	im-	in-	un-
disagreeable	*immature*	*inconsiderate*	*unfair*
dishonest	*impatient*	*indecisive*	*unreliable*

C Pair work What are the three best personality traits to have in a friend? What are the three worst? Discuss your ideas.

2 Conversation Time to say you're sorry

A Listen to the conversation. How does Lance describe Jill's reaction? *See page T-68 for the answer.*

Lance: I don't know what to do about my friend Jill. I haven't spoken to her since last weekend, and she won't answer my text messages.
Emily: Did something happen?
Lance: Yeah. I said something about her to another friend. She found out, and now I feel terrible. To be honest, it wasn't anything serious, though. I think she's being unfair and a little immature.
Emily: Well, put yourself in her shoes. Imagine a friend saying something about you behind your back.
Lance: You're probably right.
Emily: Have you been friends for a long time?
Lance: Yes. We've been friends for six years, and we used to talk all the time.
Emily: Then I think you should do the considerate thing and call to say you're sorry.



B Listen to Lance and Jill's phone conversation. What word does Lance use to describe himself? *See page T-68 for the answer.*

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LESSON C overview

Vocabulary: More personality traits
Grammar: Present perfect with *for* and *since*
Speaking: Information exchange about friends and their personalities

1 Vocabulary More personality traits

Learning objective: *Use more vocabulary for personality traits.*

A (CD 2, Track 36)

- *Tip* To help Ss remember vocabulary, review the personality traits from Lesson A.
- Direct Ss' attention to the adjectives and the definitions in the boxes.
- Have Ss match the adjectives and definitions.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Extra activity Extension

Call on a S and toss a ball or beanbag. Say an adjective (*mature*) and elicit the opposite adjective (*immature*). Have the S call on a classmate, say an adjective and elicit the opposite adjective.

B (CD 2, Track 37)

- Go over the instructions and the prefixes in the chart. Explain that we add prefixes to the front of words, and they usually change the meaning of the word. Point out that these prefixes are all negative prefixes and mean *not*.
- Have Ss work individually to complete the chart.
- *Option* Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

Classware Show the word! page xxxi
Type the answers for Part A into text boxes. After doing Part B, follow the steps for *Show the word!* to practice vocabulary for personality traits. Hide the letters of the answers (instead of hiding pictures) and call out definitions (instead of calling out hidden words).

C

- Go over the instructions.
- Have Ss work in pairs to discuss the three best and three worst personality traits in a friend.
- Elicit ideas from the class.

2 Conversation Time to say you're sorry

Learning objective: *Practice a conversation about a problem with a friend; see use of present perfect with* for *and* since *in context.*

A (CD 2, Track 38)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see?* (*A man and a woman. / Two friends at a café.*) What do you think they are talking about? (*A problem.*)
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
He describes her reaction as unfair and immature.

B (CD 2, Track 39)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer
He uses the word *inconsiderate*.

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3 Grammar Present perfect with *for* and *since*

Learning objective: *Practice present perfect with* for *and* since.

(CD 2, Track 40)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Check comprehension. Ask: *According to the second sentence, when did they become friends? (Six years ago.) Are they still friends? (Yes.) Will they be friends in the future? (Probably.) How long has she been upset? (For several days.) Is she still upset? (Probably.)*
- Focus on use. Ask: *When do we use the present perfect? (To describe actions that began in the past and continue up to now.)*
- Direct Ss' attention to the columns on the right. Ask: *What kind of expressions do we use with the word* for*? (Periods of time.) What kind of expressions do we use with* since*? (Specific points in time.)*
- Focus on form with *for*: subject + *have / has* + verb + *for* + time period
- Focus on form with *since*: subject + *have / has* + verb + *since* + starting point
- Point out that we use *for* or *since* to answer questions with *how long*.
- Refer to the conversation in Exercise 2. Have Ss underline the expressions with *for* and *since*.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> ***Classware Tip***
> Before class, add a blank page with two columns, one for *since* and one for *for*. Before doing Part A, open a blank page. Books closed. Divide the class into two teams. Have a S from the first team come to the board. Call out an expression from the right side of the grammar box. Have S write it in the correct column on the blank page. Repeat until all the words have been used. The teams get a point for each correct answer.

A

- Go over the instructions. Point out that a past event (e.g., *he got married*) is a starting point.
- Have Ss work individually to complete the sentences with *for* or *since*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the questions.
- Model the activity. Call on a S. Ask: *How long have you been in this class?*
- Have Ss work in pairs to take turns asking and answering the questions.
- Call on Ss to tell the class about their partner.

4 Speaking Three friends

Learning objective: *Describe people's personalities.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the chart with information about three friends.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns telling about their friends, and asking and answering questions for more information.
- ***Tip*** To help Ss work more effectively in groups, assign a job to each group member (facilitator, note taker, timekeeper, grammar judge). This will help Ss take turns, stay on time, and use the grammar correctly.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using the present perfect with *for* and *since*.
- Call on Ss to tell the class about one of their friends.
- Write the errors you heard Ss make in using the present perfect with *for* and *since* on the board. Encourage Ss to correct them. Make sure they use present perfect with *for* and *since* correctly
- Finally, tell Ss to check the "can do" statement if they can describe people's personalities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 53-55 |
> | Self-study CD-ROM | Lesson C |

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3 Grammar Present perfect with *for* and *since*

Use the present perfect to describe an action that began in the past and continues to now. Use for *to specify the amount of time. Use* since *to specify the starting point.*

How long have you been friends?
We've been friends **for six years.**
We've been friends **since middle school.**
She's been upset **for several days.**
I haven't spoken to her **since last weekend.**

for	*since*
ten minutes	3:00
two hours	last night
several days	Monday
a month	October
six years	2009
a long time	high school
quite a while	I was a kid

A Complete the sentences with *for* or *since*. Then compare with a partner.

1. Rod has become more considerate ___*since*___ he got married.
2. Mr. and Mrs. Kim haven't had an argument ___*since*___ 1981.
3. Pete and Lisa have been on the phone ___*for*___ six hours.
4. Tim hasn't spoken with his brother ___*for*___ a long time.
5. Jay's been totally unreliable ___*since*___ he started his new job.
6. Inez has been in her new job ___*for*___ three months.
7. Annie has become less immature ___*since*___ high school.
8. Jessica and Hector have been married ___*for*___ 25 years.



B Pair work Ask and answer the questions.

1. How long have you been in this class?
2. What haven't you done since you were a kid?
3. What have you wanted to do for a long time?

4 Speaking Three friends

A Think of three friends. Complete the chart.

Names	How long we've been friends	Their personality traits
1.		
2.		
3.		

B Group work Tell your group about your friends. Use your information from Part A. Ask and answer questions for more information.

A: *I've known my friend Jesse since middle school.*
B: *What's he like?*
A: *He's very honest and reliable.*

5 Keep talking!

Go to page 158 for more practice.

I can describe people's personalities.

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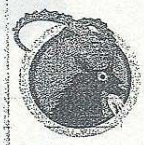
D What is your personality?

1 Reading

A When were you born? Read the description of your zodiac sign. Does it describe you well?

cambridge.org/thesignsofthezodiac

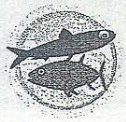
THE SIGNS OF THE ZODIAC



CAPRICORN Dec. 22 – Jan. 20
You're ambitious and good at business, but you sometimes worry about things too much.



AQUARIUS Jan. 21 – Feb. 19
You're creative and care about other people's feelings, but you can sometimes be difficult to work with.



PISCES Feb. 20 – March 20
You're considerate, but sometimes you don't help yourself enough. You decide things quickly and rarely change your mind.



ARIES March 21 – April 20
You're optimistic and creative. You know what you want, but you sometimes have difficulty sharing your feelings.



TAURUS April 21 – May 21
You're talkative and always say exactly what you think. You work hard, but you can get angry quickly.



GEMINI May 22 – June 21
You like adventure. You love to try new things and can be very creative. You can sometimes be unreliable.



CANCER June 22 – July 22
You're very patient and want everyone to get along, but you can have difficulty showing your feelings.



LEO July 23 – Aug. 23
You're a leader. You like to give, but you don't like to ask for things. You're not very patient.



VIRGO Aug. 24 – Sept. 22
You're ambitious and want things done with no mistakes. You are not always open to new ideas.



LIBRA Sept. 23 – Oct. 22
You get along with everyone and are curious about many things. You're always looking for something better.



SCORPIO Oct. 23 – Nov. 21
You're a reliable friend, but you can have difficulty sharing your feelings. You know exactly what you want.



SAGITTARIUS Nov. 22 – Dec. 21
You're honest – sometimes *too* honest. You don't always learn from your mistakes.

B Read the chart. Complete the sentences with the correct zodiac signs.

1. A ___Leo___ hates asking for things.
2. A ___Taurus___ talks a lot.
3. A ___Capricorn___ is good at business.
4. A ___Virgo___ wants everything perfect.
5. A ___Gemini___ is adventurous.
6. A ___Pisces___ is decisive.
7. A ___Sagittarius___ always tells the truth.
8. A ___n Aquarius___ is difficult to work with.

C Group work Think of three people you know. What is each person's zodiac sign? Does it describe their personalities well? Tell your group.

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LESSON D overview

Reading: "The Signs of the Zodiac" (descriptions)
Listening: A personality quiz
Writing: My personality
Speaking: Guessing game to match people and their personality descriptions

1 Reading The Signs of the Zodiac

Learning objective: *Read and discuss descriptions of zodiac signs; develop skills in reading for main ideas and details.*

(CD 2, Track 41)

A

- Tell Ss that one way to find out more about their personalities is to consult a zodiac description. Explain that the zodiac shows twelve signs that represent groups of stars. Some people think they influence their life.
- Go over the instructions.
- *Option* Before Ss read the text, have them write down three adjectives that they think describe their personalities. When they read the description of their zodiac sign have them compare their own descriptions with the zodiac.
- Have Ss read the description of their zodiac sign.
- Have Ss discuss the questions in pairs.
- *Option* Have Ss work in pairs or small groups with others who have the same zodiac sign. Have Ss discuss which qualities they think they share if any.
- Call on Ss to share their ideas with the class.

B

- Go over the instructions.
- Have Ss read the chart and complete the sentences with the correct zodiac signs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Classware Tip

Before class, hide one descriptive word from each paragraph but leave the first letter of each word showing. Suggested words: *ambitious, creative, considerate, talkative, unreliable, patient, leader, ambitious, curious, reliable, honest* (appears twice). After doing Part B, books closed. Divide the class into two teams. Have a S from the first team come to the board. Have the S write a word in the gap. Repeat until all the words have been used. The teams get a point for each correct answer.

C

- Go over the instructions and the questions.
- Have Ss discuss their ideas in groups.
- Call on Ss to share their ideas with the class.

Extra activity Extension

Have Ss work in groups. Write on the board: *Which zodiac signs describe people who would be good at these jobs? Why?* Write a list of the jobs you'd like the Ss to discuss (e.g., *a writer, an artist, a politician, a businessperson*).

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2 Listening Imagine you're in a forest . . .

Learning objective: *Listen to a personality quiz; develop skills in listening for main ideas and details.*

A (CD 2, Track 42)

- Direct Ss' attention to the picture. Ask: *What do you see?* (*Two people walking in a forest.*) Tell Ss they are going to listen to a personality test in which they'll have to imagine they are in a forest.
- Go over the instructions and the questions.
- Play the audio. Have Ss listen and number the questions from 1 to 7.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 42)

- Go over the instructions and the questions.
- Play the audio again. Have Ss listen and answer the questions. Remind the Ss that there are no right or wrong answers.

C

- Go over the instructions.
- Have Ss compare answers with a partner, then turn to page 153 to see what their answers mean.
- Call on Ss to share what they learned.

3 Writing and speaking My personality

Learning objective: *Write a paragraph about your personality; talk about your personality.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work individually to answer the questions.

> ***Classware*** Analyzing the model page xxvii
> After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Have Ss read the model paragraph. Ask: *What personality traits does the writer have? (He / She is easygoing, outgoing, optimistic, and stubborn).*
- Have Ss work individually to write paragraphs about their personalities. Remind Ss not to write their names on the paper.

C

- Go over the instructions and the example conversation.
- Put Ss in groups. Have each member of the group put their papers facedown on the table. Have Ss take turns taking a paper, reading it aloud, and eliciting guesses.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly in these areas: using adverbs, using present perfect with *for* and *since*, giving opinions, asking for agreement, using vocabulary for personality traits.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about their personalities NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 56
Self-study CD-ROM	Lesson D

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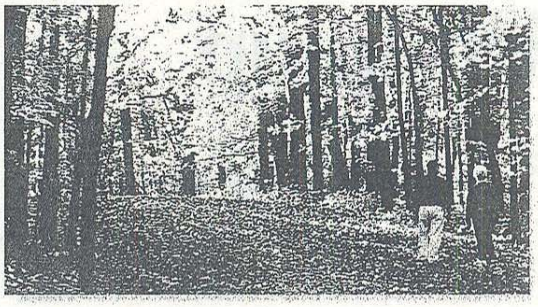
2 Listening Imagine you're in a forest . . .

A Listen to the personality test. Number the questions from 1 to 7 in the order you hear them.

6 What's it made of? _____
1 Who are you with? _____
7 What do you do with it? _____
3 How big is it? _____
2 What kind do you see? _____
5 What's on the table? _____
4 Is it open or closed? _____



B Listen again. Now take the personality test. Answer the questions with your own ideas.

C Pair work Compare your answers. Then turn to page 153 to see what your answers mean.

3 Writing and speaking My personality

A Think about your personality. Answer the questions.

- What are your positive personality traits? _____
- Are there any traits you'd like to change? _____
- Has your personality changed through the years? If so, how? _____

_____

B Write a paragraph about your personality, but do not write your name! Use the model and your answers in Part A to help you.

What Am I Like?

I'm a pretty easygoing and outgoing person. I'm also very optimistic about the future. I think people like to be around me. However, I can be stubborn sometimes. . . .



C Group work Put your papers facedown on the table. Take one paper and read the description. Your group guesses who it is and agrees or disagrees with the description. Take turns.

A: *I think that paragraph describes Dana.*
B: *Yes, that's right. I wrote that one.*
C: *I agree you're easygoing, Dana, but I don't really think you're stubborn.*
B: *Yes, I am!*

I can talk about my personality.

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Wrap-up

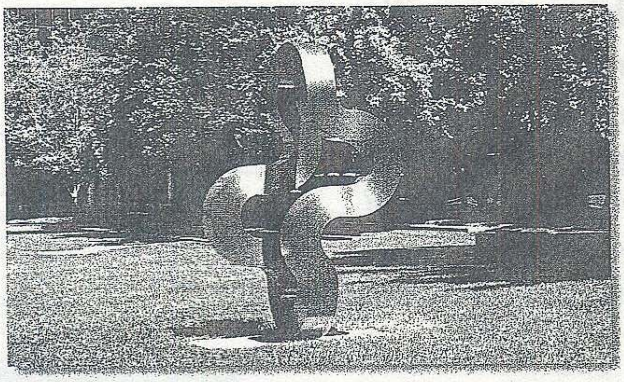
1 Quick pair review

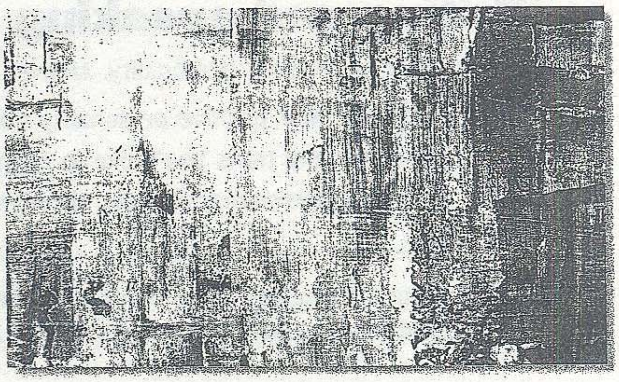
Lesson A Test your partner! Say an adjective. Can your partner write the adverb form correctly? Take turns. You have two minutes.

"Careful."

1. *carefully*
2. _____
3. _____
4. _____
5. _____
6. _____

Lesson B Give your opinion! Look at the two pieces of art. What do you think of them? Give two opinions about each one. You have two minutes.





A: *If you ask me, I think the sculpture is weird. Don't you think so?*
B: *In my opinion, it's very interesting.*

Lesson C Brainstorm! Make a list of positive and negative personality traits. How many do you know? You have two minutes.

Lesson D Find out! Who are two people that you and your partner know with the same personality traits? You have two minutes.

A: *My friend John is really stubborn. Do you know a stubborn person?*
B: *Yes. My little sister!*

2 In the real world

What's your zodiac sign? Find your horoscope from yesterday or last week in an English-language newspaper, magazine, or website. Was it true? Write about it.

My Horoscope

I'm a Pisces. My horoscope last week said, "You are going to have a difficult day at work." It was true. I was very busy and nervous because I had to give a presentation. Luckily, it went very well!

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1 Quick pair review

Learning objective: *Review adjectives and adverbs; give opinions; describe positive and negative personality traits.*

Lesson A Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying an adjective as their partner writes the adverb form. Set a time limit of two minutes.
- Elicit answers from the class.

Lesson B Give your opinion!

- Direct Ss' attention to the pieces of art. Ask: *What do you see? (A sculpture, a painting.)*
- Go over the instructions and the example conversation.
- Have Ss work in pairs to give two opinions about each piece of art. Set a time limit of two minutes.
- Call on Ss to share their opinions with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of positive and negative personality traits. Set a time limit of two minutes.
- Elicit examples from the class.

> ***Classware*** List that page xxix
> After brainstorming, follow the steps for *List that* to review positive and negative personality traits.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to find out two people they know with the same personality traits. Set a time limit of two minutes.

2 In the real world

Learning objective: *Research your zodiac sign and write about it.*

- Go over the instructions and the example.
- As an out-of-class assignment, have Ss look in an English newspaper or magazine to find their horoscope from yesterday or last week. Suggest they look for news online.
- Have Ss write three or four sentences about what they found out.
- Have Ss share what they found out in pairs or groups.
- Call on Ss to share what they found out with the class.

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The environment

At a glance: Unit overview	Speaking outcomes
LESSON A Going green Ss learn vocabulary for environmental impacts. They use quantifiers.	Ss can . . . discuss environmental problems.
LESSON B I'd rather not say. Ss give an approximate answer and avoid answering.	Ss can . . . give an approximate answer and avoid answering.
LESSON C What will happen? Ss learn vocabulary for tips to help the environment. They use the first conditional.	Ss can . . . talk about future possibilities.
LESSON D Finding solutions Ss read and discuss an article on one-of-a-kind homes. They write a letter about an environmental problem.	Ss can . . . discuss solutions to problems.

Warm-up

Learning objective: *Preview the topic and discuss before and after pictures of environmental problems.*

> ***Classware Tip***
> Before class, cover all text above the pictures. Books closed. Do Part A and B. Then have Ss work in pairs to guess the title of the unit. Elicit ideas from Ss and then reveal the title.

A

- To introduce the topic of the environment, direct Ss' attention to the pictures. Ask: *What places do you see? (A vacant lot, a river, a city.)*
- Go over the instructions and the questions.
- Have Ss discuss their answers with a partner.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.

> **Answers**
> 1. a vacant lot that was mostly dirt, but now has green plants and grass
> 2. a stream that was dirty, but is now clean
> 3. a city that was polluted, but now has clean air

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about the environment in this unit. Point out the Unit 8 lesson overviews. Go over what Ss will learn in each lesson.

> ***Cultural note***
> Los Angeles is the U.S. city that is known for smog. The word *smog* is a combination of *smoke* and *fog*. It is a hazy cloud formed by pollution. L.A. has worked hard to improve its air quality. One thing that has helped is laws regulating car emissions.

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unit

The environment

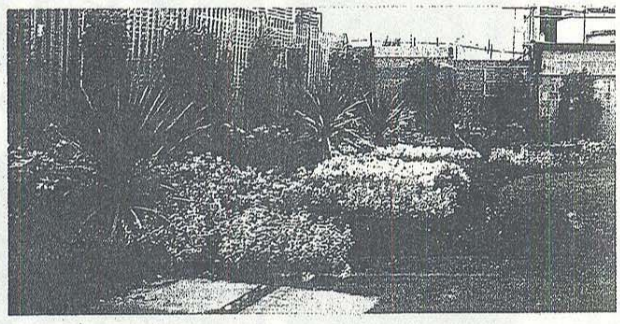
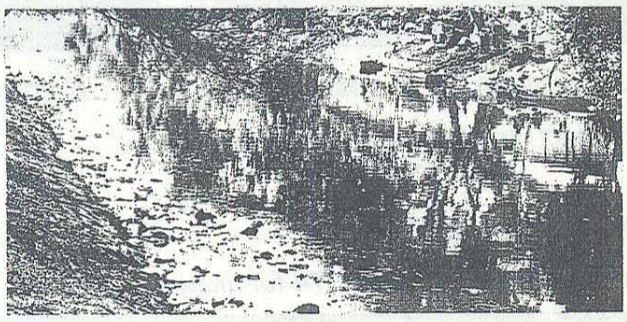
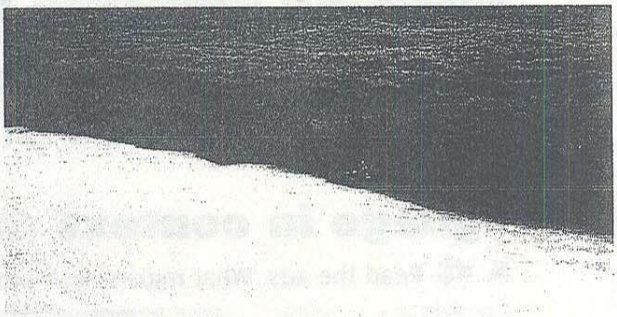
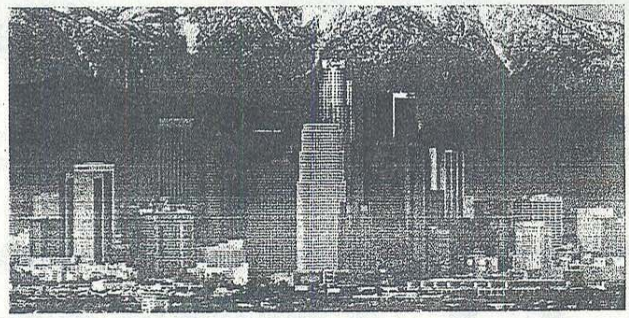
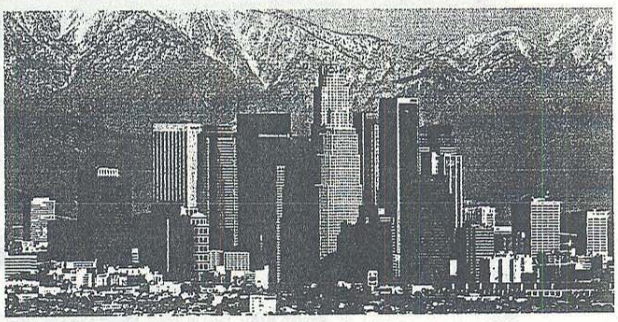
LESSON A
- Environmental impacts
- Quantifiers

LESSON B
- Giving an approximate answer
- Avoiding answering

LESSON C
- Tips to help the environment
- First conditional

LESSON D
- Reading: "One-of-a-Kind Homes"
- Writing: Local concerns

Warm-up

A Look at the "before" and "after" pictures. What do you see? What has changed? *See page T-73 for answers.*

B Which was the biggest improvement? Which was the easiest to do? Which was the most difficult?

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A Going green

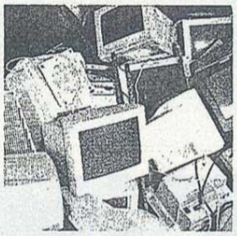
1 Vocabulary Environmental impacts

A Label the pictures with the correct words. Then listen and check your answers.

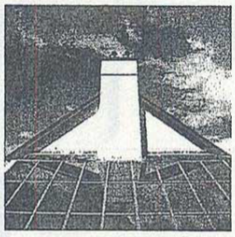
e-waste	hybrid car	organic food	pollution	solar energy
global warming	nuclear energy	plastic bags	recycling bin	wind farm



1. *global warming*



2. *e-waste*



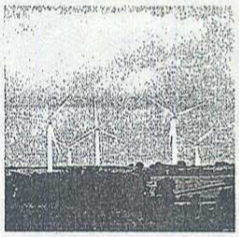
3. *solar energy*



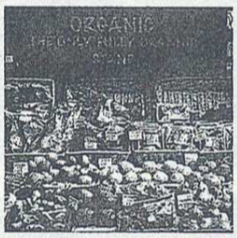
4. *plastic bags*



5. *nuclear energy*



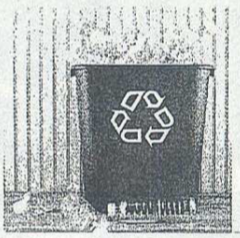
6. *wind farm*



7. *organic food*



8. *pollution*



9. *recycling bin*



10. *hybrid car*

B Pair work How do the things in Part A impact the environment?

2 Language in context Green products

A Read the ads. What makes each product "green"? *See page T-74 for answers.*

GET GREEN GOODS!

HOME | PRODUCTS | SERVICES | CONTACT



Compact fluorescent lightbulbs
Regular bulbs waste too much energy, so why not use compact fluorescent lightbulbs (CFLs)? They use less energy, and you save more money in the long term.
$20 for a pack of 3



Cloth shopping bag
Who needs paper or plastic? Bring your own cloth bag to the grocery store or mall. This bag makes an important statement and is made of 100% organic cotton.
$5



Recycled toothbrush
Made from 100% recyclable plastic, each toothbrush comes with a reusable travel case. Junior toothbrushes feature endangered animals.
$20 for a pack of 6, or $18 for a pack of 6 Junior toothbrushes



Steel water bottle
Why should we use fewer plastic water bottles? Because too many of them end up in landfills and cause pollution. It's cool to carry your own reusable bottle.
$15

B What about you? Do you own any green products? Would you buy these?

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LESSON A overview

Vocabulary: Environmental impacts
Grammar: Quantifiers
Pronunciation: Stress in compound nouns
Speaking: Discussion about community environmental problems

1 Vocabulary Environmental impacts

Learning objective: *Use vocabulary for environmental impacts.*

A (CD 2, Track 43)

- Direct Ss' attention to the words. Ask: *What do these words have in common? (They refer to things related to the environment.)* Explain or elicit that *impacts* are effects.
- Go over the instructions. Have students label the pictures with the correct words.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Have Ss work in pairs to take turns asking for and giving explanations of each word.
- *Tip* To expand vocabulary, have Ss generate lists of words in the same word families as some of the words (e.g., *pollution* [n.], *pollute* [v.], *polluted* [adj.])

B

- Go over the instructions.
- Have Ss work in pairs to discuss how the things in Part A impact the environment.
- Call on Ss to share their ideas with the class.

Classware Swipe and guess page xxxi
After doing Part B, follow the steps for *Swipe and guess* to practice vocabulary about things that make an environmental impact.

Extra activity Extension
Have Ss work in pairs or groups to list one advantage and one disadvantage of each item in Part A. Elicit ideas from the class. Point out or elicit that things that have a negative impact on the environment often have other advantages such as cost or convenience.

2 Language in context Green products

Learning objective: *See quantifiers in context.*

A (CD 2, Track 44)

- Direct Ss' attention to the ads to set the scene. Ask: *What do you see? (Ads for green products.) What are the products? (Lightbulb, toothbrush, cloth shopping bag, steel water bottle.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- *Option* Have Ss check answers with a partner.
- Go over the answers with the class.

Answers
Compact fluorescent lightbulbs use less energy.
Recycled toothbrushes use recyclable plastic.
Cloth shopping bags replace plastic or paper bags.
Steel water bottles replace plastic water bottles, which go in landfills and cause pollution.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

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3 Grammar Quantifiers

Learning objective: *Practice quantifiers.*

(CD 2, Track 45)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Elicit rules:
  1. Focus on form. Ask: *Where do quantifiers go? (Before nouns.)*
  2. Focus on use. Ask: *What are some quantifiers that we can use with count nouns? (More, not enough, too many, fewer.) What are some quantifiers we can use with noncount nouns? (More, not enough, too much, less.)*
- Check comprehension. Say: *The city has two wind farms. It needs twenty. What quantifiers can I use to express this? (The city needs more wind farms. / The city doesn't have enough wind farms.) An SUV uses a lot of gas. Is this a good thing? (No, it should use less gas. / No, it uses too much gas.)*
- Refer to the ads in Exercise 2. Have Ss underline all examples of quantifiers.
- Check comprehension. Ask: *What is the problem with regular lightbulbs? (They waste too much energy.) What are the advantages of CFLs? (They use less energy and save more money.) What is wrong with plastic water bottles? (Too many end up in landfills.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the opinions with quantifiers.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice saying the sentences in pairs.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which opinions in Part A they agree with and why.
- Call on Ss to tell the class about their partner's opinions.

4 Pronunciation Stress in compound nouns

Learning objective: *Practice stress in compound nouns.*

A (CD 2, Track 46)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to stress in compound nouns.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying the compound nouns.
- *Tip* To help Ss notice which compound nouns are one word, and which two, suggest they list the compound words in two groups in their vocabulary notebooks.

> ***Classware*** Highlight and say it! page xxviii
> After doing Part B, zoom in on Exercise 3, Part A, and follow the steps for *Highlight and say it!* to practice pronunciation.

5 Speaking Our community

Learning objective: *Discuss environmental problems.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work in pairs to complete the sentences.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using quantifiers.

B

- Go over the instructions.
- Have Ss join another pair to share their ideas.
- Elicit which problems Ss think are the most important.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use quantifiers correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss environmental problems. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 57-59
Self-study CD-ROM	Lesson A

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3 Grammar Quantifiers

Quantifiers with count nouns	Quantifiers with noncount nouns
We need **more** wind farms.	You save **more** money with CFLs.
There aren**'t enough** recycling bins.	People don**'t** buy **enough** organic food.
There are **too many** bottles in landfills.	Regular lightbulbs use **too much** energy.
People should buy **fewer** plastic bottles.	People should try to use **less** plastic.

A Complete the opinions with quantifiers. Then compare with a partner.

1. "I think it's good that ___*more*___ people are buying hybrid cars. They help reduce global warming."
2. "In my opinion, there's ___*too much*___ e-waste in our landfills. We need better and safer ways to recycle electronics."
3. "Farmers should grow ___*more*___ organic food. I prefer food without chemicals."
4. "Unfortunately, not ___*enough*___ people use solar power. Is it because it's expensive?"
5. "I feel people should use ___*less*___ nuclear energy. Isn't it dangerous?"
6. "Some people say they don't have ___*enough*___ time to recycle. That's crazy!"
7. "Maybe it's just me, but I think shoppers should take ___*fewer*___ plastic and paper bags from the supermarket. I always bring my own bags."
8. "___*Too many*___ people throw plastic bottles in garbage cans. They should use recycling bins."

B Pair work Do you agree with the opinions in Part A? Why or why not? Tell your partner.

4 Pronunciation Stress in compound nouns

A Listen and repeat. Notice how the first noun in compound nouns often receives stronger stress.

landfill **lightbulb** **travel** case **water** bottle

B Pair work Practice the compound nouns. Stress the first noun.

toothbrush garbage can recycling bin wind farm

5 Speaking Our community

A Pair work What environmental problems does your community have? Complete the sentences.

1. There's too much _____.
2. There isn't enough _____.
3. We should have fewer _____.
4. There are too many _____.
5. There aren't enough _____.
6. We should use less _____.

B Group work Share your ideas with another pair. Did you identify the same problems? Which are the most important?

6 Keep talking!

Go to page 139 for more practice.

I can discuss environmental problems.

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B I'd rather not say.

1 Interactions Answering and avoiding answering

A Imagine these people are asking you questions. Are there any questions they might ask you that you think are too personal and that you would not answer?

a doctor	a friend	a neighbor	a parent	a stranger	a teacher

B Listen to the conversation. What question doesn't Jim answer? Then practice the conversation. *See page T-76 for the answer.*

Carl: So, Jim, how's the new car?
Jim: Hey, Carl. It's great. I'm really happy with it.
Carl: It's a hybrid, isn't it?
Jim: Yeah. It causes less pollution. I'm trying to do my part to help the environment, you know?
Carl: That's great. How long have you had it?
Jim: I've only had it for a week.
Carl: Really? How many kilometers have you driven?
Jim: I'd say about 150.
Carl: So, how does it run?
Jim: Oh, it runs very well. I'll give you a ride later if you want.
Carl: OK, thanks. How much did it cost, exactly?
Jim: Actually, I'd rather not say. But I know I made a good purchase.



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Giving an approximate answer

I'd say about . . .
I'd say maybe . . .
Probably . . .

Avoiding answering

I'd rather not say.
I'd prefer not to say.
I'd rather not answer that.

D Match the questions and the responses. Then practice with a partner.

1. How often do you drive? *b*
2. How much do you drive every day? *d*
3. How many people have you given rides to? *a*
4. How much did you sell your old car for? *c*

a. I'd say about ten.
b. Probably five or six times a week.
c. I'd rather not answer that.
d. I'd say about 30 minutes.

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LESSON B overview

Interactions: Giving an approximate answer; avoiding answering
Listening: A survey on grocery shopping habits
Speaking: Survey about water usage

1 Interactions Answering and avoiding answering

Learning objective: *Practice giving an approximate answer and avoiding answering.*

A

- Go over the instructions and questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (CD 2, Track 47)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two young men.) Where are they? (In front of their houses. / In a driveway.) What are they talking about? (A new car.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer
"How much did it cost, exactly?"

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (CD 2, Track 48)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in each box mean the same thing, and that expressions to avoid answering are rather formal.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

Classware Language switch page xxix
After doing Part C, follow the steps for *Language switch*, Option 2, to practice answering and avoiding answering.

D

- Go over the instructions and the questions and responses.
- Have Ss match the questions and responses.
- Go over the answers with the class.
- Have Ss work in pairs to take turns asking and answering the questions, then change roles and practice again.

Extra activity Extension

Have Ss work in pairs to make five questions about personal recycling habits and creation of garbage. Have each pair join another pair to take turns asking and answering, or avoid answering their questions.

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2 Listening Consumer research

Learning objective: *Develop skills in listening for specific information.*

A (CD 2, Track 49)

- Pre-teach any unfamiliar vocabulary.

> ***Vocabulary***
> household the people who live in a house together
> What do you do for a living? What is your job?

- Go over the instructions and the questions.
- Play the audio. Have Ss listen and number the questions from 1 to 9.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 49)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the man's answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again if needed.

C

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering or avoiding answering the questions.
- Call on Ss to tell the class about one of their partner's answers.

> ***Extra activity*** Extension
> Have Ss choose three questions from Part A. Have Ss walk around the room to ask and answer questions and record the answers. Suggest Ss interview ten classmates. Have Ss share their answers in small groups. Call on Ss to share what they found out with the class.

3 Speaking Do you waste water?

Learning objective: *Give an approximate answer and avoid answering.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to select the questions they would avoid answering.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions to complete the survey in Part A. Remind Ss to use expressions to avoid answering questions.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in giving approximate answers and avoiding answering.

C

- Go over the instructions.
- Have Ss work in pairs to compare answers and answer the questions.
- Call on Ss to share their ideas with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to give an approximate answer or avoid answering correctly.
- Finally, tell Ss to check the "can do" statement if they can give an approximate answer and avoid answering. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 60 |
> | Self-study CD-ROM | Lesson B |

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2 Listening Consumer research

A Listen to a man answer survey questions in a grocery store. Number the questions from 1 to 9 in the order you hear them.

8 Have your buying habits changed in the last year? *Yes. I don't buy plastic bottles.*

1 How often do you walk to the grocery store? *All the time.*

3 Do you usually ask for paper or plastic bags? *I bring my own cloth bags.*

5 How much do you spend on groceries every month? *About $300.*

6 How many people are there in your household? *Three.*

9 What is the highest level of education you've completed? *I'd prefer not to answer that.*

7 What do you do for a living? *I'd rather not say.*

4 Do you ever shop for groceries online? *No, never.*

2 How often do you buy environmentally friendly products? *Very often.*

B Listen again. Write the man's answers.

C Pair work Ask and answer the questions in Part A. Answer with your own information, or avoid answering.

3 Speaking Do you waste water?

A Read the survey. Are there any questions you would avoid answering, or is there any information you wouldn't share?

WATER USE SURVEY

Name: _____ Phone number: _____

Address: _____ Email: _____

Age: _____ Education: _____

How many showers do you take in a week? _____

How long do you spend in the shower? _____

Do you ever leave the water running when you brush your teeth? _____

Do you wash dishes by hand or use a dishwasher? _____

When you wash dishes, do you leave the water running? _____

When you wash clothes, is the washing machine always completely full? _____

Do you flush the toilet after every use? _____

B Pair work Interview your partner. Complete the survey with his or her answers. Mark an ✗ if he or she avoids answering.

C Pair work Compare your answers. Who uses more water? How could you use less water?

I can give an approximate answer.

I can avoid answering.

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C What will happen?

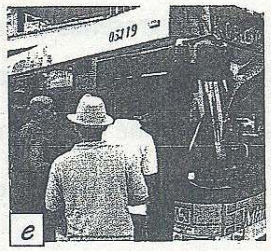
1 Vocabulary Tips to help the environment

A Match the tips and the pictures. Then listen and check your answers.

a. Buy local food.	d. Pay bills online.	g. Use cloth shopping bags.
b. Fix leaky faucets.	e. Take public transportation.	h. Use rechargeable batteries.
c. Grow your own food.	f. Use a clothesline.	


1. a


2. d

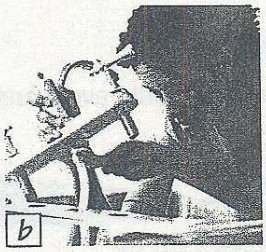


3. e



4. g


5. c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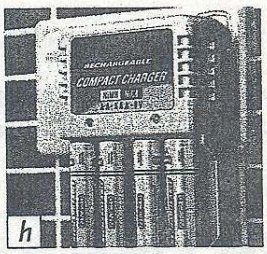

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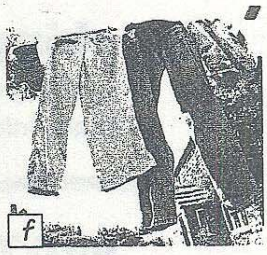
8. f

B Pair work Which things in Part A do you do now? Which don't you do? Tell your partner.

2 Conversation This is awful!

A Listen to the conversation. When does Kendra want to start taking public transportation? *See page T-78 for the answer.*

Ina: This is awful! It's taking forever to get to work.
Kendra: I know. There are just too many cars these days! The traffic seems to get worse and worse.
Ina: Maybe we should start taking public transportation. If we take the subway, we won't have to sit in traffic.
Kendra: And we might save money if we take the subway.
Ina: I think you're right. Also, if we take public transportation, we won't get stressed out before work. So, when do we start?
Kendra: How about tomorrow?



B Listen to their conversation the next day. What are they unhappy about? *See page T-78 for the answer.*

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LESSON C overview

Vocabulary: Tips to help the environment
Grammar: First conditional
Speaking: Cause and effect

1 Vocabulary Tips to help the environment

Learning objective: *Use vocabulary for tips to help the environment.*

A (CD 2, Track 50)

- Direct Ss' attention to the tips in the box. Ask: *What kind of tips are these? (Things you can do to help the environment.) How can they help? (They save / reduce the use of things like fuel, water, money, paper.)*
- Go over the instructions. Have students match the tips and the pictures.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to answer the questions.
- Call on Ss to share their answers with the class.

Classware Tip
Before class, hide the bold words in each phrase from Part A: buy local food, fix leaky faucets, grow your own food, pay bills online, take public transportation, use a clothesline, use cloth shopping bags, use rechargeable batteries. Save. In class, after doing Part B, have Ss work in pairs to complete the sentences to practice vocabulary for tips to help the environment.

2 Conversation This is awful!

Learning objective: *Practice a conversation about public transportation; see use of first conditional in context.*

A (CD 2, Track 51)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two friends.) What are they doing? (Sitting in a car.) What is the problem? (They're stuck in traffic.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
She wants to start tomorrow.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- *Option* Call on two pairs to act it out for the class.

B (CD 2, Track 52)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer
There are a lot of people and no seats.

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3 Grammar First conditional

Learning objective: *Practice the first conditional.*

(CD 2, Track 53)

- Direct Ss' attention to the grammar box. Have them read the example sentences.
- Explain the rules.
  1. Focus on use. Explain: *We use first conditional sentences to describe things that might really happen. If you are certain something will happen, use* will *in the main clause. When less certain, use* may, might, *or* could *in the main clause.*
  2. Focus on form. Explain that a conditional sentence is made up of an *if* clause and a main clause: (*If* clause) *if* + subject + simple present, + (main clause) subject + *will / may / might / could* + base form of the verb
- Point out that either the *if* clause or the main clause can come first.
- Check comprehension. Say: *If we take public transportation, we'll save money. Which action may cause the other action? (Taking public transportation may cause us to save money.) Will these things definitely happen? (No, but probably.)*
- Refer to the conversation in Exercise 2. Have Ss underline the *if* clauses and circle the modals.
- Check comprehension. Ask: *What will happen if they take the subway? (They won't have to sit in traffic.) What else might happen? (They might save money.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to write first conditional sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S. Ask: *What else will happen if you pay your bills online?* Elicit an answer (e.g., *I can pay them more quickly.*).
- Have Ss work in pairs to discuss their ideas.
- Call on Ss to share their ideas with the class.

> ***Classware*** Revealing grammar page xxx
> After doing Part B, follow the steps for *Revealing grammar* to review the first conditional. Hide *the present* (line 1), *will* (line 2), *may*, *might*, *could*, and *main* (all from line 6).

4 Speaking Around the circle

Learning objective: *Talk about future possibilities.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example.
- Have Ss work individually to write a sentence about what will happen if they change a habit to become greener. Remind Ss to look at the tips in Exercise 1 for ideas.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns saying a sentence as the rest of the group adds ideas. Encourage each S to start a new round of ideas.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using first conditionals.
- Call on Ss to tell the class about one of the group's chains of ideas.
- Write the errors you heard Ss make in first conditionals on the board. Encourage Ss to correct them. Make sure they use first conditionals correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about future possibilities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 61-63
Self-study CD-ROM	Lesson C

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3 Grammar First conditional

First conditional sentences describe real possibilities. Use the present tense in the if *clause (the condition). Use* will *in the main clause.*

If we **take** public transportation, we**'ll save** money.

If we **take** public transportation, we **won't get** stressed out.

Air pollution **will get** worse if we **don't reduce** the number of cars.

Use modals such as may, might, *or* could *in the main clause when you're less certain about the results.*

If air pollution **gets** worse, more people **may get** sick.

If you **don't fix** your leaky faucet, you **might get** a high water bill.

You **could spend** money on other things if you **grow** your own food.

A Write first conditional sentences with the two clauses. Then compare with a partner.

1. you'll use 60 percent less energy / you replace your regular lightbulbs with CFLs
   You'll use 60 percent less energy if you replace your regular lightbulbs with CFLs.
2. you pay your bills online / you'll use less paper
   If you pay your bills online, you'll use less paper.
3. we fix our leaky faucets / we'll save water
   If we fix our leaky faucets, we'll save water.
4. there won't be much air pollution / everyone uses hybrid cars
   There won't be much air pollution if everyone uses hybrid cars.
5. you use a clothesline / other people may start to do the same
   If you use a clothesline, other people may start to do the same.
6. we use rechargeable batteries / we could save a lot of money
   If we use rechargeable batteries, we could save a lot of money.

B Pair work What else will or may happen for each condition in Part A? Discuss your ideas.

A: *What else will happen if you replace your regular lightbulbs with CFLs?*
B: *If I replace my regular lightbulbs with CFLs, I'll have cheaper electric bills.*

4 Speaking Around the circle

A Write a sentence about what will happen if you change a habit to become greener.

If I grow my own food, I will eat better.

B Group work Sit in a circle. Go around the circle and share your ideas. Repeat your classmates' main clauses as conditions, and add new ideas.

A: *If I grow my own food, I will eat better.*
B: *If you eat better, you will feel healthier.*
C: *If you feel healthier, you won't need to go to the doctor very often.*

5 Keep talking!

Go to page 140 for more practice.

I can talk about future possibilities.

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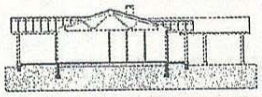
D Finding solutions

1 Reading

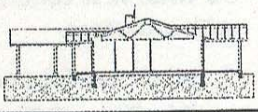
A Look at the pictures. Which home would you prefer to live in? Why?

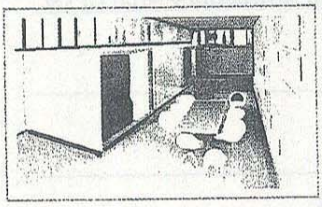
B Read the article. Write the captions under the correct pictures.

The Recycled-Tire House	The Found-Object House	The Greenhouse



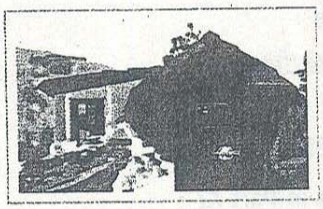
One-of-a-Kind HOMES





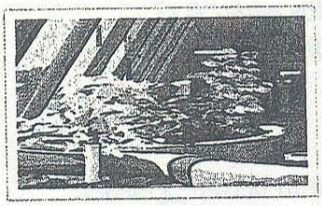
The Greenhouse

Shoichi wanted to live in an environmentally friendly home, and he always liked the greenhouses in his neighborhood in Tokyo, Japan. So he decided to create his own greenhouse-style home. Sunlight warms his new home, and a plastic cover around the house helps to keep the heat inside. There aren't any walls or rooms. The "rooms" are actually large boxes on wheels. He can move them anywhere he likes, even outside. He loves his home, but sometimes he would like to be able to move the whole house.



The Found-Object House

Ruth is an artist who lives in the Rocky Mountains in the U.S. state of Colorado. Over the years, she found and collected a lot of old objects for her art. When she decided she wanted to live in a more unusual home, she had a creative idea. She would use many of the old materials that she collected in the home's design. For example, she used old car parts in the front door and tire rubber as the roof. She also used the door of an old car as part of a wall, so she can still lower the window!



The Recycled-Tire House

Wayne and Cate are a couple from the U.S. state of Montana. They wanted a new home that wasn't too expensive. Their solution was simple – they built their own home. They recycled and used 250 old tires as the base of the house and old glass for the windows. They even used 13,000 empty soda cans in the house. Their home also has large windows and lots of plants and flowers. Solar energy keeps the house warm, even on cold days.

C Read the article again. Answer the questions.

1. What warms the inside of Shoichi's home? *Sunlight.*
2. What would Shoichi like to be able to do? *Move the whole house.*
3. What creative idea did Ruth have? *To use old materials she collected to design her home.*
4. Where are there car parts in Ruth's home? *Front door, roof, and wall.*
5. Why did Wayne and Cate build their own home? *They wanted a cheaper home.*
6. What did Wayne and Cate use to build their home? *Old tires, glass, and cans.*

D Pair work Have you heard of or seen any unique homes or buildings? Were they environmentally friendly? Tell your partner.

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LESSON D overview

Reading: "One-of-a-Kind Homes" (an article)
Listening: Award winners for environmental work
Writing: A letter about an environmental issues
Speaking: Solutions to environmental issues

1 Reading One-of-a-Kind Homes

Learning objective: *Read and discuss an article on one-of-a-kind homes; develop skills in reading for main ideas and details.*

(CD 2, Track 54)

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Direct Ss' attention to the title. Explain or elicit what the title means (*Each house is unique; there is no other house that is like it.*).
- Pre-teach any unfamiliar vocabulary.

Vocabulary

environmentally friendly good for the environment
greenhouse a building for growing plants that is made of glass to let the sun in
tire rubber the rubber material from car or truck tires

- Go over the instructions.
- Have Ss read the article and write the captions under the correct pictures.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Discussion

Put Ss in groups of three. Have each S read about a different home. Tell Ss you will give a quiz on all three homes. Have Ss tell their partners about their home. Point out that every S will have to answer every question on the quiz, so A Ss will teach the answers to the first two questions, B Ss to the second two, and C to the third two. Books closed. Ask each of the questions in Part C and have Ss answer.

C

- Go over the instructions.
- Have Ss read the article again and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Classware Tip

While Ss complete Part C, zoom section. Have volunteers come to the board and use the pen to underline the section showing the location of the answer in the reading. Have S put the corresponding question number beside the underlined segment.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

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2 Listening Award winners

Learning objective: *Listen to conversations about award winners; develop skills in listening for main ideas and details.*

A (CD 2, Track 55)

- Pre-teach any unfamiliar vocabulary.

> ***Vocabulary***
> charities non-profit organizations that help people
> decrease a lower number or amount
> species a particular kind of animal or plant

- Direct Ss' attention to the pictures. Point out that these two people are award winners.
- Go over the instructions and the phrases.
- Play the audio. Have Ss listen and write T (Tayler) or G (Gabriela) next to each phrase.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 55)

- Go over the instructions and the sentences.
- Play the audio again. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing and speaking Local concerns

Learning objective: *Write a letter about an environmental problem; discuss solutions to problems.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work individually to answer the questions.
- Have Ss read the model letter. Ask: *Who is the letter to? (A city councilman.) What is the problem? (Too much construction work and traffic near a school.)*
- Have Ss work individually to write letters.

> ***Classware*** Analyzing the model page xxvii
> After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions.
- Have Ss take turns sharing their letters and discussing their solutions in groups.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly: use quantifiers and first conditionals, use vocabulary for environmental impacts and tips, and give approximate answers or avoid answering.

C

- Go over the questions.
- Discuss the answers with the class.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss solutions to problems. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 64 |
> | Self-study CD-ROM | Lesson D |

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2 Listening Award winners

A Listen to the conversations about two award winners, Gabriela McCall and Tayler McGillis. Who do the phrases below describe? Write T (Tayler) or G (Gabriela).

1. __T__ raised money for local charities.
2. __G__ is a student in Puerto Rico.
3. __T__ won an award at age 12.
4. __T__ collects and recycles cans.
5. __G__ helps birds.
6. __G__ teaches children.
7. __T__ speaks at schools about recycling.
8. __G__ took photos to start a project.



Tayler McGillis



Gabriela McCall

B Listen again. Correct the false sentences.

1. Tayler raised more than ~~$900~~ for local charities. *$9,000*
2. Tayler's new goal is to collect 175,000 ~~bottles~~ every year. *cans*
3. Gabriela's project helps protect the ~~ocean~~ for birds in Puerto Rico. *forest*
4. Gabriela teaches children about ~~recycling~~ so that they respect the environment. *birds*

3 Writing and speaking Local concerns

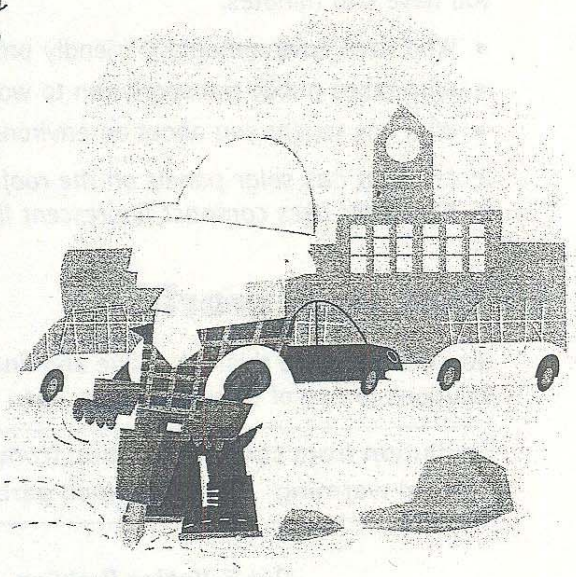
A Write a letter to a local official about an environmental problem in your community. Use the questions and the model to help you.

- What is the problem?
- Who or what does the problem affect?
- Who or what is causing it?
- What's a solution to the problem?

Dear City Councilman,

I am a student. I am writing to tell you about the amount of noise near our school. There is a lot of construction work and traffic near our school. It is very difficult for us to study and learn during the day.

I have an idea for a possible solution to this problem. If . . .



B Group work Share your letters. Do you think the solutions will solve the problems? Can you offer other solutions?

C Class activity What are the most important concerns in your community? Who else can you write to or talk to about your concerns?

I can discuss solutions to problems.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of environmentally friendly products. How many do you know? You have two minutes.

Lesson B Do you remember? Is the sentence giving an approximate answer, or is it avoiding answering? Write AP (approximate answer) or AV (avoiding answering). You have one minute.

How much did your car cost?		How much trash do you throw away a week?	
I'd say about $3,000.	AP	I'd rather not answer that.	AV
I'd prefer not to say.	AV	I'd rather not say.	AV
I'd say maybe $6,000.	AP	Probably about five bags.	AP

Lesson C Give your opinion! What do you think? Complete the sentences together. You have three minutes.

1. Our city will get cleaner if _____.
2. If our school uses solar energy, _____.
3. If we eat organic food, _____.
4. We could recycle more if _____.

Lesson D Find out! Who is one person you know who does each thing? You have two minutes.

- Who uses environmentally friendly products at home?
- Who takes public transportation to work?
- Who has taught you about an environmental issue?

A: *My aunt has solar panels on the roof of her house.*
B: *My father uses compact fluorescent lightbulbs.*

2 In the real world

How can we solve this? Go online and find information in English that gives solutions to one of these problems. Then write about them.

pollution from cars	pollution from factories
global warming	too much garbage

Our Pollution Problem

If more people have hybrid cars, there will be less pollution. People can also carpool. If we share rides, there will be fewer cars on the road. Also, if we . . .

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1 Quick pair review

Learning objective: *Review environmentally friendly products, ways to give an approximate answer and avoid answering, and first conditionals.*

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of environmentally friendly products. Set a time limit of two minutes.
- Elicit examples from the class.

> ***Classware*** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review environmentally friendly products.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to identify ways to give an approximate answer or avoid answering. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Give your opinion!

- Go over the instructions.
- Have Ss work in pairs to complete the sentences together. Set a time limit of three minutes.
- Call on Ss to share their opinions with the class.

Lesson D Find out!

- Go over the instructions, the questions, and the example conversation.
- Have Ss work in pairs to find out one person they know who does each thing. Set a time limit of two minutes.
- Elicit ideas from the class.

2 In the real world

Learning objective: *Research solutions to a problem and write about it.*

- Go over the instructions, the problems, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English that gives solutions to one of the problems. Suggest Ss enter the phrase for the problem and solution in the search engine.
- Have Ss write three or four sentences about what they found out. Suggest Ss write one sentence for each solution.
- Have Ss share what they found out in pairs or groups.
- Call on Ss to share what they found out with the class.

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Relationships

At a glance: Unit overview	Speaking outcomes
LESSON A Healthy relationships Ss learn vocabulary for relationship behaviors. They use expressions with infinitives.	Ss can . . . discuss what's important in relationships.
LESSON B I'm really sorry. Ss apologize and accept apologies.	Ss can . . . apologize and give excuses; accept an apology.
LESSON C That can't be the problem. Ss learn vocabulary for inseparable phrasal verbs. They use modals for speculating.	Ss can . . . speculate about people.
LESSON D Getting advice Ss read and discuss emails about problems. They write a letter of advice.	Ss can . . . give advice about relationships.

Warm-up

Learning objective: *Preview the topic and discuss relationships.*

> ***Classware Tip***
> Books closed. Before doing Part A, zoom to show only the pictures. Have Ss work in pairs to come up with the types of relationships between the people in the pictures. Elicit possible answers and write them next to the corresponding picture.

A

- To introduce the topic of relationships, direct Ss' attention to the pictures. Ask: *Do you think they all have the same relationships? (No.)*
- Go over the instructions.
- Have Ss number the pictures.
- Have Ss compare answers with a partner.
- Elicit answers from the class.
- *Option* Do the activity as a class.

Possible Answers

1. two friendly neighbors having coffee
2. a brother and sister fighting over a video game
3. two friends having a serious discussion
4. two chefs decorating a cake

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk about relationships in this unit. Point out the Unit 9 lesson overviews. Go over what Ss will learn in each lesson.

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Relationships

LESSON A	LESSON B	LESSON C	LESSON D
○ Relationship behaviors ○ Expressions with infinitives	○ Apologizing ○ Accepting an apology	○ Inseparable phrasal verbs ○ Modals for speculating	○ Reading: "Addy's Advice" ○ Writing: A piece of advice

Warm-up









A What is the relationship between the people? Number the pictures.

1. brother and sister 2. neighbors 3. co-workers 4. friends

B What do you think is happening in each picture? Do they all have good relationships?
See page T-83 for possible answers.

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A Healthy relationships

1 Vocabulary Relationship behaviors

A Match the words and the sentences. Then listen and check your answers.

1. apologize *c*	a. No! I'm not listening to you.
2. argue *a*	b. I think we really need to talk about it.
3. communicate *b*	c. I'm really sorry. I didn't mean to hurt your feelings.

4. compromise *e*	d. I know you're sorry. It's OK.
5. criticize *f*	e. Why don't I wash the dishes and you do the laundry?
6. forgive *d*	f. You're being unfair. It's your turn to take out the garbage.

7. gossip *i*	g. I told her I liked her new dress, but I didn't.
8. judge *h*	h. Others may disagree, but I think what you said was awful.
9. lie *g*	i. Did you hear about Wendy? You'll never guess what I heard.

B Pair work Which actions from Part A should people do to have healthy relationships? Which shouldn't they do? Discuss your ideas.

2 Language in context Relationship tips

A Read the relationship tips. Why is it a bad idea to criticize someone in front of others? *See page T-84 for the answer.*

5 Tips for happy and healthy relationships



1. *It's important to talk. It's good to communicate openly and listen carefully to others.*
2. *It's not a good idea to criticize someone in front of others. This can embarrass the person.*
3. *It's helpful to compromise in any relationship. It's not good to argue about little things.*
4. *It's good to forgive someone who apologizes. It's not easy to say you're sorry.*
5. *If you have a problem in a relationship, it's helpful to discuss it. Don't keep things inside.*

B What about you? Do you agree with all the tips? Why or why not?

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LESSON A overview

Vocabulary: Relationship behaviors
Grammar: *It's . . .* expressions; expressions with infinitives
Pronunciation: Sentence stress
Speaking: Tips for healthy relationships

1 Vocabulary Relationship behaviors

Learning objective: *Use vocabulary for relationship behaviors.*

A (CD 3, Track 2)

- Direct Ss' attention to the words in the three boxes. Ask: *What do these words have in common? (They are all things we do in relationships or with other people.)*
- Go over the instructions. Point out that each sentence is an example of one of the behaviors. Have Ss match the words and sentences.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Books closed. Have Ss work in pairs to take turns saying an example as their partner identifies the behavior.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which things from Part A people should and shouldn't do in relationships.
- Call on Ss to share their ideas with the class.

Classware Tip
In class, after doing Part B, hide the column on the left in Part A. Books closed. Read the sentences and elicit the corresponding verb.

2 Language in context Relationship tips

Learning objective: *See expressions with infinitives in context.*

A (CD 3, Track 3)

- Direct Ss' attention to the tips to set the scene. Ask: *What are these? (Tips.) Where could you see these tips? (Online, in a magazine.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- *Option* Have Ss check answers with a partner.
- Elicit the answer.

Answer
This can embarrass the person.

- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.
- *Tip* Have Ss notice words in context to figure out their definitions.

Extra activity Extension
Have Ss reread the tips and underline the words that are in Exercise 1 (*communicate, criticize, compromise, argue, forgive, apologize*). Have Ss work in pairs to write definitions for each word, using the examples in Exercise 1 and the context in Exercise 2.

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3 Grammar Expressions with infinitives

Learning objective: *Practice expressions with infinitives.*

(CD 3, Track 4)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Elicit the rules.
- Focus on form. Ask: *What do we call the form using* to + base form, *such as* to forgive*? (An infinitive.) What form do we use after* It's + *an adjective? (An infinitive.) After what other expressions do we use an infinitive?* (It's + *a noun phrase.)* Remind Ss that the base form doesn't change, for example, it doesn't add an *-s* in the third person.
- Refer to the tips in Exercise 2. Have Ss underline all infinitives.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to circle the infinitives.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to complete the sentences with their own ideas.
- Have Ss work in pairs to discuss their ideas.
- Call on Ss to share their ideas with the class.

4 Pronunciation Sentence stress

Learning objective: *Practice sentence stress.*

A (CD 3, Track 5)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to stress of important words.
- Play the audio again. Have Ss listen and repeat.

B (CD 3, Track 6)

- Go over the instructions.
- Play the audio and have Ss underline the stressed words in the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Classware*** Highlight and say it! page xxviii
> After doing Part B, zoom in on Exercise 2 and follow the steps for *Highlight and say it!* to practice pronunciation. Play the audio to check pronunciation.

5 Speaking Good advice?

Learning objective: *Discuss what is important in relationships.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the relationships in the box.
- Have Ss work in pairs to choose a relationship and make a list of the five most important tips to make the relationship happy and healthy.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using expressions with infinitives.

B

- Go over the instructions.
- Have Ss join another pair to share their ideas.
- Elicit which advice Ss think is the best.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use expressions with infinitives correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss what's important in relationships. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 65-67
Self-study CD-ROM	Lesson A

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3 Grammar Expressions with infinitives

Use infinitives after It's + *an adjective.*

It's good **to forgive** someone. It's not good **to argue**.

It's important **to talk**. It's never helpful **to judge** someone.

You can also use infinitives after It's + *a noun phrase.*

It's a good idea **to accept** an apology. It's not a good idea **to criticize** someone.

A Circle the infinitives for the best relationship advice. Then compare with a partner.

1. It's important to lie / (to communicate) in a relationship.
2. It's helpful (to share) / to forget your feelings when you have a problem.
3. It's nice to gossip / (to think) about other people before making decisions.
4. It's a good idea to judge / (to meet) new people.
5. It's useful (to discuss) / to accept problems.
6. It's not a good idea (to argue) / to compromise with your friends a lot.

B Pair work Complete the sentences with your own ideas. Use *It's* expressions. Then discuss them.

1. _____ to be a reliable friend.
2. _____ to be honest with your parents.
3. _____ to apologize to someone but not really mean it.
4. _____ to say something if a friend is gossiping about you.

4 Pronunciation Sentence stress

A Listen and repeat. Notice the stress on the important words in the sentences.

It's **important** to **talk**. It's **not good** to **argue** about **little things**.

B Listen to the sentences. Underline the stressed words.

It's helpful to compromise. It's not easy to say you're sorry.

5 Speaking Good advice?

A Pair work Choose a relationship from the list below. Then make a list of the five most important tips to make the relationship happy and healthy. Discuss your ideas.

best friends	co-workers
a brother and sister	a married couple
a child and parent	a teacher and student



B Group work Share your tips with another pair. What's the best piece of advice you heard?

6 Keep talking!

Go to page 141 for more practice.

I can discuss what's important in relationships.

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B I'm really sorry.

1 Interactions Apologizing

A Is it difficult for you to say you're sorry? Can you remember the last thing you apologized for?

B Listen to the conversation. What excuse does Susan give Gina? Then practice the conversation. *See page T-86 for the answer.*

Gina: Hello?
Susan: Gina?
Gina: Yeah.
Susan: Hi. It's Susan.
Gina: Hi, Susan.
Susan: Listen, I know I missed your party last night. I'm sorry.
Gina: Oh, that's OK. Is everything OK?
Susan: Yeah, but you'll never believe what happened. It's kind of embarrassing. I mixed up the date.
Gina: What do you mean?
Susan: I thought the party was on the 31st, not the 30th.
Gina: Oh, I see.
Susan: So, how was the party?
Gina: It was great. But we missed you!





C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Apologizing

I'm sorry.
I'm really sorry.
My apologies.

Accepting an apology

Oh, that's OK.
Don't worry about it.
There's no need to apologize.

D Number the sentences from 1 to 7. Then practice with a partner.

3 A: I'm really sorry I didn't meet you at the café yesterday.
1 A: Hi. It's Greg.
7 A: Well, the repairs will be very expensive.
5 A: My car broke down, and I forgot my phone.
6 B: Is your car OK?
4 B: Don't worry about it.
2 B: Oh. Hi, Greg.

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LESSON B overview

Interactions: Apologizing, accepting an apology
Listening: Apologetic phone calls
Speaking: Role play to apologize and make excuses

1 Interactions Apologizing

Learning objective: *Practice apologizing and accepting an apology.*

A

- Go over the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (CD 3, Track 7)

- Direct Ss' attention to the pictures to set the scene. Ask: *Who do you see? (Two young women.) What are they doing? (Talking on the phone.) What is the relationship between them? (Friends.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer
She mixed up the date.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 3, Track 8)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that although the expressions in each box mean the same thing, the second expression in each is slightly more formal.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

Classware Disappearing dialogue page xxvii
After doing Part C, follow the steps for *Disappearing dialogue* to practice apologizing.

D

- Go over the instructions.
- Have Ss number the sentences from 1 to 7.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs, then change roles and practice again.

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2 Listening What happened?

Learning objective: *Develop skills in listening for specific information.*

> ***Classware Tip***
> Before doing Part A, zoom in on the pictures. Explain that someone will call the people in the pictures to apologize. Have Ss work in pairs to brainstorm possible reasons for the callers apologizing. Elicit several possible answers.

A (CD 3, Track 9)

- ***Tip*** Point out that knowing where speakers are can help Ss understand conversations they hear more easily.
- Direct Ss' attention to the pictures. Ask: *What places do you see? (A restaurant, a doctor's office, a party, a soccer game.)*
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 9)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the excuses.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again if needed.

C

- Go over the instructions.
- Have Ss work in pairs to discuss the questions.
- Call on Ss to share their ideas with the class.

> ***Extra activity*** Extension
> Have Ss think of three apologies they have made in the last year. Have Ss describe the situations to a partner. Call on Ss to tell the class about one of their partner's apologies.

3 Speaking Explain yourself!

Learning objective: *Apologize and give excuses; accept an apology.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture. Ask: *What do you see? (A bride.) How does she feel? (She's probably nervous because she's late for her wedding.) What's her excuse? (She had to get fast food.)*
- Go over the instructions and the situations.
- Have Ss work individually to write an excuse for each situation.

B

- Put Ss in pairs. Assign one S to be Student A and one S to be Student B.
- Go over the instructions and the roles.
- Have Ss work in pairs to role-play each situation, then change roles and role-play again. Remind Ss to use different expressions for apologizing and for accepting an apology.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in apologizing and accepting apologies.
- Have several pairs of Ss perform role plays of a different situation for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions for apologizing and accepting apologies correctly.
- Finally, tell Ss to check the "can do" statement if they can apologize and give excuses, and accept an apology. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 68 |
> | Self-study CD-ROM | Lesson B |

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2 Listening What happened?

A Listen to four people apologize over the phone. What happened? Where did they *not* go? Number the pictures from 1 to 4.


2


4


3


1

B Listen again. Complete the excuses with the correct information.

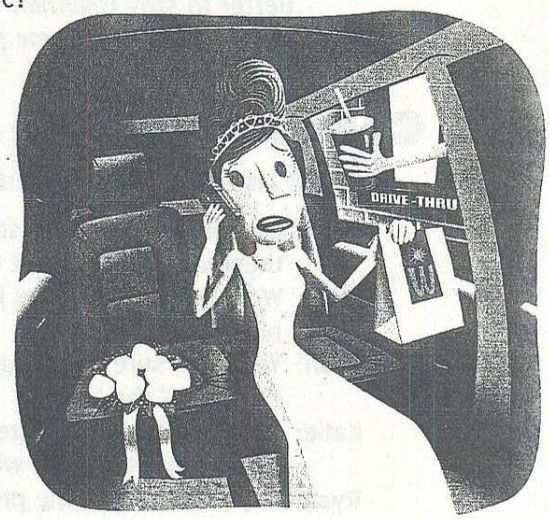
1. I was at the *mall* and completely forgot the *time* .
2. I washed my *jeans* last night, and the *address* was in my pocket.
3. I was out of *town* . My grandmother was in the *hospital* .
4. I'm in a *meeting* at work. I can't *leave* right now.

C Pair work Are all the excuses good ones? Would you accept each person's apology? Discuss your ideas.

3 Speaking Explain yourself!

A Read the situations. Write an excuse for each one. Be creative!

Situations	Excuses
You are 30 minutes late for your own wedding.	
You missed your dentist appointment.	
You didn't bring your résumé to a job interview.	
You forgot to pick up your friend.	
You didn't do your English homework.	
You broke your classmate's cell phone.	



B Pair work Role-play the situations. Then change roles.

Student A: Apologize to Student B for each situation in Part A. Then make an excuse.

Student B: Ask Student A to explain each situation. Then accept the apology.

I can apologize and give excuses.

I can accept an apology.

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C That can't be the problem.

1 Vocabulary Inseparable phrasal verbs

A Match the sentences. Then listen and check your answers.

1. It's awful when people **break up**. *b*	a. They should call before they visit.
2. I need friends that I can **count on**. *c*	b. It's always better to stay together.
3. It's not nice when friends just **drop by**. *a*	c. My best friends are all reliable.

4. My family and I **get along** well. *f*	d. They can be so immature.
5. My friends and I love to **get together**. *e*	e. We meet every Saturday.
6. Most teenagers need to **grow up**. *d*	f. We hardly ever argue.

7. People used to **pick on** me in class. *i*	g. I sometimes see them at the coffee shop.
8. I love to **run into** old friends. *g*	h. I'm just like her.
9. I **take after** my mother. *h*	i. They were mean to me.

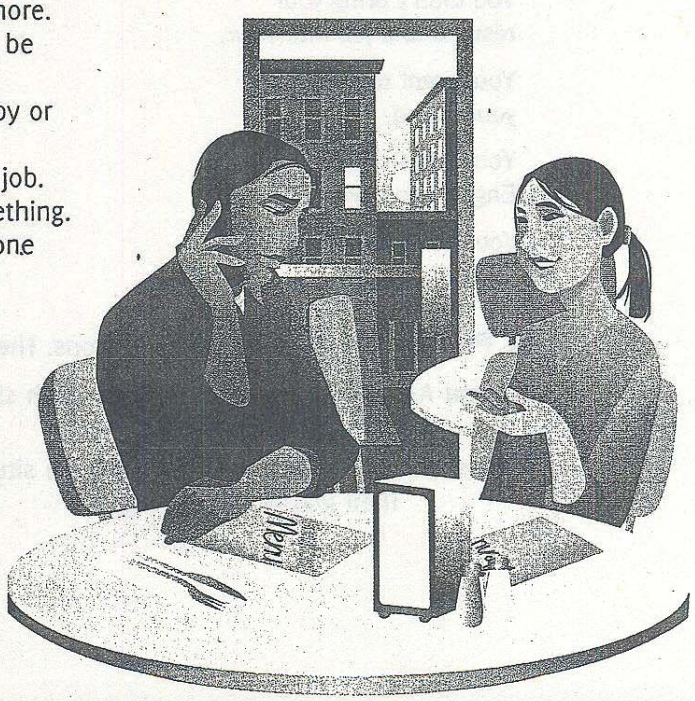
B Pair work Which sentences do you agree with or are true for you? Tell your partner.

A: *I agree that it's awful when people break up, but I disagree that it's always better to stay together.*
B: *I agree with you. Some people shouldn't stay together when they argue a lot.*

2 Conversation He must be really busy.

A Listen to the conversation. What is Evan probably doing right now? *See page T-88 for the answer.*

Ryan: My friend Evan never seems to have time for me these days. I just can't count on him anymore.
Katie: Well, he started a new job, right? He must be really busy.
Ryan: Yeah, I'm sure he is. But he used to drop by or call me all the time.
Katie: He might be feeling stressed out from the job. Or he could be upset with you about something.
Ryan: No, that can't be the problem. I haven't done anything wrong. I think I'd better call him.
Katie: Yeah, I think you should.
Ryan: OK. . . . Well, there's no answer.
Katie: He must still be sleeping. It's only 6:30!



B Listen to Ryan call Evan later in the day. What was the real problem with Evan? *See page T-88 for the answer.*

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LESSON C overview

Vocabulary: Inseparable phrasal verbs
Grammar: Modals for speculating
Speaking: Speculations about classmates

1 Vocabulary Inseparable phrasal verbs

Learning objective: *Use vocabulary for inseparable phrasal verbs.*

A (CD 3, Track 10)

- Direct Ss' attention to the verbs in bold. Ask: *What do you notice about these verbs? (They have two parts: a verb and a preposition.)* Explain that in inseparable phrasal verbs, the two parts must always be together, and that they cannot be separated by an object.
- Go over the instructions. Point out that the sentences on the right follow the ones on the left, and they are in groups of three.
- Have students match the pairs of sentences.
- *Tip* Point out that Ss can use pronoun referents to follow connections between ideas. For example, *my family and I* and *we* may refer to the same thing.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which sentences in Part A are true for them, and which ones they agree with.
- Call on Ss to share their answers with the class.

Classware Tip
Before class, use text boxes to cover up the particles in the phrasal verbs in Part A. Minimize and save. Elicit the particles from the class. Reveal answers.

2 Conversation He must be really busy.

Learning objective: *Practice a conversation about a problem with a relationship; see use of modals for speculating in context.*

Classware Which word? page xxxi
Before doing Part A, follow the steps for *Which word?* to practice inseparable phrasal verbs. Use text boxes to cover *count on* and *drop by*. Into the first text box, put *count on*, *pick on*. In a second text box, put *take after*, *drop by*.

A (CD 3, Track 11)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two friends.) Where are they? (In a restaurant.) What are they doing? (Having breakfast, talking; one is using a phone.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
He's probably sleeping.

- If helpful, play the audio again line by line and have Ss repeat.

B (CD 3, Track 12)

- Go over the instructions.
- Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer
He broke up with his girlfriend and hasn't wanted to go out.

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3 Grammar Modals for speculating

Learning objective: *Practice modals for speculating.*

(CD 3, Track 13)

- Direct Ss' attention to the grammar box. Have Ss read the sentences.
- Point out that speculating is like guessing.
- Elicit the rules.
  1. Focus on use. Ask: *Which modals do we use when we are more certain? (Must, must not, can't.) Which do we use when we are less certain? (Could, may not, might, might not.)*
  2. Focus on form: subject + modal (*not*) + verb; OR: subject + modal (*not*) + *be* + verb + *-ing*. Point out that we are speculating about present activities here, not about events or actions in the past.
- Point out that we don't use *can* to speculate about possibilities, but we do use *can't* to say we are sure something is not possible.
- Refer to the conversation in Exercise 2. Have Ss underline the modals for speculating.
- Check comprehension. Ask: *Why does Katie think that Evan has no time? (He's really busy with a new job.) How does Katie think Evan might be feeling? (Stressed out from the job, or upset with Ryan.) Does Ryan think that it is possible Evan is upset with him? (No.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Read the first sentence aloud and elicit the correct word (*could*). Ask: *Why? (Because the speaker doesn't know his plans, so is not very sure.)*
- Have Ss work individually to circle the correct words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to complete the sentences with their own ideas. Point out that different answers are possible.
- Have Ss compare answers with a partner.
- Elicit answers from the class.

4 Speaking Look around!

Learning objective: *Speculate about people.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example.
- Have Ss work in pairs to speculate and take notes about five classmates.

B

- Go over the instructions and the example conversation.
- Call on Ss to use their speculations to ask a classmate a question. Make sure every S makes at least one speculation.
- Take notes on errors you hear Ss make in modals for speculating.
- Write the errors you heard Ss make in modals for speculating on the board. Encourage Ss to correct them. Make sure they use modals for speculating correctly.
- Finally, tell Ss to check the "can do" statement if they can speculate about people. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 69-71
Self-study CD-ROM	Lesson C

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3 Grammar Modals for speculating

Speculating with more certainty

He **must be** really busy. He started a new job.

He **must not leave** his house very often. He always seems to be busy.

He **can't be** upset with me. I haven't done anything to him.

Speculating with less certainty

He **could be** upset about something. Maybe you did something to him.

He **may not like** his new job. I haven't heard how he likes it.

He **might be feeling** stressed out. His new job may be a lot of work.

A Circle the correct words. Then compare with a partner.

1. I don't know his weekend plans. He must /(could) drop by on Saturday.
2. She didn't say much on the phone to him. They(must not)/ might be getting along.
3. They must /(may not) come to the party. They're going out to dinner that night.
4. She(can't)/ could take after her father. She's really tall, but he's pretty short.
5. You're coughing and sneezing so much. You(must)/ must not be getting sick.
6. They can't /(might) be tired. Maybe they stayed up late to study for the test.

B Read the situations. Complete the sentences with your own ideas. Then compare with a partner.

1. Pamela and Miguel don't get along anymore. She doesn't want to talk about it.
   Pamela must _____.
2. Jeff just ran into his college friend Mary. He hasn't seen her for 20 years.
   Jeff could _____.
3. Luis and Teresa arranged to get together at a restaurant, but she never came.
   Teresa may not _____.
4. Brian dropped by and asked to copy your homework. You're not going to give it to him. Brian might _____.

4 Speaking Look around!

A Pair work Look around the classroom. Speculate about your classmates.

A: *I think Tom must be playing tennis later. He has his tennis racket with him today.*
B: *And Carmen might be happy about something. She's smiling a lot.*

B Class activity Were your speculations correct? Ask your classmates.

A: *Tom, I see you have your tennis racket. Are you playing tennis later?*
B: *Actually, no. I played before class.*

5 Keep talking!

Go to pages 142–143 for more practice.

I can speculate about people.

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D Getting advice

1 Reading

A Do you ever listen to talk shows on the radio or watch them on TV? What kind of problems do they usually discuss? Do people give good advice on the shows?

B Read the first few sentences of each email sent to the radio show *Addy's Advice*. Who does each person have a problem with? *See page T-90 for the answer.*

ADDY'S ADVICE

1. I have a big problem. It's my best friend. She doesn't really have any time for me these days. I call her, and she can't talk. I text her, and she doesn't answer right away. I think it's because of her cat, Peaches. She got this little cat for her 30th birthday, and now she takes it everywhere. She even dresses it in little sweaters and hats. I don't know what to do. Is it possible to be jealous of a cat? – **T. J.**

2. There's this new person at work. She works next to me and we get along, but she's always asking me to do things for her. For example, she asks me to get her coffee when I get some for myself. Or she drops by and asks me to copy things for her when she's "busy." She's not my boss! Should I just refuse to do things for her? I want to be nice, but I have to do my own work. Can you help me, please? – **Marcy**

3. My little brother is driving me crazy. I'm 15, and he's 10. He has his own friends, but he won't leave me and my friends alone. They come over a lot to study or just watch TV. He bothers me and sometimes tells my friends things that are personal about me. Maybe he just wants attention, but it's very annoying. He should just grow up! Anyway, I told my mom and dad, but they say I need to solve the problem. – **Kathy**

4. I'm a neat person, and I used to live alone. I got a roommate a few months ago to help with the rent. The problem is, my roommate is not like me at all. He never does any chores around the house. He just sits around playing video games and watching TV. The apartment is always a mess, and I'm the one who has to clean it up. I can't count on him for anything. Should I just clean the apartment myself? This is a big problem for me. – **Daniel**

C Read the emails again. Who is each question about? Check (✓) the correct answers.

Who . . . ?	T. J.	Marcy	Kathy	Daniel
lives with a messy person				✓
is a teenager			✓	
is jealous of an animal	✓			
is doing someone else's work		✓		
lived alone last year				✓
mentions parents in the letter			✓	

D Pair work Have you ever had similar problems? What did you do about them? Tell your partner.

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LESSON D overview

Reading: "Addy's Advice" (emails)
Listening: A radio call-in show
Writing: A piece of advice
Speaking: Discussion about relationship problems

1 Reading Addy's Advice

Learning objective: *Read and discuss emails asking for advice; develop skills in reading for main ideas and details.*

(CD 3, Track 14)

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Pre-teach any unfamiliar vocabulary.

Vocabulary
drive someone crazy to really annoy someone
leave someone alone to pay no attention to someone
bother to annoy
want attention to want someone to pay attention to you

- Go over the instructions.
- Have Ss read the first two sentences of each email and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers
1. best friend
2. co-worker
3. brother
4. roommate

C

- Go over the instructions.
- Have Ss read the emails completely and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Classware Tip
While Ss complete Part C, zoom section. Have volunteers come to the board and use the pen to underline the section showing the location of the answer in the reading. Have S put the corresponding question number beside the underlined segment.

Extra activity Extension
Books closed. Dictate the sentences from one email in random order. Say each sentence at least three times. Have Ss write each sentence starting on a new line. Have Ss compare sentences with a partner. Then have Ss work in pairs to number the sentences to put them in the correct order. Have Ss check their answers in the book.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

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2 Listening On the air

Learning objective: *Listen to a radio show; develop skills in listening for main ideas and details.*

A (CD 3, Track 15)

- Direct Ss' attention to the pictures. Ask: *Who do you see, and what is she doing? (A radio host is reading letters from the listeners.) What's the name of her show? (Addy's Advice.)*
- Pre-teach unfamiliar vocabulary.

Vocabulary

privacy being free from intrusion, able to be alone and not bothered by other people
mature not childish, acting like an adult

- Go over the instructions and the sentences.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 15)

- Go over the instructions and the sentences.
- Play the audio again. Have Ss listen and write A (agree) or D (disagree) next to each sentence.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A piece of advice

Learning objective: *Write a letter of advice.*

A

- Go over the instructions.
- Have Ss choose an email from Exercise 1 and think of three pieces of advice.

B

- Go over the instructions.
- Have Ss read the model email. Ask: *What is the advice? (To find things to do with her friend and the cat.) What email is it in response to? (The first one.)*
- Have Ss write an email giving advice.

C

- Go over the instructions.
- Have Ss work in groups to take turns sharing their emails and discussing the advice.

4 Speaking Take it or leave it.

Learning objective: *Give advice about relationships.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the examples.
- Have Ss work individually to write two sentences about each of two relationship problems.

B

- Go over the instructions and the example.
- Have Ss work in groups to take turns sharing their imaginary problems and getting advice. Remind Ss to use vocabulary for relationship behaviors and phrasal verbs, and expressions with infinitives and modals for speculating if possible.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly.

C

- Go over the questions.
- Have Ss discuss the advice they would follow in their groups.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can give advice about relationships. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 72
Self-study CD-ROM	Lesson D

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2 Listening On the air

A Listen to the radio show *Addy's Advice*. What advice does Addy give to each person from Exercise 1? Check (✓) the correct answers.

1. ☑ Show interest in the cat.
   ☐ Get a cat of your own.
2. ☑ Write your co-worker a note.
   ☐ Ask your co-worker to do things.
3. ☑ Go to someone else's house.
   ☐ Remind your parents of the situation.
4. ☐ Throw the roommate out.
   ☑ Communicate.



B Listen again. Which statements does Addy probably agree or disagree with? Write A (agree) or D (disagree).

1. People never lose interest in things over time. D
2. Most people have problems with co-workers at some time. A
3. Parents don't always need to solve their children's problems. A
4. Look for a new roommate if you have a problem. D

3 Writing A piece of advice

A Choose an email from Exercise 1. Think of three pieces of advice.

B Write an email giving advice. Use the model and your ideas from Part A to help you.

C Group work Share your emails. Do you agree with the advice? What other advice can you give? Discuss your ideas.

Dear T. J.,

I read your email, and I understand your problem. It is possible to be jealous of a cat! I think it's important to find things that you can do with your friend and Peaches. It's a good idea to . . .

4 Speaking Take it or leave it

A Imagine you have two relationship problems. Write two sentences about each one. Be creative!

B Group work Share your imaginary problems. Your group gives advice. Take turns.

1. *My friends never remember my birthday. I always remember theirs!*
2. *My parents don't trust me. I need to call them every three hours.*

A: *I have a problem. My friends never remember my birthday. I always remember theirs!*
B: *It's a good idea to help them remember. Why not send them reminders?*

C Group work Whose advice do you think you'd follow? Why? Tell your group.

I can give advice about relationships. ☐

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of tips for healthy family relationships. How many can you think of? You have five minutes.

Lesson B Test your partner! Apologize to your partner for three different things. Can your partner accept your apologies in three different ways? Take turns. You have two minutes.

Lesson C Guess! Speculate about a celebrity, but don't say his or her name! Can your partner guess who it is? Take turns. You have two minutes.

A: *This person might win an award for his new movie.*
B: *Is it . . . ?*

Lesson D Find out! What is the best relationship advice your partner has ever received? Who gave the advice? You have two minutes.

2 In the real world

What advice do the experts give? Go online and find advice in English about one of these topics. Then write about it.

a jealous friend	a neighbor's noisy dog
a friend who talks too much	an annoying boss
a lazy husband or wife	an inconsiderate neighbor

Dealing with Jealous Friends

I found a website that gives advice about jealous friends. If you have a jealous friend, try to find out why the friend is jealous. Try to understand how your friend feels. It's a good idea to tell your friend about a time when you felt jealous, too. That way she will not feel alone or embarrassed. Tell your friend what you did to feel better. Another piece of advice on the website is . . .

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1 Quick pair review

Learning objective: *Review tips for relationships, ways to apologize and accept apologies, modals for speculating and advice.*

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of tips for healthy family relationships. Set a time limit of five minutes.
- Elicit examples from the class.

> ***Classware*** List that page xxix
> After brainstorming, follow the steps for *List that* to review tips for healthy family relationships.

Lesson B Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns apologizing for three different things, and accepting the apology in three different ways. Set a time limit of two minutes.
- Elicit examples from the class.

Lesson C Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns speculating about a celebrity as their partner guesses who it is. Set a time limit of two minutes.
- Call on Ss to make a speculation about a celebrity. Elicit guesses from the class.

Lesson D Find out!

- Go over the instructions.
- Have Ss work in pairs to find out the best advice their partner ever received and who gave it. Set a time limit of two minutes.
- Elicit ideas from the class.

2 In the real world

Learning objective: *Research advice from experts and write about it.*

- Go over the instructions, the topics and the example.
- As an out-of-class assignment, have Ss do research online to find advice in English about one of the topics. Suggest Ss enter the phrase for the topic and advice or tips.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- Call on Ss to share what they found out with the class.

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Living your life

At a glance: Unit overview	Speaking outcomes
LESSON A He taught himself. Ss learn vocabulary for qualities of success. They use reflexive pronouns.	Ss can . . . talk about themselves and their experiences.
LESSON B I'll give it some thought. Ss advise against something and consider advice.	Ss can . . . advise against something, and consider advice.
LESSON C What would you do? Ss learn vocabulary for separable phrasal verbs. They use the second conditional.	Ss can . . . talk about imaginary situations.
LESSON D What an accomplishment! Ss read and discuss an article about an accomplishment. They write about an accomplishment.	Ss can . . . ask and talk about accomplishments.

Warm-up

Learning objective: *Preview the topic and discuss accomplishments.*

> ***Classware*** Make connections page xxix
> Before doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, preview content of the unit, and review language.

A

- To introduce the topic of living your life, direct Ss' attention to the pictures. Ask: *How do these people feel? (Happy, proud.)*
- Go over the instructions.
- Have Ss answer the question in pairs.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.

> **Possible answers**
> won an award, climbed a mountain, painted a picture, started a new business, graduated, won a race

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about living your life in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

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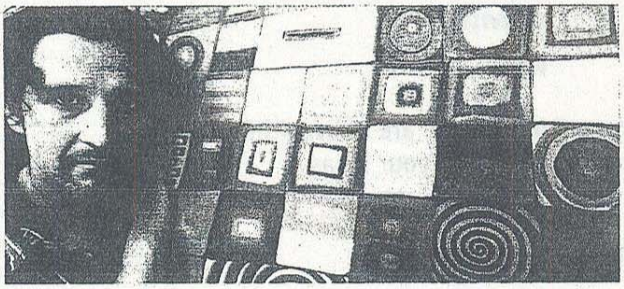
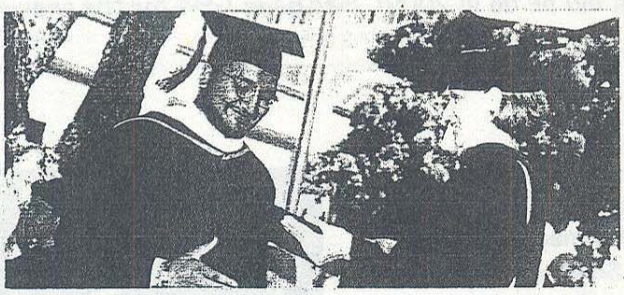
Living your life

LESSON A	LESSON B	LESSON C	LESSON D
• Qualities for success • Reflexive pronouns	• Advising against something • Considering advice	• Separable phrasal verbs • Second conditional	• Reading: "A Wall Across Japan" • Writing: An accomplishment

Warm-up






A Look at the pictures. What have the people accomplished? *See page T-93 for possible answers.*

B What are some of your accomplishments? What other things would you like to accomplish in your life?

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A He taught himself.

1 Vocabulary Qualities for success

A Match the words and their meanings. Then listen and check your answers.

1. bravery *d*	a. the ability to develop original ideas
2. confidence *b*	b. the belief that you can succeed
3. creativity *a*	c. a commitment to something
4. dedication *c*	d. the quality of showing no fear

5. enthusiasm *f*	e. the ability to change easily
6. flexibility *e*	f. a strong interest in something
7. talent *h*	g. the ability to make good decisions
8. wisdom *g*	h. the natural ability to do things well

B Complete the chart with the correct adjective forms for the nouns. Then listen and check your answers.

Noun	Adjective	Noun	Adjective
bravery	*brave*	enthusiasm	*enthusiastic*
confidence	*confident*	flexibility	*flexible*
creativity	*creative*	talent	*talented*
dedication	*dedicated*	wisdom	*wise*

C Pair work Which qualities in Part A do you think people are born with? Which do they develop from experience or by watching others? Discuss your ideas.

2 Language in context A success story

A Read the story of Yong-eun Yang. What did he do in 2009? *See page T-94 for the answer.*

WEB ENCYCLOPEDIA

Yong-eun Yang

In his late teens, South Korea's Yong-eun Yang, or "Y. E.," enjoyed lifting weights and hoped to own his own gym someday. But that dream died when he hurt himself in the gym. So at age 19, he took a part-time job at a golf course. He picked up golf balls and began to observe other players. He started to practice the game by himself late at night, and he even forced himself to get up early to be at the course by 5:00 a.m. for more practice. This is how Y. E. taught himself to play golf. His dedication and patience paid off. He became a professional golfer in 1995, and, in 2009, this talented man won his first championship, beating Tiger Woods.



B What other qualities for success do you think Y. E. has?

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LESSON A overview

Vocabulary: Qualities for success
Grammar: Reflexive pronouns
Pronunciation: Stress shifts
Speaking: Interview about personal experiences

1 Vocabulary Qualities for success

Learning objective: *Use vocabulary for qualities for success.*

A (CD 3, Track 16)

- Direct Ss' attention to the words. Ask: *What part of speech are these words? (Nouns.)* Point out that these nouns are qualities that people have. Ask: *Are these qualities good or bad? (Good.)*
- Go over the instructions. Have students match the words and definitions.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B (CD 3, Track 17)

- Go over the instructions. Have Ss complete the chart with the correct adjective forms.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Have Ss work in pairs to take turns saying the adjective form as their partner gives the noun form.

C

- Go over the instructions.
- Have Ss work in pairs to discuss the questions.
- Call on Ss to share their ideas with the class.

Classware Choose ABC page xxvii
After doing Part C, follow the steps for *Choose ABC* to practice vocabulary from Part A for qualities for success.

2 Language in context A success story

Learning objective: *See reflexive pronouns in context.*

A (CD 3, Track 18)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A young man.) What is he doing? (Playing golf.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- *Option* Have Ss check answers with a partner.
- Go over the answer with the class.

Answer
He beat Tiger Woods and won his first championship.

B

- Go over the question.
- Have Ss answer the question in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

Cultural notes
In North America, golf is a popular sport often played by more affluent people. Frequently, people who like to play golf belong to country clubs that have 18-hole courses. There are usually high membership fees. Players schedule a "tee time" when they can begin their game. A "caddy" usually carries their clubs, although some players use golf carts instead.

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3 Grammar Reflexive pronouns

Learning objective: *Use reflexive pronouns.*

(CD 3, Track 19)

- ***Tip*** To prevent some Ss from dominating the lesson, divide your class into rows or sections. Explain that you will accept an answer from each group in turn.
- Books closed. Copy the first three example sentences on the board.
- Elicit rules:
  1. Focus on use. Ask: *What is the subject of the first sentence? (I.) What is the object? (Myself.) When do we use reflexive pronouns? (When the subject and the object refer to the same person or thing.)*
  2. Focus on form. Ask: *Where does the reflexive pronoun come in the sentence? (After the verb.)*
- Books open. Direct Ss' attention to the grammar box.
- Explain that *by* + reflexive pronoun means "alone".
- Call on Ss and say a personal pronoun. Elicit the reflexive pronoun.
- Refer to the text in Exercise 2. Have Ss underline all reflexive pronouns.
- Check comprehension. Ask: *Who did Y. E. hurt in the gym? (Himself.) Who did he practice with late at night? (Himself. / No one.) How did he get up early in the morning? (He forced himself.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity.
- Have Ss work individually to complete the sentences with the correct reflexive pronouns.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice saying the sentences in pairs.

Classware Tip

Before class, use the black pen to cover the reflexive pronouns in the chart. After doing the grammar practice activity, divide the class into two teams and have them stand facing the board. Have a S from the first team come to the board. Call out a personal pronoun. Have the S at the board spell the corresponding reflexive form. Reveal text to check the answer. If the answer is right, the team gets a point. If the answer is wrong, re-cover the word. Switch teams. Continue until all the pronouns are revealed. The highest scoring team wins.

4 Pronunciation Stress shifts

Learning objective: *Practice stress shifts from adjectives to nouns.*

(CD 3, Track 20)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to how the stress shifts from noun to adjective.
- Play the audio again. Have Ss listen and repeat.

Extra activity Extension

Have Ss work in pairs to make sentences using the words in Exercise 4. Have each pair join another pair to say their sentences. Call on Ss to say their sentences to the class. Make sure they use the correct stress.

5 Speaking Self talk

Learning objective: *Talk about yourself and your experiences.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work in pairs to take turns interviewing each other and taking notes.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using reflexive pronouns.

B

- Go over the instructions and the example.
- Have Ss join another classmate to tell about their first partners.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use reflexive pronouns correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about themselves and their experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 73-75
Self-study CD-ROM	Lesson A

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3 Grammar Reflexive pronouns

Use reflexive pronouns when the subject and object of a sentence refer to the same person or thing.

I hurt **myself** at work.
He taught **himself** to play golf.
They consider **themselves** brave.

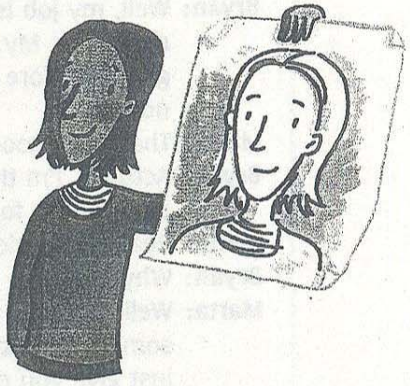
By with a reflexive pronoun means "alone."

She traveled **by herself** to the United States.
Do you like to practice with another person or **by yourself**?

Personal pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Complete the sentences with the correct reflexive pronouns. Then compare with a partner.

1. I drew a picture of ___myself___ in art class.
2. I like your new hairstyle. Did you cut it ___yourself___ ?
3. If you and Joe have problems, you need to help ___yourselves___ .
4. They had a great time. They really enjoyed ___themselves___ .
5. My brother doesn't consider ___himself___ brave, but he is.
6. Heather wrote that by ___herself___ . Nobody helped her.
7. We taught ___ourselves___ Spanish before we moved to Peru.
8. I hurt ___myself___ at the gym last week. My arm still hurts.
9. I took a trip by ___myself___ . It helped me be more confident.



4 Pronunciation Stress shifts

Listen and repeat. Notice the stress shifts when some words change from nouns to adjectives.

creativity	dedication	enthusiasm	flexibility
creative	dedicated	enthusiastic	flexible

5 Speaking Self talk

A Pair work Interview your partner. Ask questions for more information. Take notes.

- Have you ever hurt yourself?
- Do you consider yourself brave?
- Have you ever traveled by yourself?
- Have you ever taught yourself something?
- Are you enjoying yourself in this class?
- Do you consider yourself a flexible person?

B Pair work Tell another classmate about your partner.

"William hurt himself once. He broke his foot."

6 Keep talking!

Go to page 144 for more practice.

I can talk about myself and my experiences.

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B I'll give it some thought.

1 Interactions Giving and considering advice

A What do you do if you have too much work or studying to do? Do you talk to anyone?

B Listen to the conversation. What is Bryan thinking about doing? Then practice the conversation. *See page T-96 for the answer.*

Marta: What's wrong, Bryan?
Bryan: Well, my job is just really stressful right now. My boss just seems to give me more and more work. It's not fair.
Marta: That's not good.
Bryan: Actually, I'm thinking about quitting and looking for another job.
Marta: Really? I wouldn't recommend that.
Bryan: Why not?
Marta: Well, because you may not find something better. And that would just give you more stress. Have you thought about talking to your boss?
Bryan: Not really.
Marta: Why don't you try that? Maybe there is something he can do.
Bryan: I'll see.



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Advising against something

I wouldn't recommend that.
I don't think you should do that.
I'm not sure that's the best idea.

Considering advice

I'll see.
I'll think about it.
I'll give it some thought.

D How would you respond? Write A (advise against it) or C (consider it). Then practice with a partner.

1. I think you should call the doctor. C
2. I plan to study all night before my test. A
3. I recommend that you stay home tomorrow if you don't feel well. C
4. I think you should visit your grandmother this weekend. C
5. I'm going to paint my house bright pink. A
6. I'm not going to class tomorrow because I want to watch a soccer game. A

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LESSON B overview

Interactions: Advising against something; considering advice
Listening: Three problems
Speaking: Role play to give and consider advice

1 Interactions Giving and considering advice

Learning objective: *Practice advising against something and considering advice.*

A

- Go over the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (CD 3, Track 21)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A man and a woman.) What is happening? (They are talking. He seems upset or frustrated.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer
He's thinking about quitting his job and looking for a new one.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (CD 3, Track 22)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in each box mean the same thing. Point out that adding phrases such as *I don't think* and *I'm not sure* to the phrases in the first box is more polite than saying *You shouldn't do that.*, or *That's a bad idea.*
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

Classware Language switch page xxix
After doing Part C, follow the steps for *Language switch*, Option 2, to practice giving and considering advice.

D

- Go over the instructions.
- Have Ss write A (advise against it) or C (consider it).
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to take turns saying a sentence and responding.

Extra activity Extension
Have Ss form two lines, A and B, facing each other. Have A Ss say a piece of advice or say a plan, and elicit an appropriate response from the Bs, either advising against it or considering it. Have Ss change roles and practice again. Then have A Ss move one place to the right to face a new partner and practice again. Continue until Ss have practiced several times. Encourage Ss to use the ideas in the book or their own ideas.

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2 Listening Maybe I'll do that.

Learning objective: *Develop skills in listening for specific information.*

A (CD 3, Track 23)

- Go over the instructions and the possible answers.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 23)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the recommendations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again if needed.

Extra activity Extension

Have Ss work in pairs to role-play the situation for one of the other (not correct) answers in Part A. One S should explain the problem and the other give advice. Then they change roles and role-play the other incorrect answer. Have several pairs of Ss perform their role plays for the class.

3 Speaking Think about it!

Learning objective: *Advise against something; consider advice.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

Cultural notes

Students at universities in the United States typically take four or five courses per semester.

A

- Go over the instructions and the situations.
- Have Ss discuss the situations in pairs.
- Call on Ss to share their ideas with the class.

Classware Tip

After doing Part A, elicit Ss' ideas and add them into a blank page. Keep this page open for reference during the role play in Part B.

B

- Put Ss in pairs. Assign one S to be Student A and one S to be Student B.
- Go over the instructions, the roles, and the example conversation.
- Have Ss work in pairs to role-play each situation, then change roles and role-play again. Remind Ss to use different expressions for advising against something and considering advice.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in advising against something and considering advice.
- Have several pairs of Ss perform role plays of a different situation for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to advise against something and consider advice correctly.
- Finally, tell Ss to check the "can do" statement if they can advise against something and consider advice. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 76
Self-study CD-ROM	Lesson B

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2 Listening Maybe I'll do that.

A Listen to Tim give advice to three friends. What is each friend's problem? Check (✓) the correct answers.

	Problems	Recommendations
1.	☐ She needs to get a full-time job. ☐ She wants to take more classes. ☑ She's thinking about quitting her job. ☐ She's not going to graduate.	*Work fewer hours.*
2.	☑ He doesn't have the money. ☐ He doesn't have a credit card. ☐ The leather jacket doesn't fit. ☐ His friend won't lend him any money.	*Save money.*
3.	☐ She takes too many breaks. ☑ She can't do a math problem. ☐ She drank too much coffee. ☐ Tim is driving her crazy.	*Take a break.*

B Listen again. What does Tim tell each friend to do? Complete the chart with his recommendations.

3 Speaking Think about it!

A Imagine your friend wants to do the things below. What advice would you give? Write notes.

- Your friend wants to buy a new, expensive car. He doesn't have the money, and he doesn't know how to drive!
- Your friend wants to take two more classes. He's already taking five classes, and he has a part-time job!
- Your friend wants to go camping in the mountains by himself for a week. He's never gone camping before!



B Pair work Role-play the situations in Part A. Then change roles.

Student A: Imagine you want to do the things in Part A. Tell Student B what you want to do and why. Consider his or her advice.

Student B: Advise Student A against doing the things in Part A and explain why. Recommend something else. Use your ideas from Part A.

A: *I saw this really awesome car yesterday! I think I'm going to buy it.*
B: *I'm not sure that's the best idea.*
A: *Why not?*

I can advise against something.
I can consider advice.

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C What would you do?

1 Vocabulary Separable phrasal verbs

A Match the phrasal verbs and their meanings. Then listen and check your answers.

1. He won't talk about his job, so don't **bring** it **up**. *c*	a. donate
2. I got a bad grade on this essay. I need to **do** it **over**. *d*	b. return money
3. I don't need these books. I might **give** them **away**. *a*	c. mention
4. This is Lynn's camera. I need to **give** it **back**. *e*	d. do again
5. Paul lent me some money. I need to **pay** him **back**. *b*	e. return

6. Which one is Susan? Can you **point** her **out**? *g*	f. do later
7. We can't have this meeting now. Let's **put** it **off**. *f*	g. identify
8. This is serious. We need to **talk** it **over**. *j*	h. not accept
9. I may buy that car, but I want to **try** it **out** first. *i*	i. use
10. I have a job offer, but I plan to **turn** it **down**. *h*	j. discuss

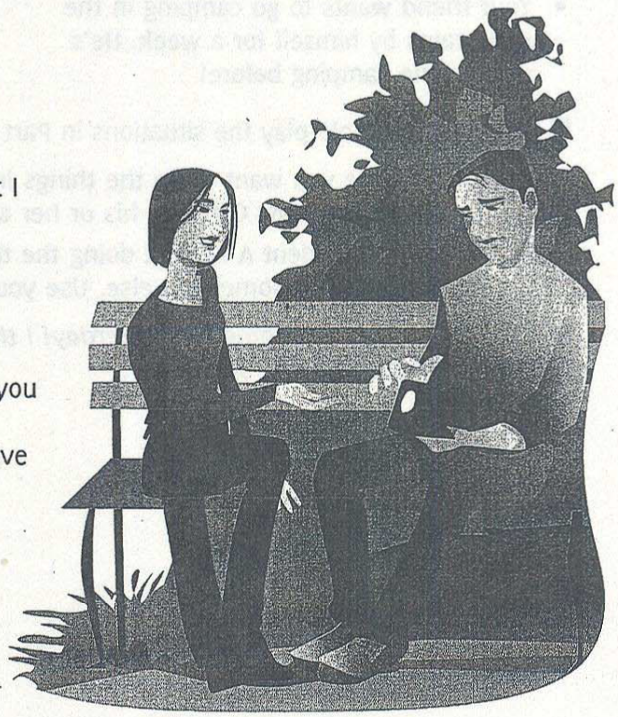
B Pair work What have you done over, talked over, paid back, tried out, or put off recently? Tell your partner.

A: *Have you done anything over recently?*
B: *Yes, I have. I did my English homework over last night. I made a lot of mistakes the first time!*

2 Conversation I'm kind of broke.

A Listen to the conversation. What is Neil thinking about doing? *See page T-98 for the answer.*

Dana: I really like your camcorder.
Neil: Actually, it's my friend Ben's. I'm just trying it out this week. I need to give it back to him tomorrow.
Dana: It looks really expensive.
Neil: It is. I'm thinking about buying one, but I can't right now.
Dana: Why not?
Neil: Well, I'm kind of broke. If I had more money, I'd buy it.
Dana: It would be nice to be rich, wouldn't it?
Neil: Tell me about it. What would you do if you were rich?
Dana: Hmm. . . . If I were rich, I'd travel. I'd give some money away, too.
Neil: That's nice.



B Listen to the rest of the conversation. Why does Neil want a camcorder?
See page T-98 for the answer.

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LESSON C overview

Vocabulary: Separable phrasal verbs
Grammar: Second conditional
Speaking: Discussion about hypothetical situations

1 Vocabulary Separable phrasal verbs

Learning objective: *Use vocabulary for separable phrasal verbs.*

A (CD 3, Track 24)

- Direct Ss' attention to the verbs in bold. Ask: *What do you notice about these verbs? (They have two parts: a verb and a preposition / particle.) How are these phrasal verbs different from the ones you learned in Unit 9? (They can have an object pronoun between the verb and the preposition / particle.)*
- Point out that nouns used as objects can come between or after the verb and preposition (*Don't bring the topic up. / Don't bring up the topic.*) but object pronouns must always come between (*Don't bring it up.*).
- Go over the instructions. Point out that each word on the right means the same as one of the bold phrases in the sentences.
- Have students match the phrasal verbs and the definitions.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrasal verbs to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to discuss things they have done over, talked over, paid back, tried out, or put off recently.
- Call on Ss to share their answers with the class.

Extra activity Extension

Model the activity. Say or write a question using a phrasal verb on the board (*Who do you talk over your problems with?*). Call on a S and elicit the answer in a complete sentence (*I usually talk them over with my friends.*). Have Ss work in pairs to make questions for five of the phrasal verbs. Have each pair join another pair to take turns asking and answering the questions.

2 Conversation I'm kind of broke.

Learning objective: *Practice a conversation about imaginary situations; see use of second conditionals in context.*

A (CD 3, Track 25)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A man and a woman in a park with a camcorder.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
He's thinking about buying a camcorder.

- If helpful, play the audio again line by line and have Ss repeat.
- *Option* Have Ss work in pairs to practice the conversation.
- *Tip* To prevent Ss from reading the conversation to each other, have them stand up and face each other. They will find it more natural to look at each other and will enjoy the chance to stand.

B (CD 3, Track 26)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer
He wants to take more videos of his children.

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3 Grammar Second conditional

Learning objective: *Practice second conditional.*

(CD 3, Track 27)

- Books closed. Write the example statement on the board: *If I* had *more money, I* would buy *a camcorder.*
- Elicit the rules.
  1. Focus on form. Ask: *What form of the verb do we use in the* if *clause? (Simple past.) What form do we use in the main clause? (We use* would + *base form.)* Point out that either clause can come first. When the *if* clause is first, we use a comma.
  2. Focus on form in negative statements: subject + *would (not)* + base form + *if* + subject + simple past.
  3. Focus on use. Ask: *Does the speaker in the sentence have more money? (No.) Can he buy a camcorder? (No.)* Explain that we use second conditional sentences to describe "unreal" or imaginary situations.
- Books open. Have Ss read the sentences. Point out that we usually use *were* for the past tense of *be* in the condition for all pronouns.
- Refer to the conversation in Exercise 2. Have Ss underline the second conditionals.
- Check comprehension. Ask: *Is Dana rich? (No.) What would she do if she were rich? (She'd travel and give some money away.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Read the first sentence aloud and elicit the correct completions (*would, do, became*).
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions in Part A with their own information.
- Elicit answers from the class.

> ***Classware*** Revealing grammar page xxx
> After doing Part B, follow the steps for *Revealing grammar* to review the second conditional. Hide *unreal, imaginary,* and *past tense* (from line 1), *would* (line 2), and *were* (line 5).

4 Speaking What would you do?

Learning objective: *Talk about imaginary situations.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss work in pairs to discuss the questions and take notes.

B

- Go over the instructions.
- Have each pair join another pair to share their ideas and discuss if they are similar or different.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in second conditionals.
- Call on Ss to share their ideas with the class.
- Write the errors you heard Ss make in second conditionals on the board. Encourage Ss to correct them. Make sure they use second conditionals correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about imaginary situations. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 77-79
Self-study CD-ROM	Lesson C

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3 Grammar Second conditional

Second conditional sentences describe "unreal" or imaginary situations. Use a past tense verb in the if *clause (the condition). Use* would *in the main clause.*

What **would you do** if you **had** more money?

If I **had** more money, I **would buy** a camcorder.

Use were *for the past tense of* be *in the condition.*

Would you **travel** if you **were** rich?

Yes, I **would**. No, I **wouldn't**.

Yes. If I **were** rich, I'**d travel** a lot. No. I **wouldn't travel** a lot if I **were** rich.

A Complete the conversations with the correct words. Then compare with a partner.

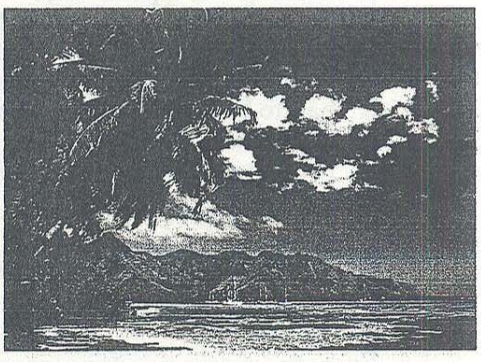
1. **A:** What *would* you *do* (do) if you suddenly *became* (become) rich?
   B: I *would quit* (quit) my job. Then I *would travel* (travel) for a few months.
2. **A:** If a teacher *gave* (give) you a good grade by mistake, what *would* you *do* (do)?
   B: I *wouldn't feel* (not / feel) right about it. I *would point* (point) out the mistake.
3. **A:** How *would* you *feel* (feel) if a friend *called* (call) you late at night?
   B: I *would be* (be) surprised, but I *wouldn't feel* (not / feel) angry.
4. **A:** If you *had* (have) a relationship problem, who *would* you *talk* (talk) to?
   B: I *would talk* (talk) about the problem with my best friend.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Speaking What would you do?

A Pair work Discuss the questions. Take notes.

- Where would you go if you had a lot of money?
- What would you give away if you were rich?
- What would you do if you saw your teacher or your boss at the supermarket?
- When would you turn down a job offer?
- Would you point out a mistake if a classmate made one? Why or why not?
- What would you do over if you had the chance?



B Group work Share your ideas with another pair. Are your ideas similar or different?

5 Keep talking!

Go to page 145 for more practice.

I can talk about imaginary situations.

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D What an accomplishment!

1 Reading

A What do you think it would be like to walk across your country? Why?

B Read the interview. Why did Mary and Etsuko often have to walk between 30 and 40 kilometers a day? *See page T-100 for the answer.*

A Walk Across Japan



Mary King and Etsuko Shimabukuro completed a 7,974-kilometer walk across Japan. Mary takes our questions about their incredible accomplishment.

Why did you walk across Japan?
The mapmaker Ino Tadataka *inspired* me. He spent 17 years *on and off* walking through Japan. He drew the country's first real maps.

How long did it take?
A year and a half. We walked from the island of Hokkaido, in the north, down to Okinawa. In Hokkaido, we walked about 40 kilometers a day, and on the other islands, about 30. We often had no choice about the distance because we had to find a place to sleep.

Describe a typical day.
There really wasn't one, but we tried to start by 7:00 a.m. and walk for 10 to 12 hours. Sometimes we had breakfast on the road. We had to be careful in Hokkaido because the bears there could smell our food. We saw bears twice, which was terrifying!

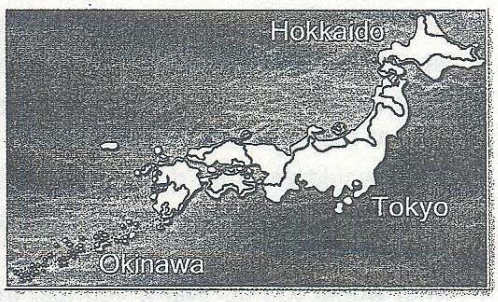
Did you walk every day?
No. We needed to do our laundry, check our email, and rest. Also, I wanted to interview people for my blog.

What were some of the best parts?
There were many! We stayed in a *haunted* guesthouse, walked on fire at a festival, and visited many wonderful hot springs.

Any low points?
You know, overall, we really enjoyed ourselves, but there were a lot of aches and pains along the way. The traffic could be scary because there weren't always sidewalks for *pedestrians*.

Did you ever think about *giving up*?
No, we never wanted to stop. Actually, I was sad when it ended. I wanted to walk from Okinawa back to Tokyo, but Etsuko said we had to accept that we accomplished our goal. It was time to go home.

Would you do it over again?
Definitely. I'd love to *retrace* our steps when I'm 80. But I've also set myself the goal of walking across the U.K. or India someday.



Source: http://japanonfoot.blogspot.com

C Find the words in *italics* in the article. What do they mean? Write the words next to the correct definitions.

1. inhabited by ghosts ___*haunted*___
2. quitting ___*giving up*___
3. people who walk ___*pedestrians*___
4. go back over a route again ___*retrace*___
5. with breaks ___*on and off*___
6. gave someone an idea ___*inspired*___

D Pair work How would you describe Mary's personality? Do you know anyone like her?

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LESSON D overview

Reading: "A Walk Across Japan" (an interview)
Listening: Interviews about accomplishments
Writing: An accomplishment
Speaking: "Find someone who" activity about accomplishments

1 Reading A Walk Across Japan

Learning objective: *Read and discuss an interview about a walk across Japan; develop skills in reading for main ideas and details.*

(CD 3, Track 28)

Classware Tip
Before class, cover the headings in the interview. Create a text box with all headings in random order. Save. Books closed. Zoom section. After doing Part A and Part B, have Ss work in pairs to decide which headings go with which paragraphs. Reveal answers.

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B

- Pre-teach unfamiliar vocabulary. Do not pre-teach the words in italics in the interview.

Vocabulary
incredible amazing
terrifying frightening
do laundry wash clothes
hot springs a place where hot water comes out of the ground
set a goal decide on something you want to do

- Go over the instructions.
- Have Ss read the interview and answer the question.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

Answer
Mary and Etsuko often had to walk between 30 and 40 kilometers a day to find a place to sleep.

C

- Go over the instructions.
- Have Ss read the interview and write the words next to the correct definitions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

Extra activity Extension
Have Ss think about a journey they have taken and answer the questions in the interview: *How long did it take? Describe a typical day. What were some of the best parts? Any low points? Did you ever think about giving up? Would you do it over again?* Have Ss work in pairs to take turns asking and answering the questions.

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2 Listening Can I ask you . . . ?

Learning objective: *Listen to interviews about accomplishments; develop skills in listening for main ideas and details.*

A (CD 3, Track 29)

- Go over the instructions.
- Play the audio. Have Ss listen and write the accomplishment in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 29)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the qualities that led to each person's success.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss discuss the questions in pairs.
- Elicit ideas from the class.

3 Writing An accomplishment

Learning objective: *Write a paragraph about an accomplishment.*

A

- Go over the instructions and the questions.
- Have Ss read the model paragraph. Ask: *What is the accomplishment? (The person got the school to change the food in the vending machines.) Why was this an accomplishment? (It was hard, but she changed something.) What qualities did it take? (Determination, good ideas.)*
- Have Ss write a paragraph about an accomplishment.

> ***Classware*** Analyzing the model page xxvii
> After answering the questions in Part A, follow the steps for *Analyzing the model* to prepare students for the writing activity.

B

- Go over the instructions.
- Have Ss work in groups to take turns sharing their paragraphs and discussing ways their accomplishments are similar or different.

4 Speaking What have you done?

Learning objective: *Ask and talk about accomplishments.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the items in the chart.
- Have Ss walk around the room to take turns asking and answering questions to complete the chart.
- Walk around the room and give help as needed.
- Call on Ss to tell the class about one of their classmate's accomplishments.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about accomplishments. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 80
Self-study CD-ROM	Lesson D

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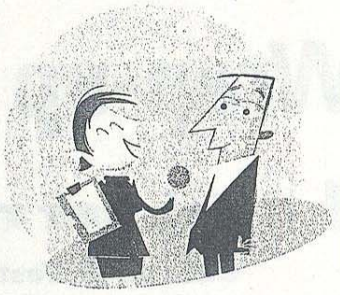
2 Listening Can I ask you . . . ?

A Listen to four people talk about their biggest accomplishments this year. Write the accomplishments in the chart.

	Accomplishments	Qualities for success
1.	*graduated*	*dedication*
2.	*got married*	*flexibility*
3.	*made more friends*	*confidence*
4.	*won an award*	*enthusiasm*



B Listen again. What quality led to each person's success? Complete the chart.

C Pair work Who do you think had the biggest accomplishment? Why? Discuss your ideas.

3 Writing An accomplishment

A Write a paragraph about something you accomplished in your lifetime. Use the questions and the model to help you.

- What did you accomplish?
- Why did you decide to do it?
- How did you accomplish it?
- What was challenging about it?
- Why was it important?

A Healthy Change

I decided that I wanted to change something at our school. A lot of the vending machines had very unhealthy food, like chocolate, candy, and potato chips. Students wanted healthier food like fruits and yogurt. So I asked students and teachers to sign a petition to get healthier food. It was difficult at first . . .

B Group work Share your paragraphs. How are your accomplishments similar or different?

4 Speaking What have you done?

Class activity Find people who have done these things. Write their names and ask questions for more information.

Find someone who has . . .	Name	Extra information
helped someone with a challenging task		
won an award for doing something		
learned a new skill outside of school		
solved a problem at school, home, or work		
used technology to improve his or her English		

I can ask and talk about accomplishments. ☐☐

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Wrap-up

1 Quick pair review

Lesson A Test your partner! Say three personal pronouns. Can your partner use the correct reflexive pronouns in sentences? Take turns. You have two minutes.

A: *He.*
B: *Himself. My neighbor introduced himself to me yesterday.*

Lesson B Do you remember? Which sentences are advising against something? Check (✓) the correct answers. You have one minute.

- ☑ I don't think you should do that.
- ☐ Please don't worry about it.
- ☑ I'm not sure that's the best idea.
- ☐ I'll give it some thought.
- ☐ I'd rather not answer that.
- ☑ I wouldn't recommend that.

Lesson C Find out! What is one thing both you and your partner would do in each situation? You have three minutes.

- Where would you go if you won a free vacation?
- What would you buy if you received money for your birthday?
- What would you do if you lost your cell phone?

Lesson D Brainstorm! Make a list of accomplishments. How many can you think of? You have two minutes.

2 In the real world

Which country would you like to travel across? Go online and find information in English about one of these trips or your own idea. Then answer the questions and write about it.

a car trip across the United States	a train trip across Canada
a bike trip across France	a walking trip across England

- How far is it?
- How long would it take?
- How much would it cost?
- What would you need to take?
- Where would you stay?

A Road Trip in the U.S.A.

I'd take a car trip across the United States. I'd start in Ocean City, Maryland, and drive to San Francisco, California. The trip is about 3,000 miles. The first place I would stop is . . .

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1 Quick pair review

Learning objective: *Review reflexive pronouns, advising against something, second conditionals, and accomplishments.*

Lesson A Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying three pronouns as their partner says the reflexive pronoun and then makes a sentence. Set a time limit of two minutes.
- Call on Ss and say a pronoun, eliciting the reflexive pronoun and a sentence.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to identify which sentences are advising against something. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and situations.
- Have Ss work in pairs to find out one thing they would both do in each situation. Set a time limit of three minutes.
- Elicit ideas from the class.

Lesson D Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of accomplishments. Set a time limit of two minutes.
- Elicit examples from the class.

> ***Classware*** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review accomplishments.

2 In the real world

Learning objective: *Research a trip and write about it.*

- Go over the instructions, the trips, the questions, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English about one of the trips.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- *Option* Have Ss choose which trip they think is the best.

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Music

At a glance: Unit overview	Speaking outcomes
LESSON A Music trivia Ss learn vocabulary for compound adjectives. They use past passive.	Ss can . . . talk about music.
LESSON B The first thing you do is . . . Ss begin, continue, and end instructions.	Ss can . . . give instructions.
LESSON C Music and me Ss learn vocabulary for verb and noun formation. They use present perfect with *yet* and *already*.	Ss can . . . talk about things they've done recently.
LESSON D Thoughts on music Ss read and discuss a fan site for music. They write an online review of music.	Ss can . . . talk about memorable songs.

Warm-up

Learning objective: *Preview the topic and discuss music.*

> ***Classware Tip***
> Before class, cover the names of the types of music in the chart in the middle of the page. Create a text box with all of the types of music in it. Books closed. Instead of doing Part A, have Ss work in pairs to label the pictures with the correct types of music from the text box. Then have Ss guess what types of music match with which percentages. Reveal answers.

A

- To introduce the topic of music, direct Ss' attention to the pictures. Ask: *What type of music do you think is most popular in the United States?*
- Go over the instructions and the types of music in the pie chart.
- Have Ss work individually or in pairs to label the pictures with the types of music.
- ***Option*** Do the activity as a class.
- Go over the answers with the class.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs or groups.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about music in this unit. Point out the Unit 11 lesson overviews. Go over what Ss will learn in each lesson.

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Music

LESSON A	LESSON B	LESSON C	LESSON D
• Compound adjectives • Past passive	• Giving instructions	• Verb and noun formation • Present perfect with *yet* and *already*	• Reading: "Richie Starr" • Writing: A music review

Warm-up

Music Sales in the U.S.A.



jazz



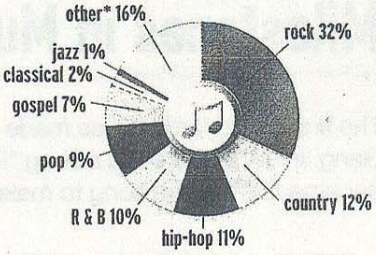
country



R&B



pop



* Includes new age, soundtracks, electronic, ethnic, folk, etc.



gospel



hip-hop



classical



rock

Source: The Recording Industry Association of America, 2008

A Label the pictures with the correct types of music from the chart.

B What do you think are the most popular kinds of music where you live? What's your favorite kind of music? What's your least favorite? Why?

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A Music trivia

1 Vocabulary Compound adjectives

A Complete the compound adjectives with the correct participles. Then listen and check your answers.

Compound adjective	Present participle	Compound adjective	Past participle
award-*winning* video	selling	high-*priced* ticket	downloaded
best-*selling* artist	winning ✓	oddly *named* group	priced
nice-*sounding* voice	breaking	often-*downloaded* performer	named
record-*breaking* hit	sounding	well-*known* singer	known

B Pair work Ask and answer questions with each phrase in Part A. Answer with your own ideas.

A: *Can you name an award-winning video?*
B: *Yes. Michael Jackson's video for "Thriller" won a lot of awards.*

2 Language in context Musical firsts

A Read about these musical firsts. Which were downloaded? *See page T-104 for the answer.*

Milestones in Music History



The first rap recording was made by the Sugarhill Gang. In 1979, the band's song "Rapper's Delight" became the first rap song to make the U.S. pop charts.



The song "Crazy" by Gnarls Barkley was leaked in 2005, months before its release. When it was finally released in March 2006, it became the first song to reach number one from downloaded sales.



The band Radiohead was the first to sell their album online for whatever people wanted to pay. Over a million albums were downloaded before the CD was released in December 2007.



The well-known band Aerosmith was the first to have a video game created around their music. People can play the guitar and sing along to 41 of their songs. The game was released in June 2008.

B What else do you know about these musical firsts? Do you know of any others?

"The band Run-DMC also recorded the song 'Rapper's Delight.'"

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LESSON A overview

Vocabulary: Compound adjectives
Grammar: Past passive
Speaking: Guessing game about music

1 Vocabulary Compound adjectives

Learning objective: *Use vocabulary for compound adjectives.*

A (CD 3, Track 30)

- Direct Ss' attention to the words. Explain that compound adjectives are two or more words that together modify a noun. Point out that many compound adjectives are made by joining a noun, adjective or adverb to a participle (*-ing* or *-ed / en* form).
- Note that compound adjectives are generally connected by a hyphen. Adverbs ending in *-ly* modifying adjectives are the exception (e.g., *oddly named group*).
- Go over the instructions and the example. Have students complete the compound adjectives with the correct participle.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Check comprehension. Call on Ss. Elicit the word from Part A that means the same as these definitions: expensive (*high-priced*), famous (*well-known*), pleasant to listen to (*nice-sounding*), having very high sales (*best-selling*), having set records, or new levels for sales, downloads, or other measure (*record-setting*), won some kind of prize or recognition (*award-winning*), has an unusual title (*oddly named*), something that people often get from the Internet (*often downloaded*).
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to ask and answer questions with the phrases in Part A.
- Call on Ss to share their ideas with the class.

> **Classware** Right or wrong? page xxx
> After doing Part B, follow the steps for *Right or wrong?* to practice vocabulary for compound adjectives.

2 Language in context Musical firsts

Learning objective: *See past passive in context.*

A (CD 3, Track 31)

- Tell Ss they are going to find out information about four musical *firsts* (things that hadn't been done before in the music world).
- Explain that if a song is *leaked*, it comes out before it is supposed to and that the event when something, such as a song, is available for sale is called its *release*.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- *Option* Have Ss check answers with a partner.
- Go over the answers with the class.

> **Answers**
> Gnarls Barkley's "Crazy" and Radiohead's album.

B

- Go over the question and the example.
- Have Ss answer the question in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

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3 Grammar Past passive

Learning objective: *Use past passive.*

(CD 3, Track 32)

- Books closed. Write on the board: *Gnarls Barkley wrote the song "Crazy." The song "Crazy" was written by Gnarls Barkley.*
- Explain the difference between active and passive sentences:
  1. Ask: *What is the subject in the first sentence? (Gnarls Barkley.) What did he do? (Wrote the song "Crazy.") What is the object of the action? (The song "Crazy.")* Say: *This sentence is in the active voice. This means that the subject of the sentence does the action. In other words, the subject is the doer of the action.*
  2. Ask: *Does the second sentence mean the same thing? (Yes.) What is the subject in this sentence? (The song "Crazy.")* Say: *This sentence is in the passive voice. That means that the object of the action in the first sentence, the song "Crazy," is now the subject in the second sentence.* Ask: *What is different about the verb form? (The form is* was + *past participle.)*
- Books open. Have Ss read the sentences in the grammar box.
- Explain the rules:
  1. Focus on form. Explain: *The object of an active verb becomes the subject of a passive verb.* Point out that the passive voice can have different verb forms just like the active voice, but the main verb is always the past participle, and it is the verb *be* that changes form according to the tense. The examples in the grammar box are all the simple past passive.
  2. Focus on use: Direct Ss' attention to the first two sentences in the grammar box. Say: *We use the passive voice when we want to focus on the receiver of the action. This may be because it is more important or because we don't know or don't care who did the action.* Point out that we don't always use *by* + the doer, unless the doer is important, like in the last sentence in the grammar box or the sentence on the board.
- Check comprehension. Ask: *Who downloaded over a million albums? (Fans.) When was the game released? (In 2008.) Who released it? (We don't know.) Is it important? (No.)* Have Ss look at the last sentence. Ask: *How can we say the sentence in the active voice? (The Sugarhill Gang made the first rap recording.)* If helpful, write the active sentence on the board.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the sentences with the past passive forms of the verbs.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns saying the sentence in the active voice as their partner changes it to the past passive.
- Call on Ss and say one of the sentences. Elicit the past passive version.

Answer

1. In 1960, the name "the Beatles" was suggested by John Lennon.
2. In 1962, the original drummer, Peter Best, was replaced by Ringo Starr.
3. "Hey Jude" was written for John Lennon's son Julian by Paul McCartney.
4. George Harrison was called "the quiet Beatle" by many people.
5. The Beatles were chosen as the best artists of all time by *Rolling Stone* magazine

4 Speaking Name it!

Learning objective: *Talk about music.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the examples.
- Have Ss work individually to write three sentences in the past passive about a song, singer, musician, band, or album.

B

- Go over the instructions.
- Have Ss work in groups to take turns sharing their sentences as the other Ss guess the name.
- Go around the room and give help as needed.
- Call on Ss to share their sentences with the class. Elicit guesses.
- Finally, tell Ss to check the "can do" statement if they can talk about music. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 81-83
Self-study CD-ROM	Lesson A

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3 Grammar Past passive

The passive voice places the focus of a sentence on the receiver of an action instead of the doer of the action.

Active voice (simple past)
Fans **downloaded** over a million albums.

Passive voice (past of be *+ past participle)*
Over a million albums **were downloaded**.

Use the passive voice when the doer of the action is not known or not important.
The game **was released** in 2008.

When the doer of the action is important to know, use the passive voice with by.
The first rap recording **was made** by the Sugarhill Gang.

A Complete the sentences with the past passive forms of the verbs. Then compare with a partner.

1. All of the high-priced tickets to the concert *were sold* (sell) online.
2. The best-selling artists of the year *were given* (give) a special award.
3. The singer's record-breaking hit *was written* (write) by her mother.
4. The performer's biggest hit song *was used* (use) in a TV commercial.
5. The band's award-winning video *was seen* (see) by millions of people.
6. The songs on her album *were played* (play) with traditional instruments.

B Pair work Say the trivia about the music group the Beatles. Your partner changes the sentences to use the past passive. Take turns.

See page T-105 for the answers.

1. In 1960, John Lennon suggested the name "the Beatles."
2. Ringo Starr replaced the original drummer, Peter Best, in 1962.
3. Paul McCartney wrote "Hey Jude" for John Lennon's son Julian.
4. Many people called George Harrison "the quiet Beatle."
5. *Rolling Stone* magazine chose the Beatles as the best artists of all time.

A: *In 1960, John Lennon suggested the name "the Beatles."*
B: *In 1960, the name "the Beatles" was suggested by John Lennon.*



4 Speaking Name it!

A Write three sentences in the past passive about the same song, singer, musician, band, or album, but don't use the name!

B Group work Share your sentences. Your group guesses the name of the song, singer, musician, band, or album. Take turns.

1. *This singer's first album was called* The Fame.
2. *She was born in New York City.*
3. *She was made famous by her music and fashion statements.*

(answer: Lady Gaga)

5 Keep talking!

Go to page 146 for more practice.

I can talk about music.

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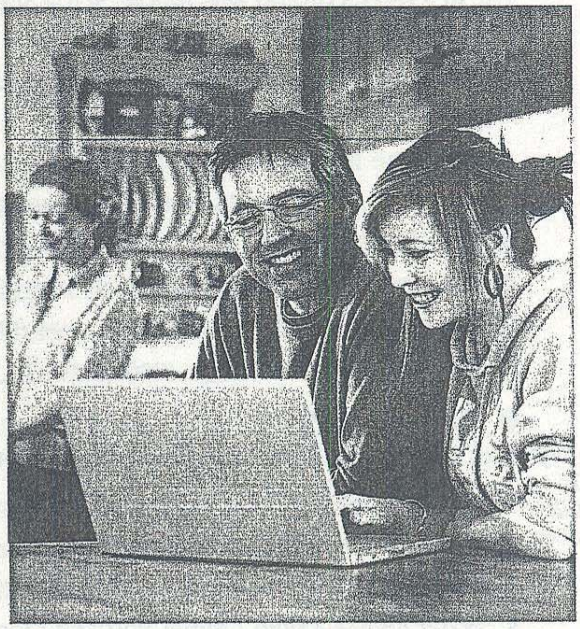
B The first thing you do is . . .

1 Interactions Giving instructions

A What kinds of things do you use a computer for? How did you learn to do those things?

B Listen to the conversation. What steps does Roger follow to download and play a song? Then practice the conversation. *See page T-106 for the answer.*

Roger: This is so frustrating!
Dena: What are you doing, Dad?
Roger: I'm trying to download a song, but I'm not having much luck. What am I doing wrong?
Dena: It's not that hard. Here, let me show you.
Roger: Thanks.
Dena: First, type in the name of the artist or the title of the song in this search box and hit "search."
Roger: OK. Ah, here we go.
Dena: Next, choose the song you want and click "download."
Roger: Oh, look at that. It's so fast! Is that it?
Dena: Well, no. Finally, click "play."



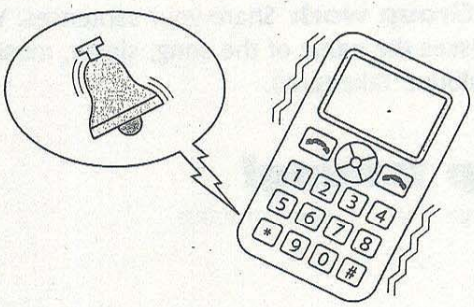
C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Beginning instructions	Continuing instructions	Ending instructions
First, . . .	*Next, . . .*	*Finally, . . .*
To start, . . .	Then . . .	To finish, . . .
The first thing you do is . . .	After that, . . .	The last thing you do is . . .

D Pair work Number the instructions from 1 to 5. Then have a conversation like the one in Part B.

How to download a ringtone:

_4_ Select the ringtone that you want.
_2_ Register with the site that you chose.
_5_ Send the ringtone to your phone by text.
_3_ Listen to the ringtones that are available.
_1_ Find websites that offer ringtones.



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LESSON B overview

Interactions: Beginning instructions, continuing instructions, ending instructions
Listening: How things work
Speaking: Information exchange with instructions

1 Interactions Giving instructions

***Learning objective:** Practice beginning, continuing, and ending instructions.*

A

- Go over the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (CD 3, Track 33)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A father and a daughter using the computer.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answers from the class.

Answers

1. Type in the name of the artist or the title of the song in the search box and hit "search."
2. Choose the song you want and click "download."
3. Click "play."

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (CD 3, Track 34)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in the boxes mean the same thing.
- Tell Ss there are three other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss check their answers.
- Elicit the expressions from Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

Classware Disappearing dialogue page xxvii
After doing Part C, follow the steps for *Disappearing dialogue* to practice giving instructions.

D

- Go over the instructions.
- Have Ss number the instructions from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice a conversation like the one in Part B, using the instructions, then change roles and practice again.

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2 Listening How does it work?

Learning objective: *Develop skills in listening for specific information.*

A (CD 3, Track 35)

- Direct Ss' attention to the pictures. Ask: *What do you see? (A record player, a GPS device, a tablet computer, a microwave.)* Tell Ss they are going to listen to instructions.
- Pre-teach unfamiliar vocabulary.

Vocabulary
destination the place you want to go
turntable the round part on an old record player that turns the record in a circle so that it plays

- Go over the instructions. Remind Ss that there is an extra picture.
- Play the audio. Have Ss listen and number the machines.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 35)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the mistakes.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again if needed.

C

- Go over the instructions and the example.
- Have Ss work in pairs to take turns giving instructions on how to use one of the machines in Part A.
- Call on Ss to give instructions for one of the machines.

3 Speaking Step-by-step

Learning objective: *Give instructions.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the topics.
- Have Ss work in pairs to choose a topic and make a list of instructions.

Classware Tip
Before class, put a text box over the section that says "How to_____". Before doing Part B, have a volunteer put his or her listed steps from Part A on the board for the whole class to see. Go through the instructions as a class. Have Ss guess what the instructions are for.

B

- Go over the instructions and the example conversation.
- Have Ss work with different partners to take turns giving instructions and asking and answering questions.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in giving instructions.
- Call on Ss to give instructions for a topic to the class. Elicit questions from the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to give instructions correctly.
- Finally, tell Ss to check the "can do" statement if they can give instructions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity Extension
Have Ss work in pairs to make a list of instructions for another task. Encourage Ss to think of a topic not in the book. Call on Ss to say their instructions to the class. Elicit the topic from the class.

Additional practice
For more practice, use:

Workbook	page 84
Self-study CD-ROM	Lesson B

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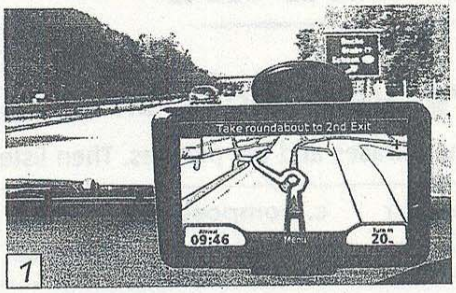
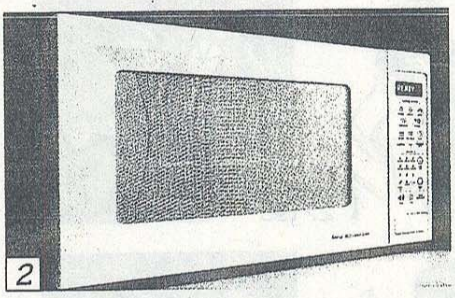
2 Listening How does it work?

A Listen to people give instructions on how to use three different machines. Number the machines from 1 to 3. There is one extra machine.









B Listen again. Each person makes one mistake when giving instructions. Write the mistakes.

1. She said *"Just turn it off"* instead of *"Turn it up."*
2. He said *"Press the Stop button"* instead of *"Press the Start button."*
3. She said *"Turn the volume down"* instead of *"Turn the volume up."*

C Pair work Choose one of the machines above, and give instructions on how to use it. Add any additional instructions.

"To use a record player, first plug it in. Then . . ."

3 Speaking Step-by-step

A Pair work Choose a topic from the list below or your own idea. Make a list of instructions about how to do it.

attach a file to an email
burn a CD or DVD
create a playlist
download a podcast
make an international call
send a text message
upload a video

How to _____

1.
2.
3.
4.
5.

B Pair work Give your instructions to another classmate. Answer any questions.

A: *To attach a file to an email, first open your email account. After that, click "compose." Next, . . .*

I can give instructions.

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C Music and me

1 Vocabulary Verb and noun formation

A Match the phrases and the pictures. Then listen and check your answers.

a. **announce** a tour	c. **compose** music	e. **perform** a song	g. **record** a song
b. **appreciate** music	d. **entertain** an audience	f. **produce** a song	h. **release** a new album


1. c


2. g


3. f

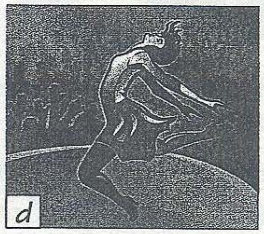


4. h



5. a


6. e


7. d


8. b

B Write the noun forms of the verbs in Part A. Then listen and check your answers.

a. *announcement* c. *composition* e. *performance* g. *recording*

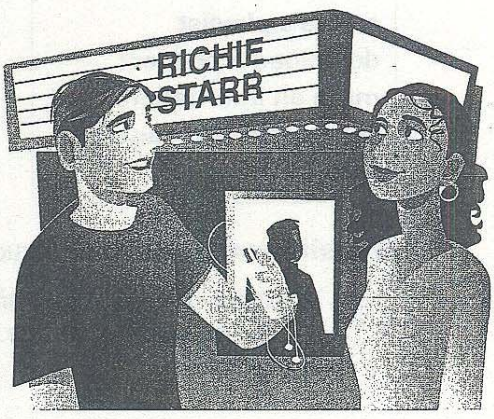
b. *appreciation* d. *entertainment* f. *production* h. *release*

C Pair work Do you know any friends, artists, or other people who do or have done the things in Part A? Tell your partner.

2 Conversation I'm his biggest fan!

A Listen to the conversation. What does Andy tell Miranda to listen to? *See page T-108 for the answer.*

Andy: Oh, look! Richie Starr is going to perform here.
Miranda: Yeah, I know. I'm planning to go.
Andy: Really? Have you gotten a ticket yet?
Miranda: Not yet. But I think you can still get them. I didn't know you were a fan.
Andy: Are you kidding? I'm his biggest fan!
Miranda: Have you heard his new album?
Andy: He hasn't released it yet. But I've already downloaded his new single. Here, listen.
Miranda: Nice! I hear he has a cool online fan club.
Andy: He does. It gives information about new album releases and announces all upcoming performances.



B Listen to the rest of the conversation. Why didn't Andy know about the concert? *See page T-108 for the answer.*

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LESSON C overview

Vocabulary: Verb and noun formation
Grammar: Present perfect with *yet* and *already*
Pronunciation: Syllable stress
Speaking: "Find someone who" activity about recent actions

1 Vocabulary Verb and noun formation

Learning objective: *Use vocabulary for verb and noun formation.*

A (CD 3, Track 36)

- Direct Ss' attention to the verbs in the box. Ask: *What do all of these verbs have to do with? (Music, entertainment.)*
- Go over the instructions.
- Have Ss match the phrases and the pictures.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Explain that there are multiple noun forms for the verb *record*. *Recording* is a generic term for material that is recorded. *Record* refers to a flat, round, plastic disc that stores music.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B (CD 3, Track 37)

- Go over the instructions.
- Have Ss write the noun forms of the verbs in Part A.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.

Extra activity Extension

Have Ss work in pairs to generate lists of nouns belonging to the same families as the verbs in Part A. This time have Ss list nouns that refer to people. Elicit ideas from the class (*announcer, composer, entertainer, performer, producer*). Note that *appreciate, record,* and *release* don't have a corresponding noun.

C

- Go over the instructions.
- Have Ss work in pairs to talk about people they know who do or have done the things in Part A.
- Call on Ss to share their answers with the class.

2 Conversation I'm his biggest fan!

Learning objective: *Practice a conversation about an upcoming performance, see use of present perfect with* yet *and* already *in context.*

Classware Which word? page xxxi

Before doing Part A, follow the steps for *Which word?* to practice vocabulary for verb and noun formation. Add text boxes over *perform*, *released*, *releases*, and *announces*. Into the first text box, put *release*, *perform*. In the second, put *released*, *appreciated*. In the third, put *releases*, *composes*. In the last, put *entertains*, *announces*.

A (CD 3, Track 38)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A man and a woman outside a music venue / club / concert hall.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

Andy tells Miranda to listen to Richie Starr's new song / single.

- If helpful, play the audio again line by line and have Ss repeat.

B (CD 3, Track 39)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer

He hasn't looked at the website for a couple of weeks.

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3 Grammar Present perfect with *yet* and *already*

Learning objective: *Practice present perfect with* yet *and* already.

(CD 3, Track 40)

- Direct Ss' attention to the grammar box. Have Ss read the sentences. Explain the rules:
  1. Focus on use. Explain: *In questions, use present perfect with* yet *when you expect an action to happen. In answers, use* already *when an action happened earlier. Use* yet *when an action hasn't happened but is expected to happen.*
  2. Focus on form in questions. Ask: *Where does* yet *go in questions? (At the end of the sentence.)* Write on the board: *have / has* + subject + past participle + *yet*
  3. Focus on form in responses. Write on the board: *yes*, + subject + *have / has* + *already* + past participle; *no* (*not yet*), + subject + *haven't / hasn't* + past participle + *yet*. Point out that *already* is between *have / has* and the past participle, whereas *yet* is after the past participle.
- Refer to the conversation in Exercise 2. Have Ss underline the present perfect with *yet* and *already*.
- Check comprehension. Ask: *Has Miranda gotten a ticket yet? (No, not yet.) Has Richie Starr released a new album? (No, not yet.) Has Andy heard the new single? (Yes, he's already downloaded it.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example. Point out that the things he has done have a check mark next to them.
- Have Ss work individually to write sentences.
- Have Ss compare answers with a partner.
- ***Tip*** To provide variety, have Ss check answers in groups of three. If their answers differ, find out why and give help as needed.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering questions about Richie's list.
- Elicit answers from the class.

Possible answers

1. He's already written four new songs.
2. He hasn't recorded two songs for his album yet.
3. He hasn't released his new album yet.
4. He's already entertained children at the hospital.
5. He's already given a free performance in the park.
6. He hasn't announced his retirement yet.

4 Pronunciation Syllable stress

Learning objective: *Practice syllable stress.*

A (CD 3, Track 41)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to syllable stress.
- Play the audio again. Have Ss listen and repeat.
- ***Tip*** During choral repetition, it is difficult to hear if Ss are using the correct pronunciation. It is important to interrupt the choral drill occasionally and ask individuals to try it.

B (CD 3, Track 42)

- Go over the instructions.
- Play the audio. Have Ss listen and circle the verb-noun pairs if the stress stays the same.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again. Have Ss listen and repeat.

5 Speaking The latest

Learning objective: *Talk about things you've done recently.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Have Ss complete the questions with their own ideas.
- Have Ss walk around the room to take turns asking and answering questions to complete the chart.
- Walk around the room and give help as needed.

B

- Go over the instructions.
- Have Ss work in groups to share information.
- Call on Ss to share something they found out with the class.
- Finally, tell Ss to check the "can do" statement if they can talk about things they've done recently. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 85-87
Self-study CD-ROM	Lesson C

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3 Grammar Present perfect with *yet* and *already*

In questions, use yet *when you expect the action to have happened.*

Have you **gotten** a ticket **yet?**

Has he **released** his album **yet?**

In responses, already *means the action has happened earlier.*

Yes, **I've already gotten** a ticket.

Yes, he**'s already released** it.

In responses, yet *means the action hasn't happened, but you expect it to.*

No, I **haven't gotten** a ticket **yet.**

No, **not yet.** He **hasn't released** it **yet.**

A Write sentences in the present perfect with *already* and *yet* about Richie Starr's goals. Then compare with a partner.

1. *Richie has already written four new songs.*
2. *Richie hasn't recorded two songs for his album yet.*
3. *Richie hasn't released his new album yet.*
4. *He's already entertained children at the hospital.*
5. *He's already given a free performance in the park.*
6. *He hasn't announced his retirement yet.*

Richie Starr's Goals
- ✓ *write four new songs*
- *record two songs for his album*
- *release his new album*
- ✓ *entertain children at the hospital*
- ✓ *give a free performance in the park*
- *announce his retirement*

B Pair work Look at Richie's list in Part A. Ask questions with *yet* and answer them.

4 Pronunciation Syllable stress

A Listen and repeat. Notice how the stress stays on the same syllable when these verbs become nouns.

announce	entertain	perform	produce
announcement	entertainment	performance	production

B Listen. Circle the verb-noun pairs if the stress stays the same.

appreciate	compose	record	release
appreciation	composition	recording	release

5 Speaking The latest

A Class activity Complete the questions with your own ideas. Then find someone who has already done each thing, and ask questions for more information.

- Have you heard _____ (a new album or song) yet?
- Have you played _____ (a new video game) yet?
- Have you seen _____ (a new TV show or movie) yet?
- _____ ?

B Group work Share your information.

6 Keep talking!

Student A go to page 147 and
Student B go to page 146 for more practice.

I can talk about things I've done recently.

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D Thoughts on music

1 Reading

A What are "fan sites"? Who usually has them? What kind of information do the websites usually include? *See page T-110 for possible answers.*

B Look at the fan site. What things can fans do on this site? *See page T-110 for possible answers.*

RICHIE STARR

ROCK / ALTERNATIVE



UPCOMING SHOWS

Jan 19	Rio de Janeiro	SOLD OUT
Jan 21	São Paulo	
Jan 24	Mexico City	SOLD OUT
Jan 25	Guadalajara	
Feb 1	Austin	SOLD OUT

View my
pics / albums / videos

Fans	15,339
Fans online	2,810
Profile views	46,027

PLAY	SONG TITLE	PRICE	DOWNLOAD
▶	*SPEAK TO ME*	$1.49	BUY
▶	*FOREVER*	$0.99	BUY

VIEW ALL



Paige Richie, I love your page here. I have all your music. When are you going to release something new? Have you written anything yet? Don't keep your fans waiting! :)



Richie Hi, Paige. To answer your question – yes, I've already written some new stuff, but I haven't recorded anything yet. I'm going into the studio next month to record a few tracks. Check back on this page. I'll post a sample!



Caroline Richie, your music has gotten me through some of the worst days of my life. Please add "Never Alone" to the music player sometime. It's my favorite. Looking forward to a new album!



Yoshi Some friends and I started our own band last year, and we've already played a few shows. We were reviewed in the local paper, but we need advice on how to get a recording contract. Can you post how you got started?



Ashley I tried to get a ticket to your show in Austin, but they were sold out! Can you stay in Austin for another night and do a second show? Please! By the way, your song "Forever" was sung at my wedding!



Danny I downloaded your song "Speak to Me" the other day, and I was pretty disappointed. It doesn't "speak to me," if you know what I mean. How do I get my money back?



Ines Hey! I know all of your songs! I've been a huge fan since high school. I can't wait to see you in Mexico City. I have front row seats! Thank you for the music. I'm a musician myself!

C Read the fan site. Answer the questions.

1. Who has concert tickets? *Ines*
2. Who can't get concert tickets? *Ashley*
3. Who wants advice? *Yoshi*
4. Who is unhappy with a song? *Danny*
5. Who has Richie's music helped? *Caroline*
6. Who has all of Richie's music? *Paige*

D Pair work Do you ever look at fan sites of musicians, actors, or athletes? Why or why not? Tell your partner.

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LESSON D overview

Reading: "Richie Starr" (a fan site)
Listening: Song dedications
Writing: A music review
Speaking: Information exchange about songs and memories

1 Reading Richie Starr

Learning objective: *Read and discuss a fan site; develop skills in reading for main ideas and details.*

(CD 3, Track 43)

A

- Ask the questions.
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

Possible answers
Fan sites are websites often run by and for fans of music groups or singers, actors, and other celebrities. Fan sites provide information about performances, new releases, and past work.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary
sold out no more tickets are available
tracks specific songs on an album
sample a small portion of a song
recording contract an agreement between a musician or group and a company that will record their music

- Go over the instructions.
- Have Ss look at the fan site and answer the question.
- Have Ss compare answers with a partner.
- Elicit answers from the class.

Possible answers
post comments, listen to music, download songs, see tour dates, watch videos, look at pictures

C

- Go over the instructions.
- Have Ss read the fan site and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Classware Tip
While Ss complete Part C, zoom section. Have volunteers come to the board and use the pen to underline the section showing the location of the answer in the reading. Have S put the corresponding question number beside the underlined segment.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

Extra activity Extension
Have Ss work in pairs or small groups. Have each group choose a singer they are familiar with. Then have one S write a post for a fan site for that singer, pass the paper to the right, and the next S writes a new comment. Have Ss continue until everyone has "posted" something. Encourage Ss to use *yet* and *already* in their posts, and to address their comments to the singer as well as previous posts. Set a time limit of 5 minutes.

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2 Writing A music review

Learning objective: *Write an online review.*

> ***Classware*** Analyzing the model page xxvii
> Before doing Part A, follow the steps for *Analyzing the model* to prepare students for the writing activity.

A

- Go over the instructions and the questions.
- Have Ss read the model paragraph. Ask: *Who is the artist? (Bebel Gilberto.) What is the name of the album?* (Momento.) *Which song is the best? (The title song.) What doesn't the writer like? (There aren't enough songs.)*
- Have Ss write an online review using the questions and the model.

B

- Go over the instructions.
- Have Ss post their reviews around the room.
- Have Ss walk around the room to read the reviews.
- Elicit examples of songs or albums the Ss have heard.

3 Listening Song dedications

Learning objective: *Listen to song dedications; develop skills in listening for main ideas and details.*

A (CD 3, Track 44)

- Go over the instructions.
- Play the audio. Have Ss listen and write the people in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 44)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the song titles.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Have Ss discuss the questions in pairs.
- Elicit ideas from the class.

4 Speaking Soundtrack of my life

Learning objective: *Talk about memorable songs.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Model the activity. Tell the class about one song and what it reminds you of.
- Have Ss complete the chart.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups to take turns discussing their songs and memories, and asking and answering questions for more information.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly, such as using vocabulary from the unit, past passives, and present perfect.
- Call on Ss to tell the class about one of their classmates' songs and memories.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about memorable songs. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 88
Self-study CD-ROM	Lesson D

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2 Writing A music review

A Write a review of an album (or a song) you'd recommend. Use the questions and the model to help you.

- What's the name of the album / song?
- When was it released?
- What do you like about the album / song?
- Is there anything you don't like about it?
- Why would you recommend it?

B Class activity Post your reviews around the room. Read your classmates' reviews. Which songs or albums have you heard?

Momento

Bebel Gilberto's album Momento *was released in 2007. All of the songs are good, but the title song is excellent. On the album, she blends Brazilian bossa nova with electronica and has a beautiful-sounding voice. The only thing I don't like about it is that there aren't enough songs! I'd recommend it because it was recorded with Japanese guitarist Masa Shimizu and . . .*

3 Listening Song dedications

A Listen to five people call a radio show to dedicate songs to their friends and family members. Who do they dedicate songs to? Write the people in the chart.

	People	Song titles
1.	*friend*	*"Fire and Rain"*
2.	*sister*	*"Beautiful"*
3.	*best friend*	*"Imagine"*
4.	*husband*	*"I'll Be There"*
5.	*wife*	*"One Love"*



B Listen again. What are the song titles? Complete the chart.

C Pair work Imagine you can dedicate a song to someone. What song would you dedicate and to whom? Why? Tell your partner.

4 Speaking Soundtrack of my life

A Make a list of three songs that remind you of particular times or events in your life.

	Song titles	Memories
1.		
2.		
3.		

B Group work Discuss your songs and memories. Ask and answer questions for more information.

A: *The song . . . reminds me of middle school. It was my favorite song when I was 14.*
B: *I know that song! How do you feel now when you hear it?*
A: *Oh, I feel totally embarrassed. I can't stand it now!*

I can talk about memorable songs.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of words and phrases related to music. How many do you know? You have two minutes.

Lesson B Do you remember? Complete the sentences with words or phrases to give instructions. You have one minute.

How to install software:

_____ turn on your computer.
_____ insert the CD and click "install."
_____ to do is restart your computer.

How to get money out of an ATM:

_____ put your ATM card in the machine.
_____ type in your code.
_____ select how much money you want.

Lesson C Find out! What are two things both you and your partner have already done today? What are two things you both haven't done yet? You have three minutes.

Lesson D Test your partner! Say (or sing) the words to a song you know in English. Can your partner guess the title and singer? You have two minutes.

2 In the real world

Who is your favorite singer? Go to the singer's website, and find information about his or her albums. Then write about them.

- What was the singer's first album? When was it released?
- When was the singer's last album released? Did it have any hit songs?
- What's your favorite song by this singer? What's it about?

Taylor Swift

My favorite singer is Taylor Swift. Her first album was called Taylor Swift. *It was released in 2006. I love it. My favorite song on the album is called "Tim McGraw", who is a famous country music singer himself. Taylor was only sixteen years old when the song was released. The song is about how one of Tim McGraw's songs always reminds her of . . .*

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1 Quick pair review

Learning objective: *Review vocabulary related to music, giving instructions, present perfect with* yet *and* already.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of words and phrases related to music. Set a time limit of two minutes.
- Elicit examples from the class.

> ***Classware*** List that page xxix
> After brainstorming, follow the steps for *List that* to review words and phrases related to music.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to complete the sentences with words or phrases to give instructions. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions.
- Have Ss work in pairs to find out two things they both have already done today, and two things they haven't done yet. Set a time limit of three minutes.
- Elicit ideas from the class.

Lesson D Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns saying or singing the words to a song in English as their partner guesses the song. Set a time limit of two minutes.
- Call on Ss to say the words to a song. Elicit the name of the song from the class.

2 In the real world

Learning objective: *Research a singer and write about him or her.*

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English about a singer.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- *Option* Have Ss post their information in the classroom so their classmates can read it.

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On vacation

At a glance: Unit overview	Speaking outcomes
LESSON A Travel preferences Ss learn vocabulary for vacation activities. They use gerunds.	Ss can . . . discuss travel preferences.
LESSON B Don't forget to . . . Ss ask about preferences and remind someone of something.	Ss can . . . ask about preferences; remind someone of something.
LESSON C Rules and recommendations Ss learn vocabulary for extreme sports. They use modals of necessity and recommendations.	Ss can . . . talk about rules and recommendations.
LESSON D Seeing the sights Ss read and discuss a blog about food and travel. They write about a walking tour.	Ss can . . . describe their dream trip.

Warm-up

Learning objective: *Preview the topic and discuss vacations.*

A

- To introduce the topic of vacation, direct Ss' attention to the pictures. Explain that a scrapbook is a book in which people keep things that help them remember a specific time or event. These things may include tickets, maps, photos, and brochures.
- Go over the instructions.
- Have Ss answer the questions in pairs.
- Go over the answers from the class.
- *Option* Do the activity as a class.

Possible answers

She went to Mexico. She took a bus to Puebla. She saw the pyramids of Teotihuacán. She ate in a nice café. She went to a museum. She stayed in a hotel. She bought souvenirs.

B

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk about vacations in this unit. Point out the Unit 12 lesson overviews. Go over what Ss will learn in each lesson.

Cultural note

Teotihuacán is a very large archaeological site about 25 miles northwest of Mexico City. It has some of the largest pyramids in pre-Colombian Americas. People lived in the city between about 200 BCE and 800 CE. At one time, it had about 200,000 residents making it one of the largest cities in the world. The ethnicity of the people is not known with certainty.

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On vacation

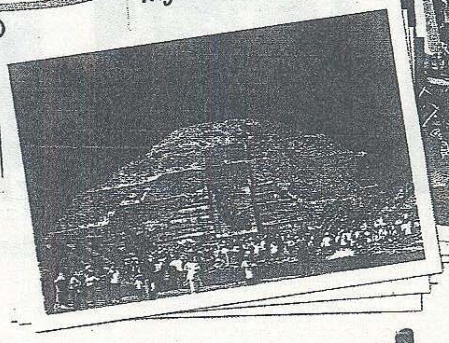
LESSON A	LESSON B	LESSON C	LESSON D
• Vacation activities • Gerunds	• Asking about preferences • Reminding someone of something	• Extreme sports • Modals for necessity and recommendations	• Reading: "A Tas of Cairo" • Writing: A walkin tour

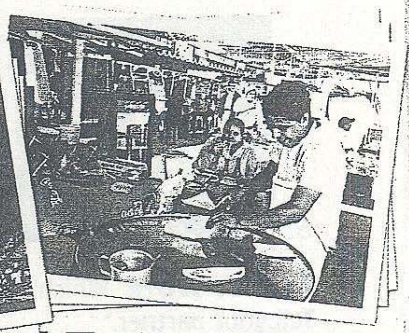
Warm-up

A great day trip!

O.K. Bus
Origen: Ciudad de México, TAPO
Destino: Puebla, Pue.
Fecha: 29/05/2010
Hora de salida: 10:30 a.m.
Precio: $130.00

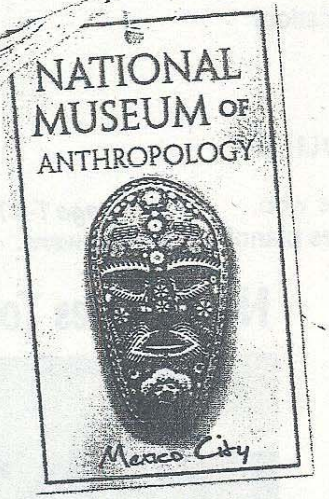
My favorite places







What a bargain!



The best!

Café del Sol

Yum!

Hotel de la Ciudad
Avenida de la Reforma 42
06040 México, D.F.
(55) 005 02 003

This was useful!

A Look at Julie's scrapbook. Where did she go on her vacation? What do you think she did there? *See page T-113 for possible answers.*

B What do you like to do on vacation? What kinds of things do you usually bring back with you?

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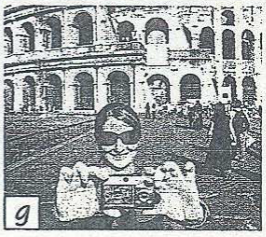
A Travel preferences

1 Vocabulary Vacation activities

A Match the phrases and the pictures. Then listen and check your answers.

a. buy handicrafts	c. listen to live music	e. speak a foreign language	g. visit landmarks
b. go to clubs	d. see wildlife	f. try local food	h. volunteer

1.  *g*
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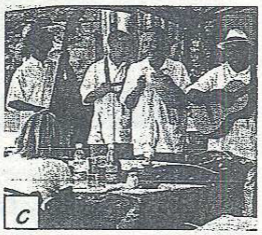
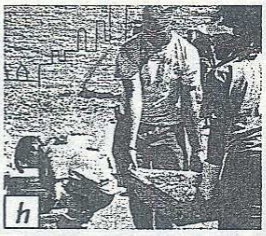
4.  *c*
5.  *h*
6.  *a*
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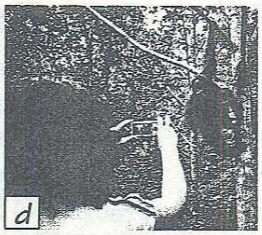
8.  *d*

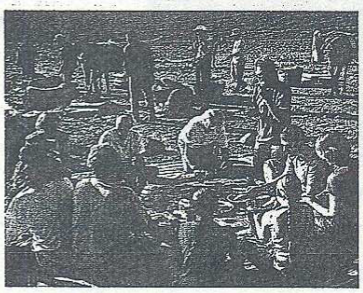
B Pair work Which things in Part A have you *never* done on vacation? Tell your partner.

2 Language in context Three types of tours

A Read the ads for three tours. Which tour is best for someone who likes volunteering? someone who likes eating? someone who dislikes planning?

See page T-114 for answers.

Cuisine Adventures



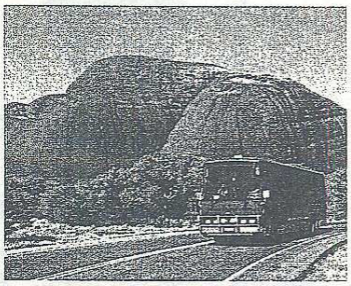
Trying local foods is a great way to learn about a culture. Call today if you are interested in joining our "Eat and Learn" tour.

ENVIRONMENTAL EXPERIENCES



Are you concerned about protecting the environment? Volunteering is a rewarding way to spend a vacation. Choose from over 20 tours.

No Worries Tours



Do you enjoy traveling by bus but dislike planning the details? We specialize in organizing tours with no stress.

B What about you? Which tour interests you? Why?

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LESSON A overview

Vocabulary: Vacation activities
Grammar: Gerunds
Speaking: Interview about vacation activities

1 Vocabulary Vacation activities

Learning objective: *Use vocabulary for vacation activities.*

A (CD 2, Track 45)

- Direct Ss' attention to the words. Ask: *When do you do these things? (On vacation. / When I travel. / In my free time.)*
- Go over the instructions. Have students match the phrases and the pictures.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Have Ss work in pairs to take turns saying a verb as their partner says the object.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which things in Part A they have never done.
- Call on Ss to share their ideas with the class.

Classware Choose ABC page xxvii
After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for vacation activities.

2 Language in context Three types of tours

Learning objective: *Read about different tours; see gerunds in context.*

A (CD 3, Track 46)

- Direct Ss' attention to the pictures to set the scene. Tell Ss they are going to find out some information about three types of tours.
- Go over the instructions.
- Play the audio. Have Ss answer the questions as they listen and read silently.
- *Option* Have Ss check answers with a partner.
- Go over the answers with the class.

Answers
Environmental Experiences is best for someone who likes volunteering. Cuisine Adventures is best for someone who likes eating. No Worries Tours is best for someone who dislikes planning.

- Play the audio again line by line. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the question in pairs or small groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.

Extra activity Extension
Have Ss work in pairs to talk about a tour they have been on. Suggest Ss answer these questions: *Where was it? What did you see? Why did you choose it? What was the best part?* Call on Ss to share their ideas with the class.

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3 Grammar Gerunds

Learning objective: *Use gerunds.*

(CD 3, Track 47)

- Direct Ss' attention to the grammar box. Have Ss read the sentences. Focus their attention on the words in bold.
- Explain the rules:
  1. Focus on form: verb + *-ing* (acts like a noun)
  2. Direct Ss' attention to the sentences using gerunds as subjects. Focus on use as subjects. Ask: *What is the subject in each sentence? (Trying, volunteering.)* Say: *We can use a gerund as the subject of a sentence.*
  3. Direct Ss' attention to the sentences using gerunds after verbs. Focus on use of objects as verbs. Ask: *What is the verb in each sentence? (Enjoy, dislike.) What does the speaker enjoy? (Traveling by bus.) What does the speaker dislike? (Planning the travel details.)* Say: *We use gerunds after certain verbs (enjoy, dislike, prefer, like).*
  4. Direct Ss' attention to the last two sentences. Focus on verbs as objects of prepositions. Ask: *What is the speaker interested in? (Joining the tour.) What is the speaker concerned about? (Protecting the environment.)* Say: *We use gerunds after prepositions, including adjective + preposition combinations (interested in, concerned about, worried about).*
- Refer to the ads in Exercise 2. Have Ss underline all the gerunds.
- Check comprehension. Ask: *What is a great way to learn about a culture? (Trying local foods.) What is a rewarding way to spend a vacation? (Volunteering.) Who should go on the No Worries tour? (Someone who enjoys traveling but dislikes planning the details.)*
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to complete the conversations with gerunds.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask a question from Part A. Elicit an answer with the gerund.

> ***Classware*** Revealing grammar page xxx
> After doing Part B, follow the steps for *Revealing grammar* to review gerunds. In the grammar box, hide from line 1: *-ing*, *noun*, *subject*. From line 2, hide: *verbs*, *prepositions*.

4 Speaking Travel talk

Learning objective: *Discuss travel preferences.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss work individually to complete the questions with their own ideas, using gerunds

B

- Go over the instructions.
- Have Ss work in groups to take turns telling their answers in Part A, and asking and answering questions to get more information.
- ***Option*** Have Ss work in pairs to take turns asking and answering the questions
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using gerunds.
- Call on Ss to tell the class about their partner's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use gerunds correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss travel preferences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 89-91
Self-study CD-ROM	Lesson A

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3 Grammar Gerunds

A gerund is an **-ing** *word that acts like a noun. Gerunds may be the subject of a sentence, or they may appear after some verbs or prepositions.*

As subjects: **Trying** local foods is a great way to learn about a culture.
Volunteering is a rewarding way to spend a vacation.

After some verbs: I **enjoy traveling** by bus.
I **dislike planning** the travel details.

After prepositions: I'm interested **in joining** the "Eat and Learn" tour.
I'm concerned **about protecting** the environment.

A Complete the conversations with the gerund forms of the verbs. Then compare with a partner.

be	buy	get	go	help	lose	meet	✓travel	try	volunteer

1. **A:** Do you enjoy *traveling* alone or in a group?
   B: I prefer *being* in a large group. It's more fun.
2. **A:** Are you interested in *buying* handicrafts when you travel?
   B: Not really. I like *going* to markets, but just to look.
3. **A:** *Trying* local food is the best way to learn about a culture. Don't you agree?
   B: I'm not really sure. *Meeting* local people is also good.
4. **A:** Are you worried about *getting* sick when you travel abroad?
   B: Not really. I'm more concerned about *losing* my passport!
5. **A:** Do you think *volunteering* on vacation would be fun?
   B: I do. *Helping* other people is a great thing to do.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Speaking Travel talk

A Complete the questions with your own ideas. Use gerunds.

- Do you enjoy _____ when you're on vacation?
- Are you interested in _____ on vacation?
- Which is more interesting on vacation, _____ or _____?
- Are you ever concerned about _____ when you travel?
- As a tourist, is _____ important to you?
- _____?
- _____?



B Group work Discuss your questions. Ask and answer questions to get more information.

5 Keep talking!

Go to page 149 for more practice.

I can discuss travel preferences.

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B Don't forget to . . .

1 Interactions — Preferences and reminders

A Where do you usually stay when you travel? A hotel? A youth hostel?

B Listen to the conversation. What doesn't the guest need help with? Then practice the conversation. *See page T-116 for the answer.*

Clerk: Can I help you?
Guest: Yes. I'm looking for a room for two nights.
Clerk: Do you have a reservation?
Guest: No, I don't.
Clerk: Let me see what we have. Would you like a single room or a double room?
Guest: A single is fine. I only need one bed.
Clerk: I can give you room 13A. Please sign here. And there's a free breakfast from 7:00 to 9:00.
Guest: Oh, great. Thank you very much.
Clerk: Here's your key. Do you need help with your bag?
Guest: No, that's all right.
Clerk: OK. Remember to leave your key at the front desk when you go out.
Guest: No problem.
Clerk: Enjoy your stay.



C Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Asking about preferences

Would you like a . . . or a . . . ?
Would you prefer . . . or . . . ?
Would you rather have . . . or . . . ?

Reminding someone of something

Remember to . . .
Don't forget to . . .
Let me remind you to . . .

D Match the sentences and the responses. Then practice with a partner.

1. May I help you? *d*
2. Would you like a single room? *c*
3. Would you prefer a garden or an ocean view? *a*
4. Please remember to lock your door at night. *e*
5. Don't forget to check out by 11:00. *b*

a. I don't know. Which one is cheaper?
b. Eleven? I thought it was by noon.
c. Actually, we need a double.
d. Yes. I have a reservation for one night.
e. I will. Thanks for the reminder.

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LESSON B overview

Interactions: Asking about preferences; reminding someone of something
Listening: Hostel check-in
Speaking: Role play about checking into a hotel

1 Interactions Preferences and reminders

Learning objective: *Practice asking about preferences and reminding someone of something.*

A

- Go over the questions. Explain or elicit the difference between a hotel and a youth hostel (*A youth hostel is for people under a certain age; usually with a number of people in a room, for a low price.*).
- *Option* Have Ss discuss the questions in pairs.
- Elicit answers from the class.

B (CD 3, Track 48)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A man checking into a hotel.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Elicit the answer from the class.

Answer
He doesn't need help with his bag.

- If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C (CD 3, Track 49)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in the boxes mean the same thing. Point out that when we use the expressions *prefer* and *rather*, we are usually asking about two things.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- *Option* Play the audio line by line and have Ss repeat the expressions.

Classware Language switch page xxix
After doing Part C, follow the steps for *Language switch*, Option 2, to practice preferences and reminders.

D

- Go over the instructions.
- Have Ss match the sentences with the best responses.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversation, then change roles and practice again.
- *Tip* To give Ss more speaking time, have them practice the conversation with new partners.

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2 Listening At a hostel

Learning objective: *Develop skills in listening for specific information.*

> ***Classware Tip***
> Before class, hide *single*, *double*, *triple*, *nights*, *cash*, and *credit card* in the form. Save the session. Books closed. Open the session and zoom in on the form. Tell Ss this form is what you need to fill in to stay in this hostel. Elicit missing words from Ss. Reveal the hidden words.

A (CD 3, Track 50)

- Direct Ss' attention to the picture. Ask: *Where are they? (In a youth hostel.)*
- Go over the instructions.
- Play the audio. Have Ss listen and complete the form.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 50)

- Go over the instructions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again if needed.

> ***Extra activity*** Extension
> Have Ss listen to the audio program again, focusing on numbers. Have Ss stand up and sit down whenever they hear a number. Model the task. Play a little of the audio program and demonstrate when to stand up and sit down.

3 Speaking Role play

Learning objective: *Ask about preferences; remind someone of something.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Put Ss in pairs. Assign one S to be Student A and one S to be Student B.
- Go over the instructions and the roles.
- Have Student A circle his or her preferences.
- Have Ss work in pairs to role-play the situation.
- Have Ss change roles, and have the new Student A circle his or her answers. Then have Ss role-play the situation again.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in asking about preferences and reminding someone of something.
- Call on two pairs of Ss to perform the role play for the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions to ask about preferences and remind someone of something correctly.
- Finally, tell Ss to check the "can do" statement if they can ask about preferences and remind someone of something. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> Divide Ss into groups of six. Two Ss are the actors. The other four Ss help the actors. Explain the task. S1 and S2 perform the role play in Exercise 3, using the instructions in their Student's Books. If they don't know what to say or can't remember a word, they call "Time Out!" The role play stops, and they ask the Ss in their group for help. They can also ask other Ss in the group to replace them.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 92 |
> | Self-study CD-ROM | Lesson B |

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2 Listening At a hostel

A Listen to a backpacker check into a hostel. Complete the form with the correct information.



Sydney Backpackers

Type of room:

☐ single ☑ double ☐ triple ☐ dorm

Number of nights? 3

Bathroom? ☐ yes ☑ no **Breakfast?** ☑ yes ☐ no

Method of payment:

☑ cash ☐ credit card

Room number: 4B

B Listen again. Answer the questions.

1. Why doesn't she get a single room? *It's expensive.*
2. What time is breakfast? *8:00 – 10:30*
3. What floor is her room on? *4th*
4. What does the receptionist remind her to do? *Leave the key at the desk.*

3 Speaking Role play

Pair work Role-play the situation. Then change roles.

Student A: You want a room at a hotel. Student B is the clerk at the front desk. Circle your preferences. Then check in.

- You want a **single** / **double** room.
- You want to stay for **two** / **three** / **four** nights.
- You **want** / **don't want** your own bathroom.
- You **want** / **don't want** breakfast.

Student B: You are the clerk at the front desk of a hotel. Check Student A in. At the end, remind him or her of something.



B: *Can I help you?*
A: *Yes, thank you. I'd like a room, please.*
B: *All right. Would you prefer a single or a double?*
A: *I'd prefer . . .*
B: *How many nights would you like to stay?*
A: . . .
B: . . . *And please don't forget . . .*

I can ask about preferences.
I can remind someone of something.

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C Rules and recommendations

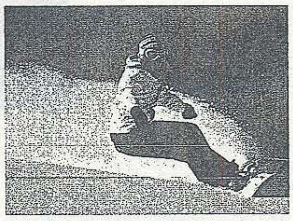
1 Vocabulary Extreme sports

A Label the pictures with the correct words. Then listen and check your answers.

bungee jumping	paragliding	skydiving	waterskiing
kite surfing	rock climbing	snowboarding	white-water rafting



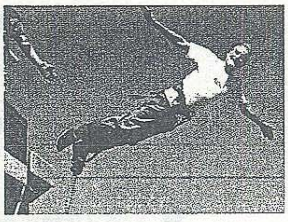
1. *white-water rafting*



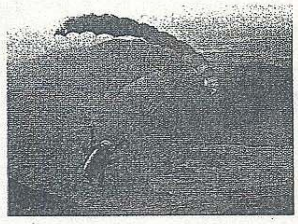
2. *snowboarding*



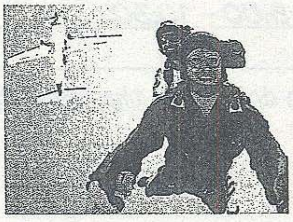
3. *rock climbing*



4. *bungee jumping*



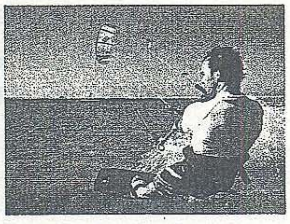
5. *paragliding*



6. *skydiving*



7. *waterskiing*



8. *kite surfing*

B Pair work Which sports would you consider trying? Which wouldn't you do? Why not? Tell your partner.

2 Conversation First-time snowboarder

A Listen to the conversation. Why does Sarah tell Kyle to stay in the beginners' section? *See page T-118 for the answer.*

Kyle: Hi. I'd like to rent a snowboard, please.
Sarah: OK. Have you ever been snowboarding?
Kyle: Um, no. But I've skied before.
Sarah: Well, we offer lessons. You don't have to take them, but it's a good idea. You'll learn the basics.
Kyle: All right. When is your next lesson?
Sarah: At 11:00. You've got to complete this form here to sign up.
Kyle: No problem. What else do I need to know?
Sarah: After your lesson, you should stay in the beginners' section for a while. It's safer for the other snowboarders.
Kyle: OK. Anything else?
Sarah: Yes. You must wear a helmet. Oh, and you ought to wear sunscreen. The sun can be very strong.



B Listen to the conversation between Kyle and his instructor. Why is Kyle uncomfortable?
See page T-118 for the answer.

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LESSON C overview

Vocabulary: Extreme sports
Grammar: Modals for necessity and recommendations
Pronunciation: Reduction of verbs
Speaking: Discussion about extreme sports

1 Vocabulary Extreme sports

Learning objective: *Use vocabulary for extreme sports.*

A (CD 3, Track 51)

- Direct Ss' attention to the pictures. Ask: *What kind of sports are these? (Extreme, exciting, adventurous.)*
- Go over the instructions and the words in the box.
- Have Ss label the pictures with the correct words.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss repeat the words to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to talk about the sports in Part A.
- Call on Ss to share their answers with the class.

Classware Swipe and guess page xxxi
After doing Part B, follow the steps for *Swipe and guess* to practice / review vocabulary for extreme sports.

Extra activity Extension
Have Ss work in pairs to discuss reasons why people try extreme sports. Encourage Ss to think of at least five reasons. Elicit reasons from the class.

2 Conversation First-time snowboarder

Learning objective: *Practice a conversation about a sport; see use of modals for necessity and recommendations in context.*

A (CD 3, Track 52)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you see? (A man who would like to rent a snowboard.)*
- Go over the instructions and the question.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer
It's safer for the other snowboarders.

- If helpful, play the audio again line by line and have Ss repeat.

B (CD 3, Track 53)

- Go over the instructions. Play the audio. Have Ss listen and answer the question.
- Go over the answer with the class.

Answer
His boots are really tight.

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3 Grammar Modals for necessity and recommendations

Learning objective: *Practice modals for necessity and recommendations.*

(CD 3, Track 54)

Necessity

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules:
  1. Focus on form: subject + modal + verb
  2. Focus on use: The modals *must, have got to,* and *have to* all express necessity or obligation.
  3. The negative form of *have to* expresses lack of necessity or obligation. In the sentence *You don't have to take a lesson.* the meaning is "you can if you want, but it's not necessary."
- Check comprehension. Ask: *Why do you have to wear a helmet when you ride a motorcycle? (It's a law in some places. / It protects your head.) If it's a law, do you have a choice? (No.)*

Recommendations

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules:
  1. Focus on form: subject + modal + verb
  2. Focus on use: Use *had better, ought to* and *should* to make recommendations. Point out that *had better* is a little stronger than the other expressions. *Should* and *ought to* mean the same thing.
- Refer to the conversation in Exercise 2. Have Ss underline the expressions for necessity and recommendations.
- Check comprehension. Ask: *Does Kyle have to take snowboarding lessons? (No.) Does he have to complete a form to sign up? (Yes.) What should Kyle do after his lesson? (Stay in the beginner's section for a while.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> **Classware** Fix it! page xxviii
> Instead of doing Part A, follow the steps for *Fix it!* to practice modals for necessity and recommendations.

A

- Go over the instructions.
- Have Ss circle the best travel advice.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss complete the sentences with modals of necessity or recommendations.
- Have Ss compare answers with a partner.
- Elicit answers from the class.

4 Pronunciation Reduction of verbs

Learning objective: *Practice reduction of verbs.*

A (CD 3, Track 55)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of verbs.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss work in pairs to practice the sentences in Exercise 3.
- Call on Ss to say sentences to the class.

5 Speaking Rules of the game

Learning objective: *Talk about rules and recommendations.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the example.
- Have Ss work in groups to discuss rules and recommendations for an extreme sport.
- Walk around the room and give help as needed. Take notes on errors you hear Ss make in using modals for necessity and recommendations.

B

- Go over the instructions.
- Call on Ss to share their ideas with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use modals of necessity and recommendations correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about rules and recommendations. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> **Additional practice**
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 93-95 |
> | Self-study CD-ROM | Lesson C |

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3 Grammar Modals for necessity and recommendations

Necessity

You **must** wear a helmet.
You **'ve got to** complete this form.
You **have to** listen to your instructor.

Lack of necessity

You **don't have to** take a lesson.

Recommendations

You **'d better** be back before dark.
You **ought to** wear sunscreen.
You **should** stay in the beginners' section.
You **shouldn't** go in the advanced section.

A Circle the best travel advice. Then compare with a partner.

1. You **should** / (**must**) get a passport before you go abroad. Everybody needs one.
2. You (**don't have to**) / **'ve got to** visit every landmark. Choose just a few instead.
3. You (**should**) / **don't have to** book a hotel online. It's often cheaper that way.
4. You **ought to** / (**shouldn't**) get to your hotel too early. You can't check in until 2:00.
5. You **shouldn't** / (**'d better**) keep your money in a safe place. Losing it would be awful.
6. You (**have to**) / **should** pay for some things in cash. Many places don't take credit cards.
7. You (**must**) / **don't have to** show your student ID to get a discount. Don't forget it!
8. You (**ought to**) / **shouldn't** try some local food. It can be full of nice surprises!

B Pair work What advice would you give? Complete the sentences with modals for necessity or recommendations. Then compare answers.

1. You ___*should*___ go paragliding on a very windy day.
2. You ___*don't have to*___ have experience to go waterskiing.
3. You ___*'ve got to*___ have special equipment to go bungee jumping.
4. You ___*don't have to*___ be in good shape to go kite surfing.

4 Pronunciation Reduction of verbs

A Listen and repeat. Notice the reduction of the modal verbs.

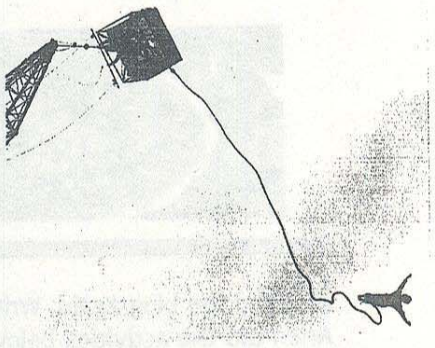
You've **got to** pay in cash.	You **have to** check out by noon.	You **ought to** try the food.

B Pair work Practice the sentences in Exercise 3. Reduce the modal verbs.

5 Speaking Rules of the game

A Group work Choose an extreme sport from Exercise 1. What rules do you think there are? What recommendations would you give to someone who wanted to try it?

A: *You must sign a form before you go bungee jumping.*
B: *Yeah. And you should wear a helmet.*
C: *Oh, and you shouldn't be afraid.*



B Class activity Share your ideas.

6 Keep talking!

Go to page 150 for more practice.

I can talk about rules and recommendations.

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D Seeing the sights

1 Reading

A Do you ever read food or travel blogs? Do you ever watch food or travel TV shows?

B Read the blog. Write the headings above the correct paragraphs.

A Delicious Dinner	Juice Break	The Market	Sweet Shop

Home | About Arlen | My Blog | Q&A | Messages | Video | Recipes



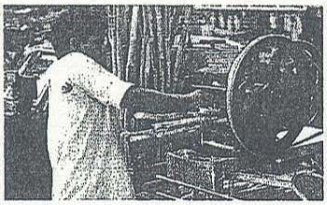
A Taste of Cairo

Cookbook author Arlen Gargagliano is always looking for new travel experiences. Join her on her blog as she takes a food tour of Cairo, Egypt.



The Market 1:45 p.m.

Today I walked through the narrow streets of a famous Cairo market. There were many areas to explore, but my favorite was the spice market. Each shop had huge containers of colorful spices. I bought a bag of mixed spices for a friend and some dark henna to dye my hair red!

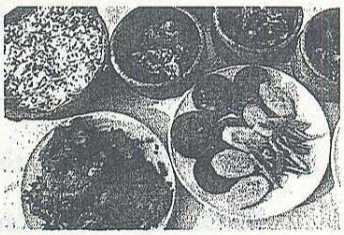


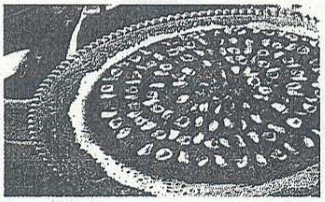
Juice Break 3:15 p.m.

I stopped for one of my favorite drinks – sugar cane juice! A man took pieces of sugar cane, put them in a machine, and made juice. He gave me a glass of the juice, and I drank it quickly. It was sweet and delicious! It gave me lots of energy.

A Delicious Dinner 6:30 p.m.

I ate dinner at the Abou el Sid restaurant. I tried several appetizers. My two favorites were a creamy bean dish in a spicy sauce and fried eggplant with garlic. I had them with fresh flatbread. I also tried a famous Egyptian dish made with a green vegetable. I want to live in this place!





Sweet Shop 8:00 p.m.

Before walking back to the hotel, I made one last stop at a place that sells wonderful Egyptian sweets in el Hussein Square. It was busy, but I sat down and ordered a cup of tea and *basbousa*, a kind of cake made with semolina and sugar syrup. It was out of this world!

C Read the blog again. Write the initials of the blog headings (D, J, M, or S) in which Arlen did the activities below. (More than one answer is possible.)

1. ate a meal D
2. bought a gift M
3. drank something J, S
4. had something sweet J, S
5. saw spices M
6. tried vegetables D

D Pair work Would you enjoy a tour like this? Why or why not? Discuss your ideas.

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LESSON D overview

Reading: "A Taste of Cairo" (a food blog)
Listening: A white-water rafting trip
Writing: A walking tour
Speaking: Information exchange about dream trips

1 Reading A Taste of Cairo

Learning objective: *Read and discuss a food blog; develop skills in reading for main ideas and details.*

(CD 3, Track 56)

A

- Ask the questions.
- Elicit answers from the class.
- *Option* Have Ss discuss the questions in pairs.

Extra activity Extension

Books closed. Tell Ss the topic of the reading (a food blog). Explain the task. Each S draws a bingo card with nine squares. Ss predict content words (nouns, verbs, adjectives) related to the topic and write one word in each square. Play the audio for the reading. Have Ss circle the word on their bingo card when they hear it. The S with the most circled words wins.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary

narrow not wide, hard to pass through
huge very large
spices flavorings for food
henna a liquid that colors hair or skin
dye make a different color
eggplant a vegetable with dark purple skin
out of this world wonderful

- Go over the instructions and the headings.
- Have Ss read the blog and write the headings above the correct paragraphs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity Extension

Books closed. Photocopy and enlarge the text. Cut the text into paragraphs and post the paragraphs around the classroom walls. Dictate the headings. Have Ss go around the class to scan the texts and write the headings. The first S to correctly write headings for each paragraph wins.

C

- Go over the instructions.
- Have Ss read the blog and write the initials of the blog headings beside the activities.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions.
- Have Ss answer the questions in pairs.
- Call on Ss to share their ideas with the class.

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2 Writing A walking tour

Learning objective: *Write a description of a walking tour.*

> ***Classware Tip***
> Books closed. Before doing Part A, zoom in on the list of topics. Explain that these are possible topics for an interesting walking tour in your town or city. Have Ss work in pairs to brainstorm other possible topics. Elicit ideas from Ss and add them to the board.

A

- Go over the instructions and the topics.
- Have Ss choose a topic in pairs.

B

- Go over the instructions.
- Have Ss read the model paragraph. Ask: *What is the city? (Old San Juan.) Where is it? (Puerto Rico.) When was the San Juan Gate built? (1635.)*
- Have Ss work in pairs to write a description of a walking tour.

C

- Go over the instructions.
- Have Ss join another pair to present their tours and answer the question.
- Call on Ss to tell the class about the other pair's tour.

3 Listening An adventure tour

Learning objective: *Listen to an adventure tour; develop skills in listening for main ideas and details.*

A (CD 3, Track 57)

- Go over the instructions and the list.
- Play the audio. Have Ss listen and check what the guide tells the tourists to do.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 57)

- Go over the instructions.
- Play the audio again. Have Ss listen and write T or F.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Dream trip

Learning objective: *Describe your dream trip.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions.
- Model the activity. Tell the class about your dream trip.
- Have Ss answer the questions about their dream trip.

B

- Go over the instructions.
- Have Ss work in pairs to take turns telling about their dream trip and asking and answering questions.
- Walk around the room and give help as needed. Take notes on things you hear Ss do correctly, including using vocabulary from the unit, gerunds, and modals of necessity and recommendation.
- Call on Ss to tell the class about their partner's dream trip.
- Point out the things you heard Ss do correctly.
- Finally, tell Ss to check the "can do" statement if they can describe their dream trips. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 96 |
> | Self-study CD-ROM | Lesson D |

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2 Writing A walking tour

A Pair work Choose a topic for an interesting walking tour in your town or city. Use one of the topics below or your own idea.

architecture and design	historical sights	parks and nature
food and drink	nightlife	shopping

B Pair work Write a description of your walking tour.

Historic Old San Juan

To really learn about the history of Puerto Rico, you have to walk through Old San Juan. You should start your walking tour at the city walls. Follow these walls along the sea to San Juan Gate, which was built around 1635. Go through the gate, turn right, and walk uphill. At the end of the street you can see La Fortaleza. . . .



La Fortaleza
Old San Juan, Puerto Rico

C Group work Present your tour to another pair. Did you include any of the same places?

3 Listening An adventure tour

A Listen to a guide talk to some tourists before a Grand Canyon rafting trip. What does the guide tell the tourists to do? Check (✓) the correct answers.

☑ wear a safety vest	☑ wear sunscreen	☐ bring your cell phone
☑ drink a lot of water	☑ wear a hat	☑ wear a swimsuit
☐ bring water	☐ leave your camera	☑ wear tennis shoes
☐ bring food	☐ bring plastic bags	☑ listen to your guide

B Listen again. Are the statements true or false? Write T (true) or F (false).

1. The most important thing to remember is to have fun. F
2. The tourists need to wear safety vests at all times on the raft. T
3. There is no eating or drinking allowed. F
4. The tourists shouldn't leave their phones on the bus. F

4 Speaking Dream trip

A Imagine you can go anywhere in the world for three weeks. Answer the questions.

- What kind of trip are you interested in taking?
- What places would you like to visit? Why?
- What would you like to do in each place?
- How long do you plan to spend in each place?
- How can you get from place to place?



B Pair work Tell your partner about your dream trip. Ask and answer questions for more information.

I can describe my dream trip. ☐

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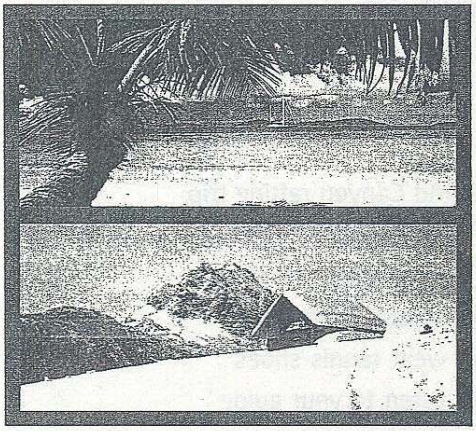
Wrap-up

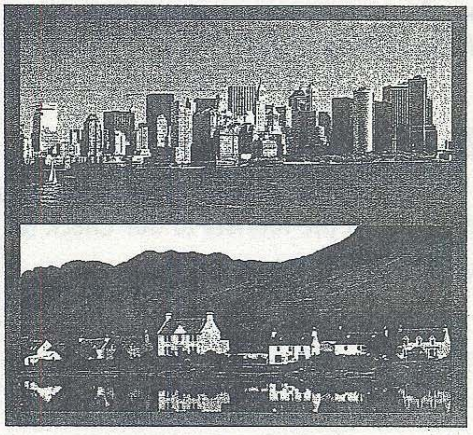
1 Quick pair review

Lesson A Test your partner! Say four vacation activities. Can your partner use the gerund form of the phrase in a sentence correctly? You have three minutes.

A: *See wildlife.*
B: *I'm not interested in seeing wildlife on vacation.*

Lesson B Give your opinion! Ask your partner which vacation he or she prefers from each pair of pictures. Then remind your partner to do or take something on the trip. Take turns. You have two minutes.





A: *Would you prefer going to an island or to the mountains?*
B: *I'd prefer going to an island.*
A: *OK. Remember to take sunscreen.*

Lesson C Brainstorm! Make a list of extreme sports people do in the water, in the air, and on land. How many do you know? You have one minute.

Lesson D Guess! Describe your dream trip to your partner, but don't say where it is. Can your partner guess where it is? Take turns. You have two minutes.

2 In the real world

Would you like to try a new sport? Go online and find recommendations in English for people who want to try a new sport. Use one of the sports below or your own idea. Then write about it.

sandboarding	downhill mountain biking	base jumping	bodyboarding

Sandboarding

Sandboarding is like snowboarding, but you do it on sand, not snow. You must have a sandboard for this sport. You should wear glasses so that you don't get sand in your eyes.

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1 Quick pair review

Learning objective: *Review vocabulary related to vacation activities and extreme sports; talk about preferences; describe a dream trip.*

Lesson A Test your partner!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns saying a vacation activity as their partner uses the gerund in a sentence. Set a time limit of three minutes.
- Call on Ss to say an activity. Call on another S and elicit a sentence using the gerund.

Lesson B Give your opinion!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to ask and answer questions about which vacation he or she prefers, and to remind their partner to do or take something. Set a time limit of two minutes.
- Call on Ss to share their ideas with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to make a list of extreme sports. Set a time limit of one minute.
- Elicit examples from the class.

> *Classware* Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review extreme sports.

Lesson D Guess!

- Go over the instructions.
- Have Ss work in pairs to take turns describing a dream trip as their partner guesses where it is. Set a time limit of two minutes.
- Call on Ss to describe the trip to the class. Elicit guesses.

2 In the real world

Learning objective: *Research a sport and write about it.*

- Go over the instructions, the topics, and the example.
- As an out-of-class assignment, have Ss do research online to find information in English about a new sport.
- Have Ss write about what they found out.
- Have Ss share what they found out in pairs or groups.
- *Option* Have Ss compare information with another S who researched the same topic. Suggest they revise their paragraphs if necessary.

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Keep talking!

Unit 1, Lesson A

Learning objective: *Ask and answer questions about activities.*

Refer Ss to page 123.

A

- Go over the instructions and the activities in the chart.
- Have Ss add two questions to the chart.

B

- Go over the instructions and the example conversation.
- Model the activity with a S. Ask: *Are you saving money for something special?* If the S answers yes, pretend to write his or her name, and ask a follow-up question: *What are you saving for?* If the S says no, continue asking until someone says yes.
- Have Ss walk around the room to ask and answer questions and complete the chart. Remind Ss to ask questions for more information.

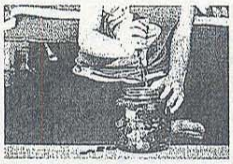
C

- Go over the instructions.
- Ask: *Who is saving money for something special? Who is in a good mood today? Who has one brother and one sister?*
- Call on Ss to share the most interesting information they found out.

Finding out more

A Read the chart. Then add two more questions.

Find someone who . . .	Name	Extra information
is saving money for something special		
is in a good mood today		
has one brother and one sister		
is reading an interesting book		
wants to get a pet		
is taking a difficult class		
works on weekends		
thinks English is fun		
hates to talk on the phone		







B Class activity Find classmates who do or are doing each thing in Part A. Write their names. Ask questions for more information.

A: *Are you saving money for something special?*
B: *Yes, I am.*
A: *Oh, really? What do you want to buy?*

C Class activity Share the most interesting information.

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unit Lesson C

Similar behaviors

A Write your answers to the questions in the chart.

Questions	Me	Name: _____
1. What do you do when you can't sleep at night?		
2. What do you do if you forget to do your homework?		
3. When you feel really happy about something, what do you do?		
4. What do you do if someone tells you something that isn't true?		
5. If a friend calls you and you don't want to talk, what do you do?		
6. What do you do when you are extremely angry at someone?		





B Pair work Interview your partner. Complete the chart with his or her answers.

A: *What do you do when you can't sleep at night?*
B: *I usually read a book. How about you?*
A: *When I can't sleep at night, I always listen to music.*

C Pair work Compare your information. Do any of your partner's answers surprise you? Do you and your partner have any similar behaviors?

Unit 1, Lesson C

Learning objective: *Ask and answer questions about behaviors.*

Refer Ss to page 124.

A

- Direct Ss' attention to the pictures. Ask: *What is the problem? (They can't sleep.) Do they do the same things when they can't sleep? (No, one reads, one listens to music, and one uses the computer.)*
- Go over the instructions and the questions.
- Model the activity. Tell the class your answers to some of the questions.
- Have Ss work individually to write their answers in the chart.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part A. Remind Ss to write their partner's answers in the chart.

C

- Go over the instructions.
- Have Ss answer the questions with their partners.
- Elicit ideas from the class.

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Unit 2, Lesson A

Learning objective: *Ask and answer questions about a picture using past continuous.*

Refer Ss to page 125.

A

- Go over the instructions.
- Have Ss look at the picture to remember the details. Set a time limit of two minutes.

B

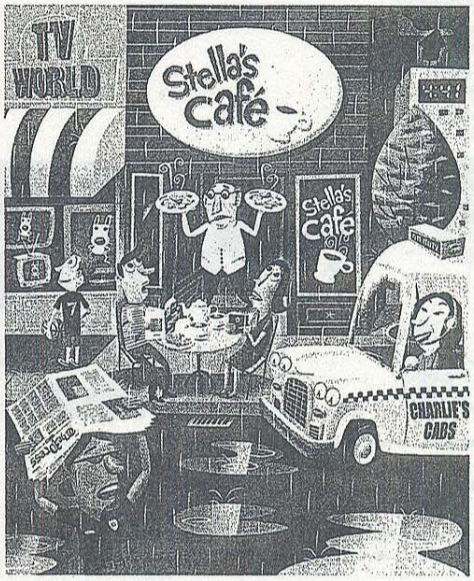
- Go over the instructions and the questions.
- Have Ss cover the picture. Model the activity with a S. Ask *Where was the couple sitting when the rain started? (They were sitting outside at a table.)*
- Have Ss work in pairs to take turns asking and answering the questions with the picture covered.

C

- Go over the instructions.
- Have Ss look at the picture and check their answers.
- *Option* Books closed. Call on Ss and ask the questions.

What was happening?

A Look at this picture for two minutes. What was happening when it started to rain? Try to remember as many details as you can.



B Pair work Cover the picture. Ask the questions and answer with the information you remember.

1. Where was the couple sitting when the rain started? What were they doing?
2. What was the police officer holding? What was she wearing?
3. What was the name of the café? What was on the café table?
4. What was the waiter holding? Where was he standing?
5. What was the young boy holding? What was he watching on TV?
6. What was the taxi driver doing? What was the name of the cab company?

C Pair work Check your answers. How many answers did you remember correctly?

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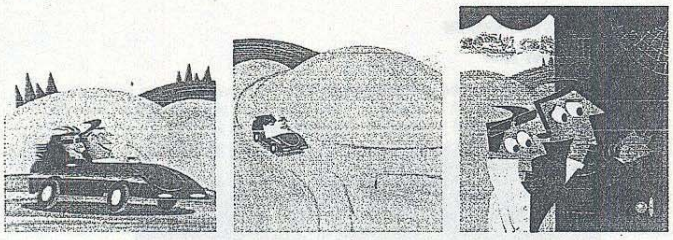
unit 2 Lesson C

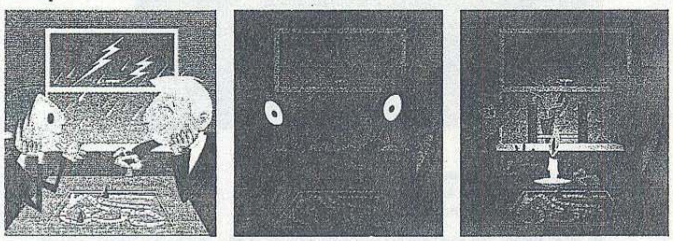
How does it end?

A Pair work Imagine you are the people in one of the sets of pictures below. Tell a story that explains what happened. Choose your own ending to the story.

Story 1



Story 2



B Group work Tell your story to another pair. Can they think of another ending to your story? Which ending do you like better?

"This really happened to us. We were driving down the road in our car. The weather was very nice, and we were enjoying the ride. We were going to our friend's house. We had a map, but suddenly . . ."

C Class activity Share your stories. Vote on the best one.

Unit 2, Lesson C

Learning objective: *Tell stories using past continuous and simple past.*

Refer Ss to page 126.

A

- Go over the instructions.
- Have Ss work in pairs to tell a story that explains what happens in one set of pictures. Remind Ss they need to create an ending to the story.

B

- Go over the instructions and the example. Point out that both partners should participate in telling the story.
- Have each pair join another pair to take turns telling their stories and discussing possible endings.

C

- Go over the instructions.
- Call on Ss to tell their stories.
- Have Ss vote on the best one.

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Unit 3, Lesson A

Learning objective: *Describe what people used to look like and what they look like now.*

Put Ss in pairs. Designate one S as Student A, and one S as Student B. Refer A Ss to page 127, and B Ss to page 128.

A

- Go over the instructions and the example. Explain that in Part A, Student A Ss have old pictures of Chuck and Student B Ss have new pictures of Chuck.
- Have Ss look at their pictures and describe the pictures to their partners.
- Elicit differences between the two pictures.

Possible answers

Differences: He used to have long black hair. He used to be heavy. He used to be a student. He didn't use to type his notes. He used to listen to CDs and now he listens to MP3s.

B

- Go over the instructions and the example. Explain that in Part B, A Ss have new pictures of Amy and B Ss have old pictures of Amy.
- Have Ss look at their pictures and describe the pictures to their partners.
- Elicit differences between the two pictures.

Possible answers

Differences: She didn't use to wear a lot of jewelry. She didn't use to have brown hair. She used to wear her hair in a ponytail. She used to wear glasses. She used to wear a uniform.

Then and now

Student A

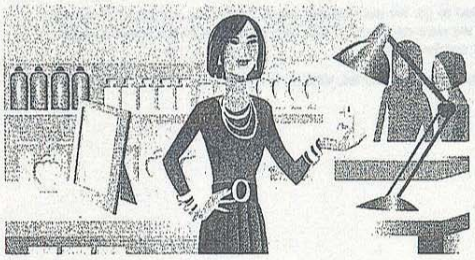
A Pair work You and your partner have pictures of Chuck. You have an old picture of what he used to look like, and your partner has a new picture of what he looks like now. Describe Chuck to find the differences between then and now.



Chuck – then

A: *Chuck used to have long black hair.*
B: *He doesn't have long hair now.*
A: *So that's different. He used to . . .*

B Pair work You and your partner have pictures of Amy. You have a new picture of what she looks like now, and your partner has an old picture of what she used to look like. Describe Amy to find the differences between then and now.



Amy – now

Extra activity Extension

Have Ss bring in old and new photos of themselves or someone they know. Have Ss work in pairs to take turns describing the differences between the pictures. Call on Ss to tell the class about one or more differences.

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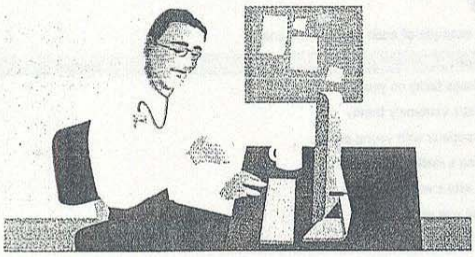
Then and now

Student B

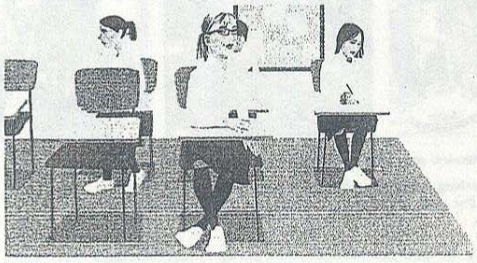
A Pair work You and your partner have pictures of Chuck. You have a new picture of what he looks like now, and your partner has an old picture of what he used to look like. Describe Chuck to find the differences between then and now.



Chuck – now

A: *Chuck used to have long black hair.*
B: *He doesn't have long hair now.*
A: *So that's different. He used to . . .*

B Pair work You and your partner have pictures of Amy. You have an old picture of what she used to look like, and your partner has a new picture of what she looks like now. Describe Amy to find the differences between then and now.



Amy – then

A

Possible answers

Differences: He used to have long black hair. He used to be heavy. He used to be a student. He didn't use to type his notes. He used to listen to CDs and now he listens to MP3s.

B

Possible answers

Differences: She didn't use to wear a lot of jewelry. She didn't use to have brown hair. She used to wear her hair in a ponytail. She used to wear glasses. She used to wear a uniform.

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Unit 3, Lesson C

Learning objective: *Talk about popular places, styles, and fashions.*

Refer Ss to page 129.

A

- Direct Ss' attention to the pictures. Ask: *What do you see? (A young woman wearing large sunglasses, a trendy neighborhood, a fashionable store.)*
- Go over the instructions.
- Have Ss work individually to write examples in the chart under *Me*.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering questions about the things in the chart. Remind Ss to write the answers in the chart.

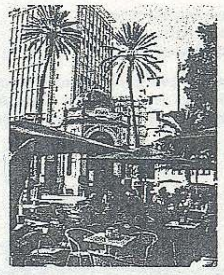
C

- Go over the instructions and the example conversation.
- Elicit examples of each item in the chart from the class and have Ss say if they agree or disagree with their classmates' opinions.
- ***Option*** Have Ss compare their information in groups.

What's hot?

A Write your own example of each thing in the chart.

Give an example of . . .	Me	Name: _____
something which looks tacky on young people		
an area of town that's extremely trendy		
a store that's very popular with young people		
a male celebrity who's really fashionable		
a female celebrity who's very glamorous		
a fashion trend that was very weird		
a fashion that you really like		
someone that has influenced fashion		


B Pair work Interview your partner. Complete the chart with his or her answers.

A: *What is something which you think looks tacky on young people?*
B: *Well, I don't like those big sunglasses that some young girls wear. I think they're tacky.*

C Class activity Compare your information. Do you agree with everyone's opinion? Why or why not?

A: *I think . . . is a celebrity who's very glamorous.*
B: *Really? I think her clothes are kind of weird.*
C: *I like most of the clothes that she wears. I think she has a lot of style.*

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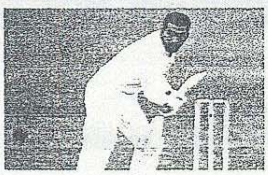
unit 4 Lesson A

I've never . . .

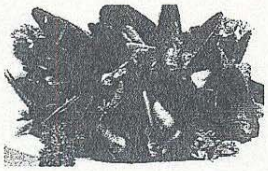
A Write examples of things you've never done.



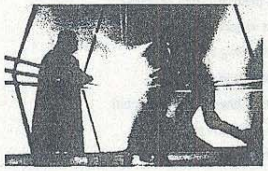
a sport I've never played:



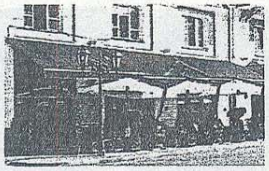
a TV show I've never watched:



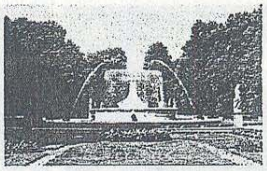
a food I've never eaten:



a famous movie I've never seen:



a restaurant I've never been to:



a place I've never visited:

B Group work Tell your group about the things you've never done. Ask and answer questions for more information.

A: *I've never played cricket.*
B: *Yeah, that's not popular here at all.*
C: *I've never played basketball.*
D: *You're kidding! Never? Not even in school?*

C Class activity Share your information. Which answers surprised you the most?

Unit 4, Lesson A

Learning objective: *Talk about experiences they've never had.*

Refer Ss to page 130.

A

- Go over the instructions.
- Model the activity. Tell Ss about a sport you've never played.
- Have Ss work individually to write examples of things they've never done.

B

- Go over the instructions and the example.
- Have Ss work in pairs or groups to take turns telling about experiences they have never had, and asking and answering questions for more information.

C

- Go over the instructions.
- Call on Ss to tell the class about one experience they have never had.
- Ask: *Which answers surprised you the most?* Elicit ideas from the class.

Extra activity Extension

Arrange the chairs in a circle and have Ss sit. Stand in the middle of the circle and ask: *Have you ever eaten at McDonald's?* Tell Ss to stand and find a new seat if the answer is yes. Take one of the Ss' chairs. Have the S whose chair you've taken stand in the middle and ask a question with *Have you ever . . .?* Point out that they want to ask a question that most Ss will answer yes. Explain that the Ss need to be moving fast and find a new seat if they can answer yes. Continue until most, if not all, Ss have had a chance to ask a question. If your class is large, put Ss in smaller groups.

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Unit 4, Lesson C

Learning objective: *Talk about more experiences.*

Refer Ss to page 131.

A

- Direct Ss' attention to the pictures to go over the meaning of the two expressions. Ask: *What is a solar eclipse? (The moon is in front of the sun.) What does a shooting star do? (It moves across the sky.)*
- Go over the instructions and the items in the chart.
- Have Ss work individually to add two more questions to the chart.

B

- Go over the instructions and the example conversation.
- Have Ss stand and walk around the room to take turns asking and answering questions to complete the chart. Remind Ss to ask for extra information and write their classmates' names in the chart.

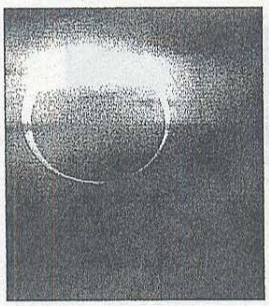
C

- Elicit examples of each item in the chart from the class.

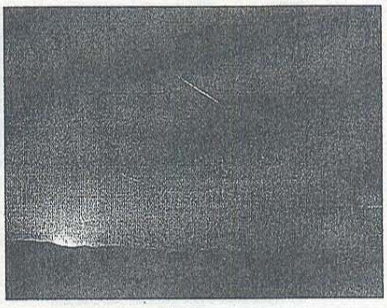
No kidding!

A Add two more questions about experiences to the chart.

Have you ever . . . ?	Name	Extra information
seen a solar eclipse		
watched three movies in one day		
gone swimming in the rain		
gotten a postcard from overseas		
cooked a vegetarian dinner		
seen a shooting star		
had a really bad haircut		
forgotten to pay an important bill		
eaten in a French restaurant		
lost something very special to you		



a solar eclipse



a shooting star

B Class activity Find classmates who have done each thing. Write their names and ask questions for more information.

A: *Have you ever seen an eclipse?*
B: *Yes, I have. I saw a solar eclipse once.*
A: *No kidding! When did you see it?*

C Share the most interesting information.

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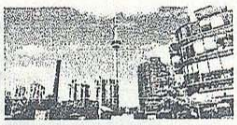
unit Lesson A

Impressive places

Student A

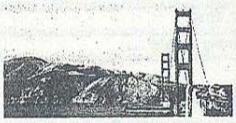
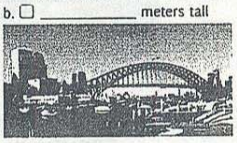
A You and your partner have information about impressive places. Do you know the answers to the questions on the left? Circle your guesses.

1. Which is taller?
   a. Eiffel Tower (Paris, France)
   b. CN Tower (Toronto, Canada)

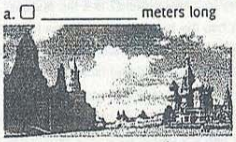
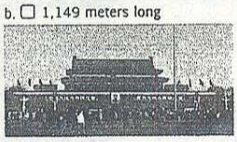
a. ☐ 300.5 meters tall b. ☐ _____ meters tall

2. Which is longer?
   a. Golden Gate Bridge (San Francisco, the U.S.A.)
   b. Harbor Bridge (Sydney, Australia)

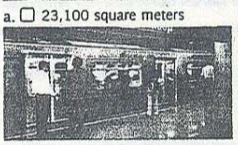
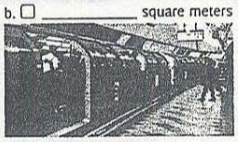
a. ☐ _____ meters long b. ☐ 1,149 meters long

3. Which is bigger?
   a. Red Square (Moscow, Russia)
   b. Tiananmen Square (Beijing, China)

a. ☐ 23,100 square meters b. ☐ _____ square meters

4. Which has more riders?
   a. São Paulo subway system (Brazil)
   b. London subway system (the U.K.)

a. ☐ _____ riders a day b. ☐ 4,250,000 riders a day

B Pair work Ask and answer questions to fill in the missing information. Then check (✓) the correct answers in Part A.

How tall is . . . ?
How long is . . . ?
How big is . . . ?
How many riders does . . . have?

Saying large numbers

100.2	"one hundred point two"
3,456	"three thousand four hundred (and) fifty-six"
78,900	"seventy-eight thousand nine hundred"
120,000	"one hundred (and) twenty thousand"
3,450,000	"three million four hundred (and) fifty thousand"

C Class activity How many of your guesses were correct? Can you make more comparisons?

Unit 5, Lesson A

Learning objective: *Exchange information about impressive places.*

Put Ss in pairs. Designate one S as Student A, and one S as Student B. Refer A Ss to page 132, and B Ss to page 134.

A

- Go over the instructions.
- Direct Ss' attention to the first pair of pictures. Point out that A Ss know the height of the Eiffel Tower, and B Ss know the height of the CN tower. Tell Ss not to say any information. Elicit guesses as to which tower is taller.
- Have Ss circle their guesses to answer the question.

B

- Go over the information in the box about saying large numbers.
- Go over the instructions.
- Model the activity. Call on a S who is Student B and ask: *How tall is the CN Tower in Toronto? (553.3 meters.)*
- Have Ss work in pairs to take turns asking and answering questions to fill in the missing information.
- Have Ss check the box for the correct answer in Part A.

C

- Go over the questions.
- Elicit answers from the class.
- Call on Ss to name other pairs of human-made wonders, and give comparisons (e.g., *The Shanghai World Financial Center is taller than the Empire State Building.*).

Extra activity Extension

Have Ss work in pairs. Assign each S to research information about a different skyscraper, canal, and subway system to answer these questions: *Which is taller? Which is longer? Which carries more people each day?* Have Ss compare places. Call on Ss to share their information with the class.

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Unit 5, Lesson C

Learning objective: *Talk about the best places to go in their country.*

Refer Ss to page 133.

A

- Direct Ss' attention to the picture at the bottom of the page. Ask: *Where are they? (In London.) What are they doing? (Reading information from a guide book.)*
- Go over the instructions and the example conversation.
- Have Ss read the email silently. Alternatively, read the email aloud.
- Have Ss work in pairs to discuss their responses to the questions in the email.

B

- Go over the instructions.
- Have Ss join another pair of Ss to discuss their answers.
- Call on Ss to share their ideas with the class.

Planning a visit

A Pair work Imagine that a friend from another country is planning to visit you and asks you the questions in the email below. Discuss your responses.

To: Beth <bettybeth@email.com>
From: Jane <jgal@email.com>
Date: March 17, 2010
Subject: Re: Planning my trip . . .

Hey!
Before I visit, I have some questions for you:

- What's the best way to travel around? Is it the fastest? Is it the cheapest?
- Which part of town has the best nightlife? When is the best time to go out?
- What's the most popular place for a tourist to visit? Have you been there?
- What's the most interesting traditional food to try? Where should I try it?
- What would make a nice day trip? Is it easy to get to?
- What's the best museum? What's it like? Should I go there?
- Which time of year has the nicest weather? Which has the worst?

I'm sorry that I'm asking so many questions. I'm just very excited, and I want to plan as much as I can!

Thanks in advance for the information. See you soon!

Take care,
Jane

A: *The best way to travel around is by subway.*
B: *I think it's better to go by bus. It's faster than the subway.*

B Group work Share your ideas with another pair. Do you have similar answers?



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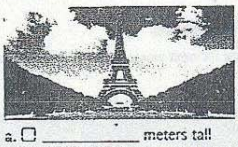
Impressive places

Student B

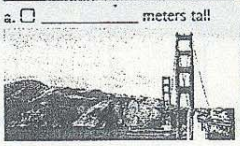
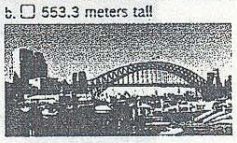
A You and your partner have information about impressive places. Do you know the answers to the questions on the left? Circle your guesses.

1. Which is taller?
   a. Eiffel Tower (Paris, France)
   b. CN Tower (Toronto, Canada)



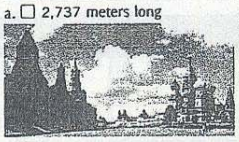
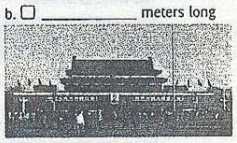

a. ☐ _____ meters tall b. ☐ 553.3 meters tall

2. Which is longer?
   a. Golden Gate Bridge (San Francisco, the U.S.A.)
   b. Harbor Bridge (Sydney, Australia)

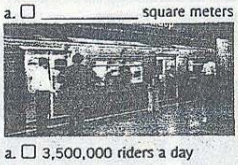
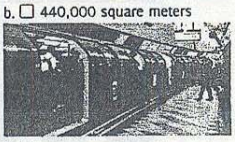
a. ☐ 2,737 meters long b. ☐ _____ meters long

3. Which is bigger?
   a. Red Square (Moscow, Russia)
   b. Tiananmen Square (Beijing, China)

a. ☐ _____ square meters b. ☐ 440,000 square meters

4. Which has more riders?
   a. São Paulo subway system (Brazil)
   b. London subway system (the U.K.)

a. ☐ 3,500,000 riders a day b. ☐ _____ riders a day

B Pair work Ask and answer questions to fill in the missing information. Then check (✓) the correct answers in Part A.

How tall is . . . ?
How long is . . . ?
How big is . . . ?
How many riders does . . . have?

Saying large numbers

100.2	"one hundred point two"
3,456	"three thousand four hundred (and) fifty-six"
78,900	"seventy-eight thousand nine hundred"
120,000	"one hundred (and) twenty thousand"
3,450,000	"three million four hundred (and) fifty thousand"

C Class activity How many of your guesses were correct? Can you make more comparisons?

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Unit 6, Lesson A

Learning objective: *Talk about plans for the next two weeks.*

Refer Ss to page 135.

A

- Go over the instructions.
- Have Ss work individually to complete the calendars for the next two weeks with their plans. Remind Ss to write notes, not full sentences.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask questions about plans.
- Have Ss work in pairs to ask and answer questions about plans and find a time to do something together.

C

- Go over the instructions and the example conversation.
- Have each pair join another pair to take turns inviting the others to join in the plans.
- Call on Ss to tell the class which plans they can agree on.

The next two weeks

A Complete the calendars for next week and the week after it with the correct dates and any plans you have.

Next week:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

The week after next:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday





B Pair work Ask and answer questions about your plans. Find a time to do something together.

A: *What are you doing next Thursday afternoon?*
B: *Oh, I have my karate lesson then. What are you doing the day after that?*
A: *Nothing. Do you want to get together?*

C Group work Tell another pair about the plans you made in Part B. Invite them to join you. Are they free?

A: *Barry and I are getting together on Friday.*
B: *We're meeting at Mr. Freeze for some ice cream. Do you want to join us?*
C: *I'm sorry, but I can't. I have a job interview on Friday.*
D: *I'm not free, either. I have to go grocery shopping.*

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unit Lesson C

A helping hand

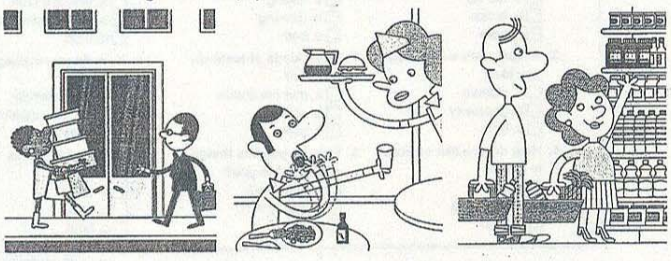
A Pair work Imagine you're the people in the pictures. Role-play the situations.

Student A: Ask Student B for a favor.
Student B: Agree to Student A's request. Offer to help, and continue the conversation.



A: *Could you do me a favor? Could you please take my picture?*
B: *No problem. I'll take it for you.*

B Pair work Change roles. Role-play the new situations.



C Pair work Ask each other for two more favors.

Unit 6, Lesson C

Learning objective: *Talk about the best places to go in your country.*

Refer Ss to page 136.

A

- Direct Ss' attention to the pictures. Ask: *What are the favors? (Take a picture, borrow money, turn the music down.)*
- Put Ss in pairs. Assign one S as Student A and one S as Student B.
- Go over the instructions and the example conversation.
- Have Ss work in pairs to role-play the situations.

B

- Direct Ss' attention to the pictures. Ask: *What are the favors? (Open the door, get some water, get something down.)*
- Go over the instructions.
- Have Ss change roles and role-play the new situations.

C

- Go over the instructions.
- Have Ss work in pairs to take turns asking for two more favors and responding.

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Unit 7, Lesson A

Learning objective: *Talk about left brain / right brain personalities.*

Refer Ss to page 137.

A

- Go over the instructions.
- Have Ss work in pairs to take turns interviewing their partner and checking the answers.

B

- Go over the instructions.
- Have Ss score their partner's answers.
- Have Ss work in pairs to read the descriptions and discuss the results.

C

- Go over the instructions.
- Have Ss discuss the questions in groups.
- Call on Ss to share their ideas with the class.

Left brain / right brain

A Pair work Interview your partner. Check (✓) his or her answers.

Left Brain VS. Right Brain

Do you use your right or left brain more often? Try this fun quiz and find out.

1. How do you remember things?
   - ☐ a. with words
   - ☐ b. with pictures
   - ☐ c. both
2. Which can you remember easily?
   - ☐ a. names
   - ☐ b. faces
   - ☐ c. both
3. Which math subject do you like?
   - ☐ a. algebra
   - ☐ b. geometry
   - ☐ c. both
4. How do you like to work in class?
   - ☐ a. alone
   - ☐ b. in groups
   - ☐ c. both
5. How do you like to study alone?
   - ☐ a. quietly
   - ☐ b. with music playing
   - ☐ c. both
6. Which activity do you enjoy?
   - ☐ a. writing
   - ☐ b. drawing
   - ☐ c. both
7. What kinds of tests do you like?
   - ☐ a. multiple choice
   - ☐ b. essay
   - ☐ c. both
8. How do you like things explained to you?
   - ☐ a. with words
   - ☐ b. with actions
   - ☐ c. both
9. What do you use to make decisions?
   - ☐ a. the facts
   - ☐ b. my experience
   - ☐ c. both
10. How do you like to solve problems?
    - ☐ a. one at a time
    - ☐ b. at the same time
    - ☐ c. both
11. How do you manage your time?
    - ☐ a. very carefully
    - ☐ b. not very carefully
    - ☐ c. both
12. Which animals do you like?
    - ☐ a. dogs
    - ☐ b. cats
    - ☐ c. both

Source: library.thinkquest.org

B Pair work Score your partner's answers. Is he or she left-brained or right-brained? (More *c* answers or the same number of *a* and *b* answers means your partner has traits for both.)

More *a* answers: Left-brained	More *b* answers: Right-brained
More verbal than visual	More visual than verbal
Likes to do things step by step	Likes to do things at the same time
Very organized	Not always organized
Follows rules without questioning	Often asks why
Strong sense of time	Little sense of time
Learns by seeing	Learns by doing
Uses few gestures when talking	Talks with hands
Listens to what is said	Listens to how something is said

C Group work Do your results in Part B describe you well? What do you think your results say about your personality?

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unit 7 Lesson C

People on my mind

A Write the name of someone you know for each description. Then think about answers to the questions.



Someone I miss very much:

- How long have you known this person?
- When did you last see him or her?
- When will you see each other again?



Someone who gave me a special gift:

- What was the gift?
- How long have you had it?
- What made the gift special?



Someone I'd like to know better:

- How long have you known this person?
- When was the last time you spoke?
- What's he or she like?



Someone I've admired since I was a child:

- When did you first meet this person?
- What do you admire about him or her?
- Do you share any of the same qualities?

B Pair work Interview your partner about each person. Ask questions for more information.

A: *Who is someone you miss very much?*
B: *I miss my grandmother very much.*
A: *How long have you known her?*
B: *I've known her since I was born! But I haven't seen her since April.*

Unit 7, Lesson C

Learning objective: *Talk about people they know.*

Refer Ss to page 138.

A

- Go over the instructions and the questions.
- Have Ss work individually to write their answers under each description.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss to tell the class about one of the people their partner talked about.

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Unit 9, Lesson A

Learning objective: *Give advice on relationship problems.*

Refer Ss to page 141.

A

- Direct Ss' attention to the pictures. Ask: *What do you see in each picture? (Someone playing a video game and getting a text, a brother looking at his sister who has a bad hairstyle, co-workers who aren't talking to each other, a student trying to cheat.)*
- Go over the instructions and the example conversation.
- Have Ss work in groups of four to take turns reading a situation and asking for advice.

B

- Go over the instructions.
- Have Ss talk in their groups about which advice they thought was the best.
- Elicit examples of the best advice from the class.

C

- Go over the questions.
- Have Ss discuss the questions in groups.
- Call on Ss to share their ideas with the class.

What to do?

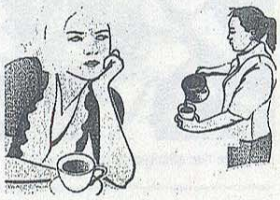
A Group work Imagine you have one of the relationship problems below. Your group gives you advice. Take turns.



My friend texts me constantly and then gets angry if I don't answer right away. Is it important to answer every text? I'm not sure what to do about this. I prefer to communicate by phone.



My sister has a new hairstyle, and I think it looks pretty awful. I don't really want to criticize her, but I think it's a good idea to say something to her. But what exactly do I say?



My co-worker won't talk to me. She says I gossiped about her. I guess I did, but it wasn't anything serious. It feels like she's judging me. I hope she can forgive me. After all, we need to work together.



My classmate always tries to copy my answers when we are taking tests or working on our own. It makes me angry. I don't want the teacher to think I'm cheating, too. Should I tell my teacher?

A: *My friend texts me constantly and then . . .*
B: *It's not important to answer every text. Just ignore them.*
C: *But it's not good to ignore them. Say something to your friend about it.*
D: *That's good advice. It's also a good idea to . . .*

B Group work Which advice was the best? Why? Tell your group.

"Maria gave the best advice. It's important to tell the truth."

C Group work Have you ever given relationship advice to someone? Who? What was the advice? Tell your group.

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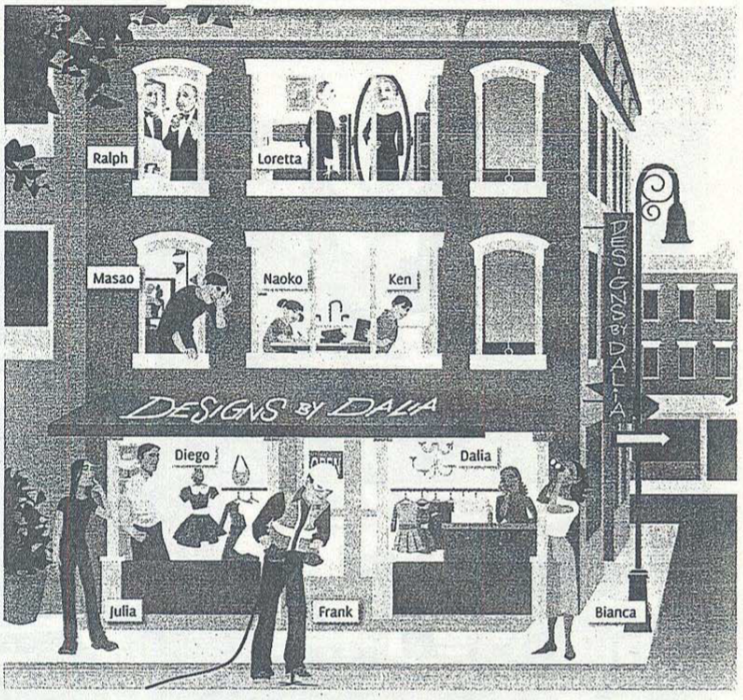
What do you think?

A Pair work Look at the picture. Make one speculation about each person. Use *must, could, can't, may,* or *might.*



Unit 9, Lesson C

Learning objective: *Make speculations about people.*

Refer Ss to pages 142 and 143.

A

- Go over the instructions and the example conversation.
- Have Ss work in pairs to speculate about each person in the picture.

B

- Go over the instructions.
- Have each pair join another pair to share their ideas.
- Call on Ss to share their ideas with the class.

Possible answers

Ralph and Loretta must be going out. They must be married.

Masao must be angry at Frank. He could be Naoko and Ken's father.

Naoko and Ken must be doing homework.

Naoko may not hear the noise.

Ken must be distracted by the noise.

Diego can't be buying that dress for himself. He must be shopping for a little girl.

Dalia must be the owner of the shop.

Julia must not know where she is.

Frank must not hear Masao.

Bianca might be looking at something in the tree.

Matt may be at the wrong party.

Barbara might not be expecting Matt.

It must be Carlos's birthday.

Martha may be Lynn's mother.

Lynn must be fixing the air conditioner.

Victor must be really embarrassed and angry.

Adam can't be a very good waiter.

Ling must be angry. She might be waiting for someone.

Hal might be going to Barbara's apartment.

Mike must be tired. He can't be paying attention. He may not be working right now.

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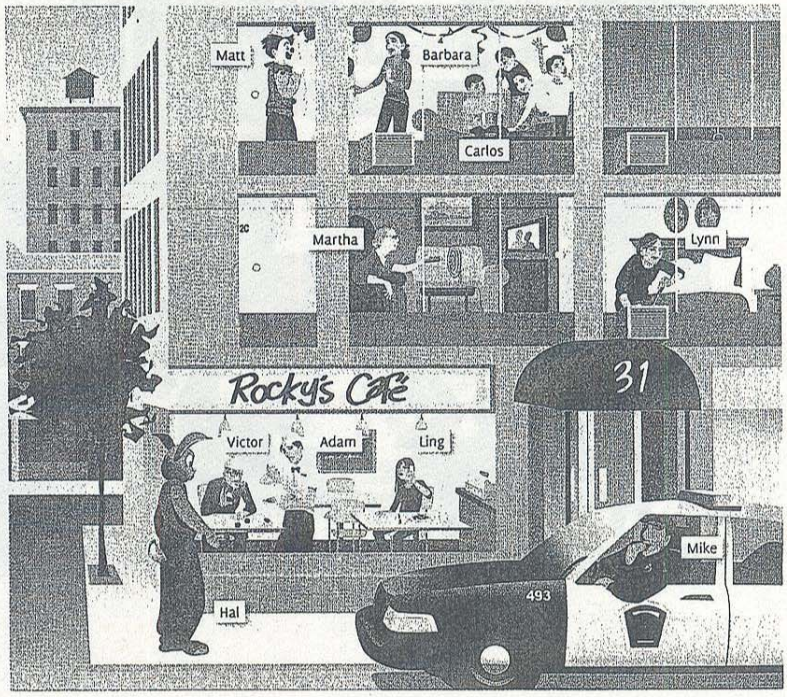

A: *Diego is buying a dress, but it can't be for his wife. It's too small.*
B: *Right. He might be buying it for his daughter.*
A: *Yeah. And he must be rich. The store looks very expensive.*

B Group work Compare your speculations with another pair. Did you make any of the same ones?

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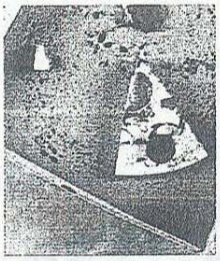
unit Lesson A

Reflections

A Class activity Find classmates who answer "yes" to each question. Write their names and ask questions for more information.

Questions	Name	Extra information
1. Have you ever eaten an entire pizza by yourself?		
2. Do you learn better by studying in a group than by yourself?		
3. Did you teach yourself how to cook?		
4. Do you see yourself living in another country in five years?		
5. Have you ever traveled anywhere by yourself?		
6. Would you like to change something about yourself?		
7. Have you ever lived by yourself?		
8. Do you know someone who taught himself or herself a foreign language?		





A: *Have you ever eaten an entire pizza by yourself?*
B: *Yes, I have!*
A: *Wow! That's a lot of pizza. What kind of pizza was it?*
B: *It had cheese, pepperoni, onions, and peppers on it.*

B Share your information. What's the most interesting thing you learned? Who else in the class answered "yes" to each question?

Unit 10, Lesson A

Learning objective: *Talk about personal experiences.*

Refer Ss to page 144.

A

- Go over the instructions, the questions, and the model conversation.
- Have Ss walk around the room to take turns asking and answering questions to complete the activity. Remind Ss to ask for extra information.
- Walk around the room and give help as needed. Take notes on the errors you hear Ss make in using the present perfect.

B

- Go over the instructions.
- Call on Ss to tell the class about someone they talked to.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use present perfect correctly.

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Unit 10, Lesson C

Learning objective: *Talk about hypothetical situations.*

Refer Ss to page 145.

A

- Direct Ss' attention to the pictures. Ask: *What do you see? (A fan is getting an autograph, taking a picture, and talking to a friend about a celebrity.)*
- Model the activity. Tell the class what you think a S would do if he or she saw a celebrity.
- Go over the instructions and the questions.
- Have Ss work individually to write their guesses about their partner's answers.

B

- Model the activity. Ask the same S you talked about in Part A if your guess was correct.
- Go over the instructions.
- Have Ss work in the same pairs to take turns asking and answering the questions to complete the chart.

C

- Go over the instructions.
- Call on Ss to share what they found out with the class and if they found the answers surprising.

unit 10 Lesson C

Imagine that!

A Guess your partner's answers to the questions. Write your guesses in the chart.

Questions	My guesses	My partner's answers
1. What would you do if you saw your favorite celebrity?		
2. What would you do if your best friend moved to another country?		
3. How would you feel if someone brought up something embarrassing about you at a party?		
4. What would you do if you broke something expensive in a store?		
5. Where would you go if you had one week to travel anywhere in the world?		
6. What would you do if a friend borrowed some money from you and then didn't pay you back?		
7. What would you do if your grades in this class suddenly dropped?		

B Pair work Interview your partner. Complete the chart with his or her answers. How many of your partner's answers did you guess correctly?



C Class activity Do any of your partner's answers surprise you? Would you and your partner do any similar things? Tell the class.

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unit 11 Lesson A

Facts and opinions

A Group work Add two sets of questions about music to the list. Then discuss the questions. Ask follow-up questions to get more information.

1. What bands were formed in the 1960s? '70s? '80s? '90s? What was their music like?
2. What male singer do you think has a nice-sounding voice? What female singer?
3. What well-known singers or bands do you not like very much? Why not?
4. Were any record-breaking hits released last year? What did you think of the songs?
5. Was any truly awful music released in the past few years? What made it so terrible?
6. What was the last music awards show you saw on TV? Who was on it?
7. Who are the best-selling singers from your country? Do you enjoy their music?
8. What are some easily learned songs in your native language? Do you know all the words?
9. _____? _____?
10. _____? _____?



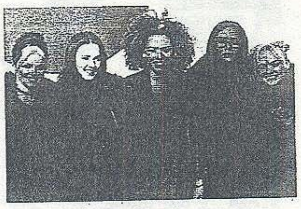
The Rolling Stones, 1960s



ABBA, 1970s



R.E.M., 1980s



The Spice Girls, 1990s

A: *The Rolling Stones were formed in the 1960s.*
B: *How was their music?*
A: *Their music was fantastic. It still is.*
C: *Can you name the band members?*

B Class activity Share any interesting information.

Unit 11, Lesson A

Learning objective: *Discuss facts and opinions about music.*

Refer Ss to page 146.

A

- Direct Ss' attention to the pictures. Ask: *What bands do you see? (The Rolling Stones, ABBA, R.E.M., The Spice Girls.) Do you like their music?*
- Go over the instructions, the example conversation, and the questions.
- Have Ss work in groups to add two sets of questions, and then discuss their answers to all the questions.

B

- Go over the instructions.
- Call on Ss to share interesting information with the class.

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Unit 11, Lesson C

Learning objective: *Ask and answer questions to find differences.*

Put Ss in pairs. Designate one S as Student A, and one S as Student B. Refer A Ss to page 147, and B Ss to page 148.

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering questions about the pictures to find the differences. Remind Ss to use *yet* in their questions.
- Elicit the differences from the class.

Answers

Student A

They've already seen the movie.

He's already downloaded a song.

They've already bought a CD.

She hasn't sung a song yet. / He's already sung a song.

Answers

Student B

They haven't seen the movie yet.

He hasn't downloaded the song yet.

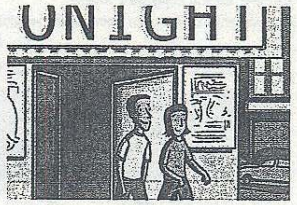
They haven't bought a CD yet.

He hasn't sung a song yet. / She's already sung a song.

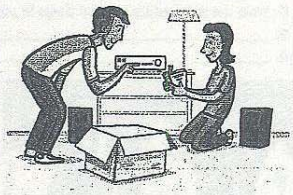
Find the differences

Student A

You and your partner have pictures of Monica and Victor, but they aren't exactly the same. Ask questions with *yet* to find the differences. Circle the items that are different.



see a movie



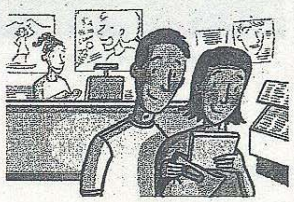
get a new stereo



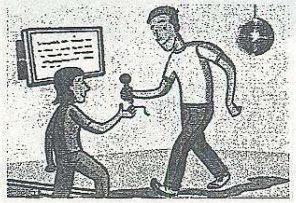
download a song



send a text



buy a CD



sing a song

A: *Have Monica and Victor seen a movie yet?*
B: *No, they haven't. In my picture, they haven't seen it yet. They're going inside.*
A: *So that's different. In my picture, they're leaving the movie theater.*

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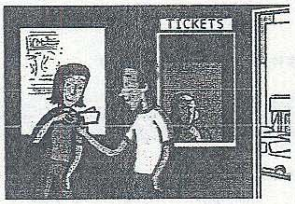
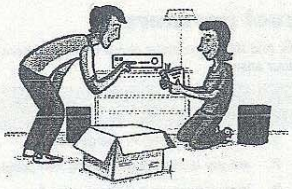
Find the differences

Student B

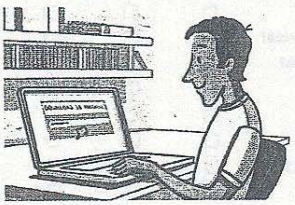
You and your partner have pictures of Monica and Victor, but they aren't exactly the same. Ask questions with *yet* to find the differences. Circle the items that are different.



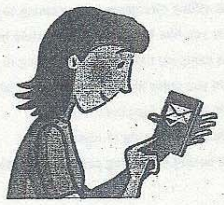
see a movie



get a new stereo



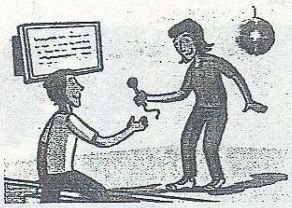
download a song



send a text



buy a CD



sing a song

A: Have Monica and Victor seen a movie yet?
B: No, they haven't. In my picture, they haven't seen it yet. They're going inside.
A: So that's different. In my picture, they're leaving the movie theater.

Answers

Student A

They've already seen the movie.
He's already downloaded a song.
They've already bought a CD.
She hasn't sung a song yet. / He's already sung a song.

Answers

Student B

They haven't seen the movie yet.
He hasn't downloaded the song yet.
They haven't bought a CD yet.
He hasn't sung a song yet. / She's already sung a song.

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Unit 12, Lesson A

Learning objective: *Discuss travel preferences.*

Refer Ss to page 149.

A

- Tell Ss that they are going to answer some questions about travel preferences.
- Go over the instructions and the questions.
- Have Ss add three questions to the chart, and then check their answers in the *Me* column.

B

- Go over the instructions.
- Have Ss work in pairs to take turns interviewing each other and completing the chart.

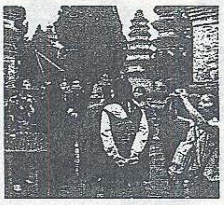
C

- Go over the instructions and the example conversation.
- Have Ss decide if they would make good travel partners.
- Call on Ss to tell the class about what they found out.

Travel partners

A Add three questions about travel preferences to the chart. Then check (✓) your answers.

When you travel, . . .	Me		Name: _____	
	Yes	No	Yes	No
1. do you like being in a large group?	☐	☐	☐	☐
2. are you interested in meeting new people?	☐	☐	☐	☐
3. is saving money important to you?	☐	☐	☐	☐
4. do you like trying new foods?	☐	☐	☐	☐
5. is asking directions embarrassing to you?	☐	☐	☐	☐
6. do you like knowing your schedule in advance?	☐	☐	☐	☐
7. is camping more fun than staying in hotels?	☐	☐	☐	☐
8. do you enjoy shopping for souvenirs?	☐	☐	☐	☐
9. do you like big cities?	☐	☐	☐	☐
10. do you like going to clubs?	☐	☐	☐	☐
11. is seeing everything possible important to you?	☐	☐	☐	☐
12.	☐	☐	☐	☐
13.	☐	☐	☐	☐
14.	☐	☐	☐	☐







B Pair work Interview your partner. Complete the chart with his or her answers.

C Pair work Compare your answers. Would you make good travel partners? Why or why not?

A: We wouldn't make good travel partners. You like being in a large group. I don't.
B: Yes, but we're both interested in meeting new people.
A: Well, that's true. And saving money is important to us.

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unit 12 Lesson C

A backpacking trip

A Pair work Imagine someone is planning a two-week backpacking trip to your country. What rules and recommendations would you give for each category? Take notes.

Packing	Communication
Health and safety	Places to stay
Transportation	Money
Food	Other





B Group work Share your ideas with another pair. Did you have any of the same rules or recommendations? Can you think of any other rules or recommendations?

A: *You shouldn't pack too many clothes.*
B: *Yes, but you have to have enough clothes!*
C: *Also, you ought to bring your cell phone.*

Unit 12, Lesson C

Learning objective: *Talk about rules and recommendations for a backpacking trip.*

Refer Ss to page 150.

A

- Direct Ss' attention to the pictures. Ask: *What do you see? (Backpackers, someone drinking bottled water, someone using an ATM.)* Tell Ss that these are all things that people may do when they go on a backpacking trip.
- Go over the instructions.
- Have Ss work in pairs to take notes on rules and recommendations in each category. Remind Ss to take notes instead of writing full sentences.

B

- Go over the instructions and the example conversation.
- Have pairs join another pair to share their ideas and discuss the questions.
- Elicit ideas from the class.

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Irregular verbs

Base form	Simple past	Past participle
be	was, were	been
become	became	become
break	broke	broken
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
know	knew	known
leave	left	left

Base form	Simple past	Past participle
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

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Adjective and adverb formations

Adjectives	Adverbs	Adjectives	Adverbs
agreeable	agreeably	immature	immaturely
amazing	amazingly	impatient	impatiently
ambitious	ambitiously	inconsiderate	inconsiderately
angry	angrily	indecisive	indecisively
brave	bravely	interesting	interestingly
careful	carefully	late	late
confident	confidently	lucky	luckily
considerate	considerately	mature	maturely
creative	creatively	nervous	nervously
curious	curiously	optimistic	optimistically
decisive	decisively	patient	patiently
disagreeable	disagreeably	quick	quickly
dishonest	dishonestly	rare	rarely
early	early	reliable	reliably
easy	easily	sad	sadly
enthusiastic	enthusiastically	serious	seriously
extreme	extremely	similar	similarly
fair	fairly	strange	strangely
fashionable	fashionably	stubborn	stubbornly
fast	fast	sudden	suddenly
fortunate	fortunately	surprising	surprisingly
glamorous	glamorously	unfair	unfairly
good	well	unfortunate	unfortunately
hard	hard	unreliable	unreliably
honest	honestly	wise	wisely

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Answer key

Unit 7 Lesson D (page 71)

Listening

This personality test is just for fun. Don't take the answers *too* seriously!

1. This person is the most important person in your life.
2. If you see a big animal, you think you have big problems.
3. If you have a big house, you are very ambitious.
4. If the door is open, you're happy for people to visit anytime. If it's closed, you prefer people to call first.
5. If there is food or flowers on the table, you are very optimistic.
6. If the material is strong (like metal or plastic), you have a strong relationship with the person in number 1.
7. If you keep the cup, you want to keep a good relationship with the person in number 1.

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Additional resources

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Workbook answer key

Unit 1

Lesson A

Exercise 1

1. chemistry
2. geometry
3. world geography
4. music
5. history
6. physics
7. biology
8. art
9. algebra

Exercise 2

Order of answers may vary.

1. chemistry, biology, physics
2. algebra, geometry
3. art, music
4. history, world geography

Exercise 3

1. Dina is reading her email right now.
2. Tim knows a lot about biology.
3. ✓
4. I want to study in Australia in the summer.
5. What does the word "engineer" mean?
6. Are you going to class right now?
7. ✓
8. This homework doesn't seem difficult.

Exercise 4

1. work
2. aren't working
3. is working
4. are working
5. works
6. doesn't work
7. isn't working
8. don't work

Exercise 5

1. are you doing
2. 'm (am) writing
3. Are, studying
4. are reading
5. don't understand
6. Do, want
7. do, have
8. have
9. is
10. is ('s) calling
11. is ('s) shopping
12. 'm (am) working

Exercise 6

Answers will vary.

1. I'm taking . . .
2. I study at / after / before . . .
3. I have English classes . . .
4. I usually do my homework at / in . . .
5. I like . . .
6. I hate . . .
7. I'm . . .
8. I'm sitting in / at / on . . .

Lesson B

Exercise 1

Prohibition: You can't use your cell phone in the office. You're not permitted to eat in your office. You're not allowed to write emails to friends.

Obligation: You have to come to work by 9:00. You must always wear a suit to work. You need to have lunch at that time.

Exercise 2

1. You can't use your cell phone in the office.
2. You need to have lunch at that time.
3. You're not permitted to eat in your office.
4. You must always wear a suit to work.

Lesson C

Exercise 1

1. thirsty
2. busy
3. lonely
4. angry
5. nervous
6. sleepy

Mystery word: hungry

Exercise 2

1. thirsty
2. hungry
3. upset
4. jealous
5. scared

Exercise 3

1. if you're nervous
2. If I'm nervous
3. If I have a job interview
4. If there's a website
5. if she's home
6. If I'm prepared

Exercise 4

1. When Emma has a test, she studies a lot.

   Emma studies a lot when she has a test.
2. When I get bad news, I get upset.

   I get upset when I get bad news.
3. When Jordan gets up early in the morning, he is sleepy.

   Jordan is sleepy when he gets up early in the morning.
4. When my sister is busy, she doesn't call me.

   My sister doesn't call me when she's busy.
5. When Lorena and Jessie have a soccer game, they get nervous.

   Lorena and Jessie get nervous when they have a soccer game.

Exercise 5

1. When Tonya's sister goes to a party, Tonya always gets jealous.
2. When Greg is lonely, he often calls a friend.
3. If I get scared, I always call my brother.
4. If Kyle and Rick are busy, they sometimes don't eat.
5. When Leticia gets angry, she usually doesn't say anything.
6. If I'm late for work, I usually say I'm sorry.

Exercise 6

1. What does Charlie do if he's sleepy?
2. What do you do when you get upset?
3. What do Frank and Julie do if they get angry?
4. What do you do if you're hungry?
5. What do you and your friends do when you're thirsty?
6. What does Annette do when she feels nervous?

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Exercise 7

Answers will vary.

1. When I'm nervous about a test, I . . . / I . . . when I'm nervous about a test.
2. If I'm sleepy in class, I . . . / I . . . if I'm sleepy in class.
3. When I'm too busy, I feel . . . / I feel . . . when I'm too busy.
4. When I'm lonely, I . . . / I . . . when I'm lonely.
5. If I'm thirsty, I drink . . . / I drink . . . if I'm thirsty.
6. When I'm angry with a friend, I say . . . / I say . . . when I'm angry with a friend.

Lesson D

Exercise 1

1. Raul Gomez
2. Annie Miller

Exercise 2

1. NI	3. F	5. T	7. F
2. T	4. T	6. NI	

Unit 2

Lesson A

Exercise 1

1. unfortunately
2. Luckily
3. fortunately
4. Surprisingly
5. Amazingly
6. Strangely
7. suddenly
8. Sadly

Exercise 2

1. Mi-na was reading a book.
2. Martin was washing the dishes.
3. Brad and Kate were watching TV.
4. I was talking to Tom on the phone.
5. Laura was playing video games.
6. Mr. and Mrs. Jones were eating dinner.

Exercise 3

1. when their friends arrived
2. when his brother called
3. when the electricity went off
4. When Jill sent me a text message
5. when the ambulance came
6. When the storm began

Exercise 4

1. were, doing
2. went
3. was working
4. were, doing
5. was sleeping
6. went
7. was taking
8. woke
9. was having
10. slept / was sleeping

Exercise 5

1. were cooking
2. went
3. was trying
4. fell down
5. made
6. heard
7. was standing
8. was turning
9. saw

Exercise 6

Answers will vary.

1. I took . . . (last year).
2. I was saying . . . (the last time I spoke).
3. I ate breakfast at . . . (today).
4. I . . . (last night).
5. I was . . . (at 6:00 a.m. today).
6. I was . . . (when class started).

Lesson B

Exercise 1

1. C	3. C	5. A
2. A	4. C	6. A

Exercise 2

Answers may vary.

A.

1. Did you hear what happened?
2. Listen, I've got to run. / Sorry, I have to go. / Hey, I need to get going.

B.

1. You'll never guess what happened! / Guess what!
2. Listen, I've got to run. / Sorry, I have to go. / Hey, I need to get going.

C.

1. You'll never guess what happened. / Guess what!
2. Listen, I've got to run. / Sorry, I have to go. / Hey, I need to get going.

Lesson C

Exercise 1

1. excite
2. disgust
3. confuse
4. interest
5. frighten
6. amuse
7. challenge
8. embarrass

Exercise 2

1. confuses
2. disgusts
3. embarrasses
4. frightens
5. amuse
6. interests
7. excites
8. challenges

Exercise 3

1. exciting
2. confusing
3. challenged
4. embarrassing
5. frightened
6. interested
7. amusing
8. disgusted

Exercise 4

1. disgusting
2. frightening
3. excited
4. exciting
5. bored
6. boring
7. interesting
8. amusing
9. challenging
10. surprising
11. embarrassed

Exercise 5

1. interested, rock and techno music
2. exciting and amusing
3. embarrassed, his brothers and sisters
4. technology, confusing and challenging
5. fish and vegetables, disgusting

Exercise 6

Answers will vary.

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Lesson D

Exercise 1

1. interesting
2. challenging
3. embarrassing

Exercise 2

1. She's staying in a ryokan / a traditional Japanese hotel.
2. Mr. and Mrs. Ito's daughter gives her tea.
3. She took off her shoes in the bedroom. / She didn't take off her shoes before she went into the house.
   She pronounced the street names like Spanish words. / She was pronouncing the street names like Spanish words.
4. She thinks they're modern and clean.
5. She's going to an art museum (tomorrow).

Unit 3

Lesson A

Exercise 1

Across	Down
4. dyedhair (dyed hair)	1. ponytail
5. earrings	2. uniform
7. glasses	3. bracelet
8. highheels (high heels)	6. sandals

Exercise 2

1. a bracelet
2. sandals
3. glasses
4. earrings
5. a uniform

Exercise 3

1. I used to wear high heels to work.
2. My mother used to wear a wig.
3. Jason didn't use to wear suits every day.
4. Did you use to have contact lenses?
5. We used to buy T-shirts on vacation.
6. Did Katia use to wear big earrings?
7. Sandra and Bethany didn't use to have dyed hair.
8. My daughter used to have a long ponytail.

Exercise 4

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

Exercise 5

1. Emma used to wear bright T-shirts in the 1970s.
2. She didn't use to wear high heels in the 1970s.
3. She didn't use to wear baggy jeans in the 1980s.
4. She used to wear tight jeans in the 1980s.
5. She used to wear big earrings in the 1990s.
6. She didn't use to wear big earrings in the 2000s.

Lesson B

Exercise 1

Renaldo Excuse me.
Clerk Can I help you?
Renaldo Yes. Where can I find the leather jackets?
Clerk They're here, behind you.
Renaldo Oh, thanks! Um, do you have this in brown?
Clerk No, I'm sorry. It only comes in black.

Exercise 2

Answers will vary. Possible answers.

1.
Debbie Excuse me.
Clerk Can I help you?
Debbie Yes. Where are the bags?
Clerk They're here, behind you.
Debbie Oh, thanks! Um, can I get this in red?
Clerk No, I'm sorry. It only comes in black.

2.
Ichiro Excuse me.
Clerk Can I help you?
Ichiro Yes. Could you tell me where the suits are?
Clerk They're here, behind you.
Ichiro Oh, thanks! Um, does this come blue?
Clerk No, I'm sorry. It only comes in white.

Lesson C

Exercise 1

1. trendy
2. fashionable
3. old-fashioned
4. retro
5. glamorous
6. tacky
7. weird
8. flashy

Exercise 2

Answers will vary. Possible answers:

1. glamorous
2. flashy
3. trendy
4. weird
5. tacky
6. retro

Exercise 3

1. I don't like clothes which are trendy.
2. Tonya is the kind of person who buys things for other people.
3. I like the kind of store which has a lot of sales.
4. Is Jason someone who follows fashion trends?
5. We prefer salesclerks who give us their opinions.
6. Carla prefers shoes which are not high heels.
7. Is there a store in the mall which sells sunglasses?
8. Greg and Roberto are people who always wear retro clothes.

Exercise 4

1. who
2. which
3. who
4. who
5. which

Exercise 5

1. who wears flashy clothes / that wears flashy clothes
2. that are fashionable / which are fashionable
3. that have a lot of stores with trendy clothes / which have a lot of stores with trendy clothes
4. who wears weird clothes at her concerts / that wears weird clothes at her concerts
5. who makes retro clothing / that makes retro clothing
6. that sells old-fashioned jewelry / which sells old-fashioned jewelry

Exercise 6

Answers will vary.

Lesson D

Exercise 1

1. c
2. a
3. b

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Exercise 2

Wording may vary.

1. She made hats.
2. She wanted to be comfortable.
3. It was strong. / It was a strong kind of cloth.
4. Teenagers (in the 1950s) made jeans trendy.
5. He wrote about actresses / celebrities who wore ugly or weird clothes.

Unit 4

Lesson A

Exercise 1

1. I often get seasick.
2. I was on TV last week.
3. I met a famous person in New York.
4. I won an award at work.
5. I used to act in plays.
6. We're moving to a new city.

Exercise 2

1. lost, I
2. been, I
3. acted, R
4. chatted, R
5. seen, I
6. won, I
7. had, I
8. gone, I
9. tried, R
10. broken, I
11. happened, R
12. done, I
13. met, I
14. moved, R
15. eaten, I
16. gotten, I

Exercise 3

1. Have, been
2. have
3. Have, visited
4. haven't
5. Have, tried
6. have
7. Have, tried
8. have
9. Have, gone
10. haven't
11. has been / 's been
12. Has, eaten
13. has
14. has had / 's had

Exercise 4

1. *Question* Has Emily ever broken a bone?
   Answer No, she hasn't.
2. *Q* Have Emily and Ken ever been on TV?
   A No, they haven't.
3. *Q* Has Ken ever played table tennis?
   A No, he hasn't.
4. *Q* Has Sandra ever done karate?
   A Yes, she has.
5. *Q* Has Marcos ever chatted online?
   A Yes, he has.
6. *Q* Have Marcos and Julia ever acted in a play?
   A Yes, they have.

Exercise 5

Answers will vary.

1. I've played table tennis. / I've never played table tennis.
2. I've done karate. / I've never done karate.
3. I've broken a bone. / I've never broken a bone.
4. I've acted in a play. / I've never acted in a play.
5. I've been on TV. / I've never been on TV.
6. I've chatted online. / I've never chatted online.

Lesson B

Exercise 1

1. What I mean is, . . .
2. Do you mean . . .
3. Does that mean . . .
4. What I'm saying is, . . .
5. I mean . . .
6. Are you saying . . .

Exercise 2

1. Do you mean
2. What I mean is,
3. Are you saying
4. I mean
5. Does that mean
6. What I'm saying is,

Lesson C

Exercise 1

1. went camping
2. climbed a mountain
3. went whale-watching
4. tried an extreme sport
5. tried an exotic food
6. went to a spa

Exercise 2

1. 've been / have been
2. ate
3. has never gone, went
4. Have, tried
5. tried, didn't like
6. Did, ride
7. have, been
8. went, 've never gone / have never gone

Exercise 3

A.

1. Have you ever gone camping?
2. Did she have (a lot of) fun?
3. Did she climb a mountain?
4. Have you ever gone kayaking?

B.

1. Did you get my postcard?
2. When did you send it?
3. Have you (ever) been to Mexico City?
4. Did you see the pyramids?

Exercise 4

1. Victor bowled last year.
2. He played golf a few years ago.
3. He's never done yoga. / He has never done yoga.
4. He joined a gym a few years ago.
5. He's lifted weights lots of times. / He has lifted weights lots of times.
6. He's never climbed a mountain. / He has never climbed a mountain.
7. He's played soccer lots of times. / He has played soccer lots of times.
8. He tried karate last year.

Exercise 5

Answers will vary.

Lesson D

Exercise 1

1. What is spelunking?
2. Are *caving* and *spelunking* different?
3. Is it dangerous?

Exercise 2

1. T
2. F
3. T
4. F
5. T
6. T

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Unit 5

Lesson A

Exercise 1

1. canal
2. bridge
3. tunnel
4. plaza
5. subway system
6. tower
7. skyscraper
8. stadium

Exercise 2

1. The Tower Bridge in England is older than the Akashi-Kaikyo Bridge in Japan.
2. The Murray Canal in Canada is shorter than the Erie Canal in the United States.
3. The Sydney Harbor Bridge in Australia is more modern than the Tower Bridge in England.
4. The Lincoln Tunnel between New Jersey and New York City is not as long as the Channel Tunnel between England and France.
5. The Jin Mao Tower in China is not as tall as the Sears Tower in the United States.
6. The New York City subway system has more people on it than the London Underground.
7. The Plaza Mayor in Madrid is not as large as the Zócalo square in Mexico City.

Exercise 3

1. taller than
2. more floors than
3. older than
4. more modern than
5. more famous buildings than

Exercise 4

1. The Golden Gate Bridge is longer than the Brooklyn Bridge.
2. The Golden Gate Bridge is wider than the Brooklyn Bridge.
3. The Brooklyn Bridge is older than the Golden Gate Bridge.
4. The Golden Gate Bridge was more expensive than the Brooklyn Bridge.
5. The Brooklyn Bridge took more time to build than the Golden Gate Bridge.
6. The Brooklyn Bridge has more people on it each day than the Golden Gate Bridge.

Exercise 5

1. The Brooklyn Bridge is not (isn't) as long as the Golden Gate Bridge.
2. The Brooklyn Bridge is not (isn't) as wide as the Golden Gate Bridge.
3. The Golden Gate Bridge is not (isn't) as old as the Brooklyn Bridge.
4. The Brooklyn Bridge was not (wasn't) as expensive as the Golden Gate Bridge.

Lesson B

Exercise 1

1. I don't believe it!
2. I have no idea.
3. I really don't know.
4. Seriously?
5. No way!
6. I don't have a clue.

Exercise 2

1. I have no idea. / I really don't know. / I don't have a clue.
2. I don't believe it! / Seriously? / No way!

Lesson C

Exercise 1

1. river
2. rainforest (rain forest)
3. valley
4. lake
5. ocean
6. desert

Mystery word: island

Exercise 2

1. River
2. desert
3. lake / river
4. Ocean
5. island
6. rain forest
7. valley
8. waterfall

Exercise 3

1. the most beautiful
2. the largest
3. the most popular
4. the longest
5. the highest
6. the most difficult
7. the wettest
8. the best
9. the hottest
10. the busiest

Exercise 4

1. Cuba has the most land.
2. Cuba has the most people.
3. The Dominican Republic has (gets) the most rain (each year).
4. Aruba has the most official languages.
5. Cuba has the most TV stations.

Exercise 5

1. the largest
2. the most traffic
3. the coldest
4. the most sunshine
5. the highest
6. the best
7. the wettest
8. the most people

Exercise 6

Answers will vary.

1. The longest bridge I've ever been on is [name of bridge]. / [Name of bridge] is the longest bridge I've ever been on.
2. The highest place I've ever been is [name of place]. / [Name of place] is the highest place I've ever been.
3. The most beautiful place I've ever seen is [name of place]. / [Name of place] is the most beautiful place I've ever seen.
4. The hottest place I've ever been is [name of place]. / [Name of place] is the hottest place I've ever been.
5. The tallest building in my town is [name of building]. / [Name of building] is the tallest building in my town.
6. The longest river in my country is [name of river]. / [Name of river] is the longest river in my country.
7. [Name of city] has the most people (in my country).
8. [Month] gets the most rain (in my town).

Lesson D

Exercise 1

1. Niagara Falls
2. Northern Lights
3. The Rockies

Exercise 2

1. 2007
2. Sleeping Giant

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3. Atlantic Ocean
4. March, April, September, October
5. 950 kilometers

Unit 6

Lesson A

Exercise 1

A.

1. birthday
2. doctor's
3. blind

B.

1. job
2. business
3. conference

C.

1. violin
2. soccer

Exercise 2

1. are you doing
2. It starts
3. I have
4. it ends
5. I'm moving
6. are helping
7. go
8. I'm buying

Exercise 3

1. Lorena has a violin lesson every Thursday.
2. ✓
3. Marvin is picking up his sister in Miami at 3:30 p.m. on Saturday.
4. ✓
5. Naoki is planning a conference call in meeting room B for Tuesday next week.
6. The movie starts at 9:00 and ends at 11:30.

Exercise 4

1. Now
2. Future
3. Future
4. Now
5. Now
6. Future
7. Future
8. Now

Exercise 5

Answers will vary.

Lesson B

Exercise 1

1. Do you want to leave a message?
2. Please tell him that Amber called.
3. Can you tell her that the conference call is at 12:15?
4. Could you let her know that we're leaving in the morning?
5. Would you like to leave a message?
6. Can I take a message?

Exercise 2

A.

1. you want to leave a message?
2. Please tell him that Amber called.

B.

1. I take a message?
2. Can you tell her that the conference call is at 12:15?

C.

1. you like to leave a message?
2. Could you let her know that we're leaving in the morning?

Lesson C

Exercise 1

1. check my homework
2. lend me some money
3. give me a ride to work
4. watering the plants
5. feeding my cat
6. picking up my parents at the airport
7. help me with my résumé
8. gets my mail

Exercise 2

1. can you do
2. Would you make
3. I'll cook
4. could you take
5. I won't forget
6. would you mind cleaning
7. I'll clean

Exercise 3

1. Would you mind checking my homework?
   I'll check
2. Would you mind picking me up at 10:30 a.m.?
   I'll pick you up
3. Would you mind giving me a ride to my doctor's appointment?
   I'll give
4. Would you mind telling Josh that the meeting is tomorrow?
   I'll tell
5. Would you mind watering the plant in my office while I'm out next week?
   I'll water

Exercise 4

1. I'll give you a ride to the airport
2. you feed my fish
   I'll feed
   feeding my cat
   I'll feed
3. you get my mail
   I'll get
4. you pick me up from the airport
   I'll pick you up (from the airport), I won't

Exercise 5

Answers will vary.

A *speeches should be requests with* **Can, Could, Would,** *and* **Would you mind.**

B *speeches should be offers or refusals with* **will** *or* **won't.** *Phrases such as* **No problem, Sure, All right, No, I don't mind, OK, Not at all,** *and* **I guess so** *may also be included.*

Lesson D

Exercise 1

1. the Internet (playing games and chatting online)
2. TV (watching too much of it)
3. talking (too much to people)
4. thinking (too much about what they have to do)

Exercise 2

1. No
2. Yes
3. No
4. No
5. Yes
6. Yes

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Unit 7

Lesson A

Exercise 1

1. ambitious
2. stubborn
3. careful
4. optimistic
5. curious
6. outgoing
7. adventurous
8. easygoing

Exercise 2

1. ambitious
2. curious
3. adventurous
4. careful
5. optimistic
6. easygoing
7. stubborn
8. outgoing

Exercise 3

1. extremely
2. really
3. very
4. well
5. pretty
6. well
7. well

Exercise 4

1. Steven and Susan are extremely curious about the new student in class.
2. Mario doesn't play the guitar well when he's nervous.
3. Tae-ho's parents are very important to him.
4. Kendra is fairly outgoing, and she makes new friends easily.
5. Pam drives quickly, but she's pretty careful.
6. Jacob is moving slowly, so he'll be late for his doctor's appointment this morning.

Exercise 5

1. Shan makes friends easily.
2. She is fairly ambitious.
3. She studies hard during the week.
4. She isn't very stubborn. / She's not very stubborn.
5. She doesn't work hard on the weekends. She does not work hard on the weekends.
6. She is very outgoing.
7. She is fairly optimistic.
8. She doesn't share her feelings easily.

Exercise 6

Answers will vary. Possible adverbs are:

1. completely / (not) extremely / fairly / pretty / (not) really / (not) very
2. completely / (not) extremely / fairly / pretty / (not) really / (not) very
3. completely / (not) extremely / fairly / pretty / (not) really / (not) very
4. carefully / easily / quickly / slowly / well
5. completely / (not) extremely / fairly / pretty / (not) really / (not) very
6. carefully / easily / hard / quickly / slowly / well

Lesson B

Exercise 1

1. Don't you agree? / Don't you think so? / Don't you think that's true?
2. If you ask me, / In my opinion, / Maybe it's just me, but I think
3. Don't you agree? / Don't you think so? / Don't you think that's true?
4. If you ask me, / In my opinion, / Maybe it's just me, but I think
5. Don't you agree? / Don't you think so? / Don't you think that's true?
6. If you ask me, / In my opinion, / Maybe it's just me, but I think

Exercise 2

Answers will vary, but should include one of the following expressions:

If you ask me, / In my opinion, / Maybe it's just me, but I think

Lesson C

Exercise 1

1. agreeable
2. considerate
3. decisive
4. fair
5. honest
6. mature
7. patient
8. reliable

Exercise 2

1. dishonest
2. disagreeable
3. unreliable
4. immature
5. impatient
6. indecisive
7. inconsiderate / unfair, unfair / inconsiderate

Exercise 3

I've lived here for . . . :
a few days
five hours
a long time
quite a while
two months
a year
I've known him since . . . :
2010
4:30
December
I was 18
last night
Wednesday

Exercise 4

1. since Monday
   Vanessa has had a new job for five days.
2. since Tuesday
   She has known Greg for four days.
3. since Wednesday
   She has known Carlos for three days.
4. since Thursday
   She hasn't talked to Greg for two days.
5. since Friday / since yesterday
   She's been sick for a day / one day.

Exercise 5

1. Yolanda has been friends with Jenna for a long time.
2. I haven't seen Jun for three days.
3. I haven't had an argument with my parents since I was a kid.
4. Tom and Melissa have been married for three years.
5. Matt hasn't eaten sushi since he was in Japan.
6. Sandra has known Katia since 2005.

Exercise 6

1. He's been married for a week.
2. He's known Julie since 2001.
3. They've been in Hawaii for four days.
4. Julie has been sick since Wednesday.
5. They've been in the doctor's office since 1:00 p.m.
6. She's been on the phone for five minutes.

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Lesson D

Exercise 1

Answers will vary.

Exercise 2

1. honest
2. like
3. good
4. don't like
5. creative
6. have

Unit 8

Lesson A

Exercise 1

1. nuclear energy, wind farm
2. hybrid car
3. plastic bags
4. organic food
5. global warming
6. recycling bin
7. e-waste
8. solar energy

Exercise 2

1. N	4. C	7. C
2. N	5. N	8. C
3. C	6. C	9. N

Exercise 3

1. less
2. fewer
3. less
4. fewer
5. less
6. less

Exercise 4

1. too many
2. too much
3. too many
4. too many
5. too much

Exercise 5

1. Mi Yon doesn't have enough plastic bottles.
2. She has too many glass bottles.
3. She doesn't have enough plastic bags.
4. She doesn't have enough old lightbulbs.
5. She has too many old toothbrushes.
6. She doesn't have enough old CDs.

Exercise 6

Answers will vary.

Lesson B

A.

1. I'd say about
2. I'd rather not answer that

B.

1. I'd rather not say
2. I'd say maybe

C.

1. probably
2. I'd prefer not to say

Lesson C

Exercise 1

1. Use
2. Fix
3. Buy
4. Take
5. Use
6. Use
7. Grow
8. Pay

Exercise 2

1. uses a clothesline
2. uses rechargeable batteries
3. take public transportation
4. pays bills online
5. uses cloth shopping bags
6. fixes leaky faucets

Exercise 3

1. If I buy a hybrid car
2. If I save money on gas
3. If I have more money to spend
4. If I buy a new cell phone
5. If I recycle my old cell phone
6. If there is less e-waste / If there's less e-waste

Exercise 4

1. If Robert uses rechargeable batteries, he'll buy fewer batteries.

   Robert will buy fewer batteries if he uses rechargeable batteries.
2. If Emma takes public transportation, she'll use less gas.

   Emma will use less gas if she takes public transportation.
3. If Tom and Jackie have enough money, they'll buy a hybrid car.

   Tom and Jackie will buy a hybrid car if they have enough money.
4. If you buy local food, you'll get good fruit and vegetables.

   You'll get good fruit and vegetables if you buy local food.
5. If we recycle more bottles, we'll help the environment.

   We'll help the environment if we recycle more bottles.

Exercise 5

1. If more people recycle, we might have less garbage. / We might have less garbage if more people recycle.
2. If more people recycle, it could help the environment. / It could help the environment if more people recycle.
3. If our town starts a wind farm, we may use less energy. We may use less energy if our town starts a wind farm.
4. If our town starts a wind farm, there might be more jobs. There might be more jobs if our town starts a wind farm.
5. If the big supermarket closes, we may buy more local food. / We may buy more local food if the big supermarket closes.
6. If the big supermarket closes, some people might get upset. / Some people might get upset if the big supermarket closes.

Exercise 6

Answers will vary. Answers should include an **if** *clause and* **will**, **may**, **might**, *or* **could** *in the main clause.*

Lesson D

Exercise 1

1. ✓	5.
2.	6. ✓
3. ✓	7. ✓
4.	8. ✓

Exercise 2

1. Chelsea went green for a month.
2. She wrote on paper (with a pencil).
3. She washed her clothes with water from the river (behind her house).
4. She thinks it's impossible to live completely green for a long time.
5. Now she walks or rides her bike for short distances.
6. She turns her computer off if she's not at home.

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Unit 9

Lesson A

Exercise 1

Across	Down
3. criticize	1. judge
6. argue	2. lie
7. apologize	3. communicate
8. forgive	4. compromise
	5. gossip

Exercise 2

1. to lie
2. to be
3. to communicate
4. to argue
5. to compromise
6. to apologize

Exercise 3

1. It's a good idea to help your neighbors.
2. It's nice to apologize when you're wrong.
3. It's not good to argue with your teacher.
4. It's important to compromise with your friends.
5. It's helpful to listen carefully in class.
6. It's never a good idea to gossip about your friends.

Exercise 4

Answers will vary.

Lesson B

Exercise 1

A.

1. I'm really sorry
2. There's no need to apologize.
3. Don't worry about it.

B.

1. I'm sorry
2. That's OK.
3. My apologies.

Exercise 2

A.

1. I'm sorry / I'm really sorry / My apologies
2. that's OK / don't worry about it / there's no need to apologize
3. *Answers will vary.*

B.

1. I'm sorry / I'm really sorry / My apologies
2. That's OK / Don't worry about it / There's no need to apologize
3. *Answers will vary.*

Lesson C

Exercise 1

1. after
2. on
3. along
4. up
5. together
6. by
7. into
8. up
9. on

Exercise 2

Answers will vary. Answers may contain some of the following phrases:

1. Yes, I do. I take after . . . We . . . / No, I don't.
2. Yes, I was. [Name] picked on me. / No, I wasn't.
3. Yes, I do. We . . . / No, I don't. We . . .
4. Yes, I have. I broke up with . . . / No, I haven't.
5. I get together with friends . . . We . . .
6. Yes, I do. [Name] drops by. / No, I don't. . . . [Name] drops by.
7. [Name] was the last person I ran into (when I was shopping).
8. Yes, I do. [Name] needs to grow up. / No, I don't.
9. I count on [name].

Exercise 3

1. must
2. may
3. can't
4. might not
5. honest
6. mature
7. patient
8. reliable

Exercise 4

1. might
2. can't
3. might
4. must
5. might
6. can't
7. might
8. must

Exercise 5

Answers will vary.

Lesson D

Exercise 1

1. To a co-worker
2. To a child
3. To a friend

Exercise 2

1. ✓	3.	5.
2. ✓	4. ✓	6. ✓

Unit 10

Lesson A

Exercise 1

1. enthusiasm
2. bravery
3. flexibility
4. dedication
5. confidence
6. creativity

Mystery word: talent

Exercise 2

1. confident
2. confidence
3. creative
4. wise
5. dedication
6. bravery
7. talented

Exercise 3

1. I painted a picture of myself in art class.
2. The computer isn't going to work by itself.
3. My mother doesn't consider herself brave.
4. Kyle and Mick taught themselves Japanese.
5. Don't blame yourselves for my problems!
6. When did Chris hurt himself?
7. Did you draw that picture by yourself?
8. We enjoyed ourselves on our trip to New York.

Exercise 4

1. themselves
2. myself
3. ourselves
4. himself
5. herself
6. yourself

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Exercise 5

A.

1. I
2. myself
3. You

B.

1. himself
2. He

C.

1. I
2. herself
3. she

D.

1. ourselves
2. you
3. yourself
4. themselves

Exercise 6

Answers will vary.

Lesson B

Exercise 1

Erin Hi, Tina. Where are you going?
Tina I'm going to Tech-It to buy a new computer.
Erin I don't think you should do that.
Tina Really? Why not?
Erin Their prices are really high. You should go to Comp.com. It's an online store.
Tina Hmm . . . I'll give it some thought. Thanks.

Exercise 2

1.

Ed Hi, Ali. Where are you going?
Ali I'm going to Phone Tree to buy a new (cell) phone.
Ed I wouldn't recommend that. / I'm not sure that's the best idea.
Ali Really? Why not / Why?
Ed Their prices are really high. You should go to PhoneSave.com. It's an online store.
Ali Hmm . . . I'll see. / I'll think about it. Thanks.

2.

Sasha Hi, Marc. Where are you going?
Marc I'm going to Best Bikes to buy a new bike.
Sasha I wouldn't recommend that. / I'm not sure that's the best idea.
Marc Really? Why not / Why?
Sasha Their prices are really high. You should go to BikeIt.com. It's an online store.
Marc Hmm . . . I'll see. / I'll think about it. Thanks.

Lesson C

Exercise 1

1. Can you point her out?
2. You need to do it over. It has a lot of mistakes.
3. I turned it down.
4. I'm going to give them away.
5. Please don't bring her up.
6. When are you going to pay me back? / When are you going to pay it back (to me)?
7. We really should talk it over.
8. Can I try it out before I buy it?
9. I'll give it back tomorrow if that's OK.
10. Let's put it off.

Exercise 2

1. would do
2. had
3. were
4. wouldn't work / would not work
5. didn't have / did not have
6. would travel
7. would feel
8. got

Exercise 3

1. would be
2. gave
3. had
4. would make
5. would need
6. would use
7. would be
8. would give
9. were
10. wouldn't have to pay / would not have to pay

Exercise 4

1. What would you do if you were braver?
2. What would you buy for your friends if you had a lot of money?
3. Where would you go if you had a free ticket?
4. What would you do if you had 200 vacation days?
5. What instrument would you play if you and your friends had a band?
6. What sport would you try if you tried an extreme sport?
7. What would you give away if you moved?

Exercise 5

Answers will vary.

1. *If* I were braver, I would . . . / I would . . . if I were braver.
2. *If* I had a lot of money, I'd buy . . . for my friends. / I'd buy . . . for my friends if I had a lot of money.
3. *If* I had a free ticket, I would go to . . . / I would go to . . . if I had a free ticket.
4. *If* I had 200 vacation days, I would . . . / I would . . . if I had 200 vacation days.
5. *If* my friends had a band, I would play . . . / I would play . . . if my friends had a band.
6. *If* I tried an extreme sport, I would try . . . / I would try . . . if I tried an extreme sport.
7. *If* I moved, I would give away . . . / I would give away . . . if I moved.

Lesson D

Exercise 1

1. 99
2. his grandson

Exercise 2

5 He turned down a promotion.
3 He got married.
6 He started a volunteer program.
1 He was in a jazz band.
8 He got a cell phone.
2 He bought a car.
4 He started taking pictures.
7 He got a computer.

Unit 11

Lesson A

Exercise 1

1. best-selling artist
2. award-winning video
3. often-downloaded performer
4. high-priced ticket
5. oddly named group
6. well-known singers
7. record-breaking hit
8. nice-sounding voice

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Exercise 2

1. best-selling artist
2. well-known singers / often-downloaded performers
3. high-priced ticket
4. oddly named group
5. nice-sounding voice
6. often-downloaded performer / well-known singer
7. record-breaking hit
8. award-winning video

Exercise 3

1. was recorded
2. was given
3. was written
4. were asked
5. was made
6. were played
7. was recorded
8. was sung
9. was seen

Exercise 4

1. The Woodstock Festival was planned by four men in 1969.
2. Many well-known singers were asked to sing at Woodstock.
3. Information about the festival was given on the radio.
4. About 400,000 to 500,000 music fans were allowed into the festival.
5. A documentary was made about Woodstock in 1970.
6. Woodstock was listed as one of "50 Moments that Changed the History of Rock and Roll" by *Rolling Stone* magazine.

Exercise 5

1. It was sung by Elvis Presley.
2. It was released in 1942.
3. They were sung by the Beatles.
4. Twenty million recordings of it were sold.
5. "Rock Around the Clock" was released in 1954.
6. "Candle in the Wind" was sung by Elton John.
7. Ten million recordings of it were sold.
8. It was released in 1968.

Exercise 6

Answers will vary.

1. My favorite song was . . .
2. It was sung by . . .
3. It was . . . [*kind of music*]
4. No, it wasn't. / Yes, it was. It was . . . / I don't know.
5. No, he / she / it wasn't / Yes, he / she / it was.
6. No, he / she /it isn't. / Yes, he / she / it is.
7. No, I didn't. / Yes, I did. I went to see him / her / them at / in . . .
8. No, it wasn't. / Yes, it was. It was called . . . / I don't know.

Lesson B

A. First, find the song you want, and click on it.

After that, enter your credit card number.

To finish, read the information, and click "Yes."

B. To start, open your music program.

Then choose the song you want to listen to.

The last thing you do is click "Play."

C. The first thing you do is put the recorder near you.

Next, hit the "Record" button.

Finally, sing a song or speak into the recorder.

Lesson C

Exercise 1

Across	Down
1. release	2. entertain
5. produce	3. appreciate
7. announce	4. perform
8. compose	6. record

Exercise 2

1. composition
2. released
3. produces
4. recordings
5. performances
6. entertain
7. announcement
8. production

Exercise 3

Answers will vary.

1. My favorite kind of entertainment is . . .
2. No, I haven't. / Yes, I have. The class was . . .
3. No, I haven't. / Yes, I have. He / she / they performed at / in . . .
4. No, I haven't. / Yes, I have. It was in / at . . .
5. I appreciate . . . [kind of music]

Exercise 4

1. yet
2. already
3. yet
4. already
5. yet
6. already
7. yet

Exercise 5

1. Carla has already sent Jen and Sandra information about the Coldplay concert.
2. She has already called Sandra and Jen about tickets to see Coldplay.
3. She has already bought the tickets.
4. She hasn't cleaned the house yet.
5. She hasn't gone to the airport to pick up Jen and Sandra yet.

Exercise 6

1.
   Question Have Jen and Sandra done the laundry yet?
   Answer Yes, they have already done the laundry.
2.
   Q Have they cleaned the apartment yet?
   A Yes, they have already cleaned the apartment.
3.
   Q Have they listened to Coldplay's new songs yet?
   A No, they haven't listened to Coldplay's new songs yet. / No, not yet.
4.
   Q Have they given their parents Carla's cell phone number yet?
   A Yes, they have already given their parents Carla's cell phone number.
5.
   Q Have they paid Carla for the tickets yet?
   A No, they haven't paid Carla for the tickets yet. / No, not yet.

Lesson D

Exercise 1

Wording may vary. Possible answer: Because musicians couldn't make money for their work.

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Exercise 2

1. L
2. I
3. I
4. I

Unit 12

Lesson A

Exercise 1

1. speak a foreign language
2. Visit landmarks
3. Volunteer
4. see wildlife
5. go to clubs
6. listen to live music
7. buy handicrafts
8. try local food

Exercise 2

1. Traveling by boat is very slow.
2. I enjoy speaking foreign languages when I travel.
3. I like buying handicrafts for my cousins in local markets.
4. I'm interested in learning to cook Thai food.
5. Visiting landmarks is my favorite thing to do on vacation.
6. I'm concerned about helping wildlife in the ocean.

Exercise 3

1. hiking
2. going
3. volunteering
4. Volunteering
5. traveling

Exercise 4

1. traveling by bus is slow, prefers going by train
2. driving a car is dangerous, prefers riding a bike
3. visiting landmarks is boring, prefer seeing wildlife
4. going to clubs isn't fun, prefers going to concerts
5. think traveling by plane is expensive, prefer staying home
6. thinks learning Chinese is difficult, prefers studying Spanish

Exercise 5

Answers will vary.

1. I'm interested in . . .
2. I enjoy . . .
3. I dislike . . .
4. . . . is the easiest way to travel. / The easiest way to travel is . . .
5. . . . is the cheapest way to travel. / The cheapest way to travel is . . .
6. I dislike . . .
7. I'm concerned about . . .
8. I worry about . . .
9. No, I don't. / Yes, I do. I like listening to . . .
10. No, I'm not, because . . . / Yes, I am, because . . .

Lesson B

A.

1. Would you like a bus ticket or a train ticket?
2. Don't forget to get to the station 20 minutes early.

B.

1. Remember to look for plane tickets today.
2. Would you rather go to a warm place or a cold place?

C.

1. Would you prefer one bed or two beds?
2. Let me remind you to get there before 8:00 p.m.

Lesson C

Exercise 1

1. paragliding
2. rock climbing
3. bungee jumping
4. white-water rafting
5. kite surfing
6. waterskiing
7. skydiving
8. snowboarding

Exercise 2

1. b
2. c
3. a
4. c
5. c
6. b
7. a
8. c

Exercise 3

1. should
2. should
3. must
4. must
5. should

Exercise 4

1. have to
2. you'd better
3. You must
4. ought to
5. don't have to
6. should
7. You shouldn't
8. You've got to

Exercise 5

Answers will vary.

Lesson D

Exercise 1

3, 2, 5, 1, 4

Exercise 2

1. T
2. NI
3. F
4. T
5. NI

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Class audio scripts

Unit 1

Lesson B, Exercise 2 [p. 7]

CD 1, Track 9

1. *Joel* Oh, good morning, Mr. Brown.
Man 1 Welcome, Joel. I hope you enjoy your first day. If there is anything I can do to help, please just ask.
Joel Thank you.
Man 1 Um, I see you have your name tag. Did anyone mention the dress code to you?
Joel Dress code?
Man 1 Yeah. You can't wear blue jeans in the office.
Joel Oh, I'm so sorry! I didn't know. When I had my job interview here, everyone had on jeans.
Man 1 Oh, that's right. You had your interview on a Friday. We have casual Fridays when you can wear jeans, but we follow a "smart casual" dress code from Monday to Thursday.

2. *Woman 1* Hi. Are you Joel?
Joel Yes.
Woman 1 I'm Clara. Welcome. First day?
Joel Yeah. I'm just putting some things away.
Woman 1 Is that your cell phone?
Joel Yeah. Is it OK to use your cell phone at the office?
Woman 1 Actually, you have to turn off your cell phone. That's a rule here.
Joel Oh, OK. I'll do that right now. Thanks for letting me know.

3. *Woman 2* Excuse me. Excuse me! Hello?
Joel Oh!!
Woman 2 Sorry, did I scare you?
Joel I didn't know you were there.
Woman 2 You know, you can't listen to music here.
Joel Even with headphones?
Woman 2 No. What if your phone rings? You may not hear it.
Joel Good point.
Woman 2 By the way, I'm Vickie.

4. *Joel* Excuse me.
Man 2 Yes?
Joel Is it all right if I leave my cup in the sink for the cleaning staff to wash?
Man 2 No, you need to wash your cup.
Joel Oh, OK. Thanks.
Man 2 No problem. It's just one of the rules around here. By the way, I'm Scott.

5. *Woman 3* Excuse me. Joel?
Joel Yes.
Woman 3 My name's Amanda. I'm the office manager. Sorry to bother you.
Joel No problem. I'm just having lunch.
Woman 3 Well, that's the thing. You're not permitted to eat at your desk.
Joel Really?
Woman 3 Yeah. That's what the kitchen is for. Beverages are OK, though.
Joel Oh, I didn't know. No one told me. Thanks for letting me know.

6. *Joel* Your turn.
Man 3 Thanks. Um, excuse me.
Joel Yes?
Man 3 You have to put more paper in the copy machine. It's one of the rules here.
Joel Oh, isn't there any paper?
Man 3 No. It's empty.
Joel Oh, I didn't realize. I'm really sorry.
Man 3 That's OK.
Joel Um, where exactly is the photocopy paper?

Lesson C, Exercise 2, Part B [p. 8]

CD 1, Track 12

Nate Yeah, that's what I need to do.
Laura OK but listen, I want to talk to you about my friend Patty. You know her, right?
Nate Patty? Sure.
Laura Well, she's really angry with me about something. She's not talking to me or even texting me. And I don't know why.
Nate Why don't you just ask her what's wrong?
Laura I want to, but – oh wait, Patty's calling me – can I call you back?
Nate OK. Talk to you later.

Lesson D, Exercise 2 [p. 11]

CD 1, Track 16

Man 1 So, Julie, you're a homeschooler.
Woman 1 That's right.
Man 1 And how old are you?
Woman 1 I'm 15. Last year was my first year as a homeschooler. I just finished my first year of high school.
Woman 2 Yes, and you got excellent grades, didn't you, Julie?
Woman 1 Yeah, Mom.
Man 2 We're very proud of our little girl.
Man 1 So you like homeschooling, Julie?
Woman 1 For the most part. I really like my teachers.
Man 1 Is there anything you find difficult or challenging?
Woman 1 Sure. Not seeing my friends in class. I see them after school, of course, and we talk on the phone and text each other, but I miss seeing them during the day.
Man 1 What advice would you offer possible homeschoolers?
Woman 1 Advice? Hmm. I think the most important thing is to remember – your parent is your teacher. Don't think of your teacher as Mom or Dad. You have to separate that. Your teacher is Mr. or Mrs. Wallace, not Mom or Dad.

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Man 1 What do you like about homeschooling, Mr. and Mrs. Wallace? Whose idea was it?
Woman 2 Actually, it was Julie's idea, but we supported the idea 100 percent.
Man 2 We like choosing the curriculum. We're allowed to teach what we find most important as a family.
Man 1 So, which one of you teaches Julie?
Man 2 We both teach. We take turns. Some days I teach, and other days, my wife teaches.
Man 1 Is that challenging?
Woman 2 No, not really. But we need to know every school subject.
Man 2 Right. We must be good at algebra, chemistry, history, geography – everything! It's not always easy to remember.
Man 1 Any advice for students or parents who are thinking about homeschooling?
Man 2 Oh, yes. For parents, take the time to do other things with your friends. You may find you spend all day working and teaching and forgetting other people in your life.
Woman 2 I agree. Don't forget your friends. It's important for Julie, but it's very important for us, too.
Man 1 Thank you so much for your time. It's been an interesting discussion.
Woman 2, You're welcome.
Man 2 Thank you.
Woman 1 Actually, it's time for my algebra lesson. I have some questions for my parents, I mean my teachers. So, . . .

Unit 2

Lesson B, Exercise 2 [p. 17]

CD 1, Track 23

Michael Hey, Wendy. Long time no see. How are you?
Wendy Hi, Michael. It's good to see you again. What's new?
Michael Oh, not much. I just bought a gift for my brother Greg.
Wendy Why? Is it his birthday or something?
Michael No. He's graduating from middle school, and our mom and dad are giving him a party.
Wendy That's nice.
Michael Yeah. And guess what else he's asked for.
Wendy I have no idea.
Michael A bicycle.
Wendy From you?
Michael No, from my parents. I'm just getting him a T-shirt.
Wendy That sounds nice. Say, you know Eva Dalsenter?
Michael Eva? Sure. She lives across the street from you. Nice woman.
Wendy Did you hear what happened?
Michael No, what?
Wendy Well, she won a car! She entered some mail contest. She sent in a postcard for something, and they chose it. She won a brand-new car!
Michael So that's *her* red sports car in front of her house. That's wonderful! Oh, ... do you remember Mr. Landers?
Wendy Yeah. I had him last year, in Biology 101. He was good.
Michael Well, guess what I heard!
Wendy What? Tell me.
Michael He's going to retire.
Wendy Retire? So he's not going to teach here anymore?
Michael That's right.
Wendy I'm sorry to hear that. He's very popular.
Michael Yeah, I know. But good for him.
Wendy Oh, wait. I can't believe I didn't tell you this sooner.
Michael What?
Wendy You'll never guess what I heard about Cathy.
Michael Cathy? What?
Wendy Well, she's going to be in the school play. It's a musical.
Michael Really? Can she sing?
Wendy I guess so. Her music teacher thinks so.
Michael That's great for her. Did she tell you?
Wendy No, I heard it from Mr. Monroe. What are you doing?
Michael I'm sending her a text message. I want to congratulate her.
Wendy Ask her to join us. We can celebrate.
Michael Good idea.

Lesson C, Exercise 2, Part B [p. 18]

CD 1, Track 26

David So why didn't your roommate ring the doorbell?
Paul He didn't know I was home.
Jim Did he get scared, too?
Paul Yes, he was frightened. Then he laughed.
Jim He laughed? Why?
Paul Because he frightened me, and I frightened him.
David Did he ever find his key?
Paul No, never.

Lesson C, Exercise 4 [p. 19]

CD 1, Track 28

Mark This really happened to me. I was about 10 years old and was camping with my best friend. It was late at night, and we were in our tents reading comic books with our flashlights and just talking. Suddenly, we heard this strange noise outside our tent. It sounded like an animal, maybe a bear or something. It was big – I know that for sure. It was growling – it was making sounds like "Grrr." It was moving all around our tent and pushing against the sides. We had all our food in the tent, so we thought it was hungry. We didn't know what to do – we were pretty frightened, to be honest. My friend wanted to feed it. He wanted to open the tent door and throw our food out. I didn't want to open the door. I just wanted to make a lot of noise and try to frighten the animal away. Well, we started making noises – shouting, playing our radio loudly, banging on things – whatever we could do to scare it and make it go away. It seemed to work, because we didn't hear anything for a while. Then, suddenly, we heard a voice say, "I'm as hungry as a bear." It was my older brother.

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Unit 3

Lesson B, Exercise 2 [p. 27]

CD 1, Track 36

1. *Man 1* Just so you know, everything on that table is 30 percent off, so that would be $20.
Woman 1 Thanks. That's a good price. But I'm not interested in the sweaters, actually. Could you tell me where the jackets are?
Man 1 Of course. They're right over there, next to the fitting rooms. Do you see that row of blue jackets on the wall?
Woman 1 Yes, I can see them now. Thanks for your help.
Man 1 No problem. Let me know if there's anything else I can do for you.

2. *Man 2* The mirror is just around the corner, if you want to have a look.
Woman 2 Oh, yes, I see. Thanks.
Man 2 They look nice on you. Walk around.
Woman 2 They're pretty comfortable. Do they come in another color?
Man 2 Sorry, just black. Black goes with everything.
Woman 2 True. I think I'll get them.
Man 2 All right. Just have a seat, and I'll get the box for you.

3. *Woman 3* Hello. Can I help you?
Man 3 Yes, thanks. Does this come in black?
Woman 3 No, I'm afraid not. Just in brown. It looks very nice on you.
Man 3 I don't know . . .
Woman 3 And it's beautiful leather.
Man 3 OK, I think I'll take it.
Woman 3 Great! Anything else?

4. *Woman 4* Hello. Welcome to Gateway Fashions.
Man 4 Hi. Thanks.
Woman 4 Can I help you find anything in particular?
Man 4 Well, I'm shopping for my teenage daughter. I want to get her some new clothes for school. Where can I find the jeans?
Woman 4 They'll be in the junior department.
Man 4 Where's that?
Woman 4 It's upstairs on the second floor.
Man 4 Perfect. Thanks.

Lesson C, Exercise 2, Part B [p. 28]

CD 1, Track 39

Ryan So, Jill, how would you describe your style?
Jill My style? I don't really know.
Ryan Oh come on. You always look great – very trendy, I think.
Jill That's nice of you. Maybe "retro glamorous"?
Ryan Retro glamorous. I like that.

Lesson D, Exercise 2 [p. 31]

CD 1, Track 42

Jasmine Hi, Eduardo. I'm Jasmine Vandercamp from *Trend* magazine. Thank you so much for taking the time to do this interview. A lot of our readers are really big fans of yours. And, me, too. I love your work.
Eduardo Thank you, Jasmine. You're too kind.
Jasmine OK, then. Let's get started. First, I've always wondered . . . what is your last name? Everyone knows you as Eduardo, of course, but can you tell us your full name?
Eduardo Actually, I just prefer Eduardo.
Jasmine Oh. All right. Well, I'd like to ask you some email questions from our readers. Is that OK?
Eduardo Of course.
Jasmine Great. Well, our first question is from Harold, in San Francisco. He asks: "Should belts and shoes be the same color?"
Eduardo Many people feel they should match, but I disagree. They should be in the same color family, but they don't have to match.
Jasmine Here's a question from Kim, in Toronto: "Is it OK for men to wear earrings?"
Eduardo Men? Wear earrings? Of course. I wear one. It's a way I express myself.
Jasmine Hmm, OK. Our next question is from Masayuki, in Osaka. He wants to know: "Can guys wear pink?"
Eduardo Many people think only girls can wear pink. That's crazy. Anyone can wear any color.
Jasmine And here's another question about color. It's from Rosario, in San José, Costa Rica: "Does black go with everything?"
Eduardo Good question. Many people believe this. It goes well with dark colors and with white. But too much black is a bad thing. So the answer is no.
Jasmine Interesting. One final question, from Susannah, in Miami. She asks: "Are high heels old-fashioned?"
Eduardo In my opinion, no. However, some women find them uncomfortable.
Jasmine Thanks so much for answering our questions, Eduardo. Now, let's talk about your new summer fashions. I understand you . . .

Unit 4

Lesson B, Exercise 3 [p. 37]

CD 1, Track 50

1. *Man 1* Hi, Danielle. How are things?
Woman 1 Great. You?
Man 1 Very good. Hey, can you recommend a hair salon for me? I need to get a haircut, and I'm not very happy with my current salon. Do you know one that's not too expensive?
Woman 1 Actually, I don't really know. I never go to hair salons.
Man 1 Do you mean you never get a haircut in a salon?
Woman 1 That's right.
Man 1 What do you do? Do you cut your own hair?
Woman 1 No! My hair doesn't look that bad, does it?
Man 1 No, no, I just mean, why don't you go to a salon?
Woman 1 Because my sister cuts it for me. She's very good, don't you think?
Man 1 Yes, definitely.

2. *Woman 2* Hey, Todd, where are you going?
Man 2 Swimming.

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Woman 2 Oh, are you going to the beach?
Man 2 No. I hate going to the beach.
Woman 2 You're kidding! Are you saying you never go? Don't you like to swim?
Man 2 Well, I like to go to the city swimming pool, just not the beach.
Woman 2 Why not? The beach can be a lot of fun.
Man 2 It's just difficult for me to get to, you know? I have to walk to the subway, take that, then take a bus, and then walk again.
Woman 2 I see what you mean.

3. *Man 3* Hey, Jessica.
Woman 3 Hi, Randy.
Man 3 Where are you going?
Woman 3 To work.
Man 3 Oh. Do you want a ride?
Woman 3 No, thanks. I always walk to work.
Man 3 You mean you never drive?
Woman 3 Well, I sometimes drive if it's raining. What I mean is, I prefer to walk.
Man 3 Why?
Woman 3 I like the exercise.
Man 3 I see. Well, enjoy your walk.
Woman 3 Thanks. See you around.

4. *Woman 4* Oh, look, Mitch. That new thriller is playing at the theater across town tonight. Do you want to go? I'm dying to see it.
Man 4 Oh, thanks. But I never go to movie theaters.
Woman 4 What? Do you mean you don't like movies?
Man 4 No, not at all. I love movies. I mean I just don't see them in the theater.
Woman 4 Why not? Is it the ticket prices? They've gotten pretty expensive.
Man 4 No, I just like to see movies on DVD more. It's nice to sit at home and watch them. You can pause the movie, rewind it, watch the extras, watch it again . . .
Woman 4 I see what you mean, but it's not the same experience as in a theater.
Man 4 I guess.

Lesson C, Exercise 2, Part B [p. 38]

CD 1, Track 52

Emma So, what are you going to have?
Alice I'm not sure. I can't decide between the crab cakes or the ravioli. Have you ever had either of them here?
Emma No, I haven't, but I've tasted some of their other Italian dishes. They were very good.
Alice OK. I'll try the ravioli, then. What are you going to get, Emma?
Emma I think I'm going to get the special.
Alice The frog legs!?

Lesson D, Exercise 2 [p. 41]

CD 1, Track 55

Leo Grandma?
Grandma Yes, Leo.
Leo Could I ask you some questions for a school project? We're collecting biographies of our parents and grandparents. I need to give a presentation on the life of someone in my family, and I want to talk about your life.
Grandma I see. Well, I guess so, but I'm not sure my life is that interesting.
Leo First, where were you born?
Grandma In Germany. I came to this country when I was six years old.
Leo Really? Have you been back?
Grandma To Germany?
Leo Yes.
Grandma Oh, yes. Several times.
Leo Where else have you lived?
Grandma Well, of course here, in the United States. Oh, and your grandfather and I lived in Mexico for a short time. That was just after we got married.
Leo I didn't know that! Can you speak Spanish?
Grandma A little, sure.
Leo Cool. When did you meet Grandpa?
Grandma Oh, I met your grandfather when I was 22 years old. We met at his sister's house. She was a close friend of mine. She still is. That's your Aunt Joyce.
Leo OK, next question. What's something interesting you've done?
Grandma Something interesting? Oh, I don't think I've ever done anything that interesting.
Leo Come on. Everyone's done something interesting.
Grandma Let me think. Oh, how about this? I once met the famous artist Pablo Picasso.
Leo What? You met Picasso?
Grandma I did. I met him in Paris. Your grandfather and I went there on our honeymoon, and we saw him in a café. I went up to him and said hello. He was very nice.
Leo Did you get his autograph?
Grandma Oh, no. I just said hello and told him I liked his paintings.
Leo That's cool, Grandma!
Grandma I suppose. Any other questions?
Leo No, that's enough. Oh, I do have one more question. Can you help me with my Spanish homework?

Unit 5

Lesson B, Exercise 3 [p. 47]

CD 2, Track 8

Woman Hey, look at this. I'm reading this book about the city of Shibam. It sounds like a fascinating place.
Man Shibam?
Woman Yeah. It's a famous city in Yemen.
Man Oh? What's it famous for?
Woman Skyscrapers.
Man It is?
Woman It's sometimes called "Manhattan of the Desert" or "the oldest skyscraper city in the world." But all the buildings are made of mud.
Man No way!
Woman Yeah. Here, look at this picture.
Man Cool! How old is the city? It looks really old.
Woman Let's see . . . it's more than 2,000 years old.

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Man Seriously? That's really old. How high are the tallest buildings?
Woman Um, some are more than 30 meters high.
Man Wow, that *is* high.
Woman And people still live in the city. What an interesting place to live.
Man I agree. How many people live there?
Woman I have no idea. Oh, here. It says about 7,000.
Man Really? I'd love to go there someday. Is it easy to get to?
Woman I don't have a clue. Let's see. . . .
Man Maybe we can find out online.
Woman Good idea.

Lesson C, Exercise 2, Part B [p. 48]

CD 2, Track 11

Guide So, are you here on business?
Sam No, just a short vacation. I'm here to surf, actually.
Guide You like to surf?
Sam I do.
Guide Well, you've come to the right place. Bali has some of the best places to surf in Indonesia.

Lesson D, Exercise 2 [p. 51]

CD 2, Track 14

Guide Can I have your attention, please? We're here. Welcome to the Great Barrier Reef. How is everyone feeling?
Tourists 1 and 2 Pretty good. / Not bad.
Guide Great. Now, before we start our snorkeling trip, I'd like to tell you a little bit about this reef, one of the wonders of the natural world. Many people think this is one large reef, but in fact, the Great Barrier Reef is made up of thousands of reefs. And hundreds of islands. But we still just call it the Great Barrier Reef, not the Great Barrier Reefs.
Tourist 1 Is it true you can see the reef from space?
Guide Yes.
Tourists 1 and 2 You can? / I don't believe it!
Guide Yes, it's true.
Tourist 2 How many kinds of coral are there?
Guide Good question. There are about 400 kinds of coral here. When you go snorkeling, you'll also see many kinds of fish. And you can see turtles near the reef.
Tourists 1 and 2 Really? / You're kidding!
Guide Now, about snorkeling. Most people are amazed, but sometimes people think the coral should be more colorful.
Tourist 1 What do you mean?
Guide Well, the coral you see on TV looks very colorful. That's because the photographers use bright lights. Luckily, today is very sunny.
Tourist 2 I heard that global warming can make the coral appear white.
Guide Yes, that's right. Unfortunately, some of the coral you will see are dead. So, are you ready for some snorkeling?
Tourist 2 Sure. Anything else we need to know?
Guide Yes. Please stay together.

Unit 6

Lesson A, Exercise 4 [p. 55]

CD 2, Track 18

Peter Hi, Nancy. How are things going?
Nancy Fine, fine. How about you?
Peter Great. Have any exciting plans for the weekend? A date perhaps?
Nancy Me? No, nothing special. I'm just staying home. You?
Peter Oh, I'm going to San Francisco.
Nancy San Francisco! You're kidding! Are you flying?
Peter No, I'm going by train.
Nancy Isn't it far?
Peter Yeah, but my train leaves Friday night at 8:30, so I'm going after work. I'm taking an overnight train, so I arrive there at 7:00 a.m.
Nancy Cool. Are you going just for fun?
Peter My grandmother is turning 70, so she's having a birthday party.
Nancy How fun!
Peter Yeah. I'm going there with my brother. You know Kevin, right?
Nancy Your brother? Yeah, I met him once. He's nice.
Peter Well, our grandmother's party is Saturday night, so on Saturday afternoon, Kevin and I are going to some museums and just walking around the city.
Nancy And what about Sunday?
Peter Well, our train back home leaves at 10 a.m. We get here in the evening. So that doesn't give us much time on Sunday.
Nancy Why don't you take another overnight train?
Peter Oh, no, we can't. I have a doctor's appointment on Monday morning, and my brother has a job interview.
Nancy Well, it sounds like a great weekend. Have a good trip.
Peter Thanks! Have a good weekend yourself.

Lesson B, Exercise 2, Parts A and B [p. 57]

CD 2, Track 21

1. *Man 1* Hello?
Man 2 Hi. Is Paul there?
Man 1 Just a minute, please. Paul! Paul! Sorry, he's not here. Can I take a message?
Man 2 Sure. This is his brother, Kurt. Can you tell him that our parents' anniversary party is going to be at my place, not our sister's?
Man 1 The party is at your place. Not your . . .
Man 2 . . . sister's.
Man 1 Right. Does he know the day and time?
Man 2 Oh, yeah.
Man 1 OK. I'll give him the message.
Man 2 Thanks. Bye.
Man 1 Bye.

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2. *Woman 1* Hello?
Man 3 Hello. Is Roberto there?
Woman 1 Sorry. He's not here right now. He's at work, I think.
Man 3 Oh, OK.
Woman 1 Do you want to leave a message?
Man 3 Yeah. This is Hank. I'm in his biology class. Could you let him know that class is canceled tomorrow?
Woman 1 The class is canceled. Tomorrow you said?
Man 3 Right.
Woman 1 OK, got it. I'll make sure he gets the message.
Man 3 Thanks very much.
Woman 1 You're welcome.

3. *Woman 2* Hello?
Man 4 Silvia?
Woman 2 No, this Beth, her roommate.
Man 4 Oh. Can I speak to Silvia?
Woman 2 She's at her parents' house. Can I take a message?
Man 4 Yes. I'm calling from Dr. Miller's office. She has an appointment tomorrow at 3:00. Could you tell her to come at 4:30, not 3:00?
Woman 2 At 4:30. OK. I'll give her the message.
Man 4 Thank you.
Woman 2 You're welcome.

4. *Woman 3* Good afternoon. Manhattan Designs.
Woman 4 Hi. Is Mr. Philips in, please?
Woman 3 I'm sorry. Mr. Philips is on a conference call right now. May I take a message?
Woman 4 Yes, thank you. My name is Julie Kim. I'm calling about his design for my office. Could you please let him know that I need his design by Friday. It's just a reminder.
Woman 3 You need the design by Friday.
Woman 4 Right.
Woman 3 Anything else? Does he need your number?
Woman 4 No, I don't think so.
Woman 3 OK. I'll give him your message. Thanks for calling.
Woman 4 Bye.

Lesson B, Exercise 2, Part C [p. 57]

CD 2, Track 22

1. *Man 2* Hello?
Man 5 Kurt?
Man 2 Yeah. Hey Paul, how are you?
Man 5 Good. I got your message about Mom and Dad's party.
Man 2 Yeah. I hope that's OK.
Man 5 No problem at all. But I did want to ask you – Hello? Hello? Kurt, can you hear me? Kurt? Kurt?

2. *Woman 5* Hello?
Man 6 Um, hi. Can I speak to Hank?
Woman 5 Hank?
Man 6 Yeah.
Woman 5 Sorry, I think you have the wrong number.
Man 6 Oh, I'm sorry.
Woman 5 That's OK.

3. *Man 4* Hello. You have reached the office of Dr. Frank Miller. The office is currently closed. Office hours are Monday to Friday, 8:00 a.m. to 6:00 p.m. If this is an emergency, please call 420-555-1274, or leave a message at the beep.
Woman 6 Hi, this is Silvia Watson. I got your message. I just wanted to say I can't come in at 4:30. Can you return my call? Thank you.

4. *[dials, then busy signal]*

Lesson C, Exercise 2, Part B [p. 58]

CD 2, Track 25

Ruth Actually, that's kind of late for me. I need to get up early on Monday morning. I have an important business meeting then. Sorry.
Kate No, no, that's fine. It's asking a lot, I know.
Ruth Do you think you can ask someone else?
Kate I'll just take a taxi. It's not a big deal.

Unit 7

Lesson B, Exercise 3 [p. 67]

CD 2, Track 35

Tina Hey, Cal. What are you reading?
Cal Oh, hi, Tina. It's a book of proverbs. It's pretty interesting.
Tina I love proverbs. But I'm not sure I always agree with them.
Cal Really? How about this one? Beauty is only skin deep.
Tina Oh, like it's not what's on the outside that's important? It's what's inside that's really beautiful.
Cal Yeah, you know, it's your personality and character that is most beautiful. It's true, isn't it?
Tina Yeah, I agree with that.
Cal Me, too. How about this one? Better late than never.
Tina Hmm. You mean it's OK to be late for something. It's better than not doing something at all.
Cal Yeah.
Tina I don't really agree. Being late isn't good, of course. But it's OK not to do some things at all. Don't you agree?
Cal I'm not sure I really agree. I think it's better to do it. If you're late, you're late.
Tina Look at that one. Practice makes perfect. That's true, I think. I used to take piano lessons as a kid, and I hated it. But I still practiced a lot.
Cal And you play very well now, don't you?
Tina Yeah, I think so.
Cal I agree with that, too. It's the only way to be good at something. How about this? Two heads are better than one.
Tina What does that mean, exactly?
Cal Two opinions are better than one opinion.
Tina No, I don't agree with that. To me, that can just be confusing. Maybe it's just me, but I think you should just do it yourself.
Cal Yeah, I don't really agree with it, either. There's another proverb. Too many cooks spoil the broth. It kind of says the opposite.
Tina This is fun. Are there more?
Cal There are lots here. Let's look at some more and see. . . .

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Lesson C, Exercise 2, Part B [p. 68]

CD 2, Track 39

Jill Hello?
Lance Jill, hi. It's Lance. Do you have a minute?
Jill Um, sure.
Lance I just wanted to call and say I'm sorry for what happened. I was really inconsiderate.
Jill I'm sorry, too. Do you want to get together and talk? We haven't seen each other for a long time!
Lance Definitely. Why don't we meet . . .

Lesson D, Exercise 2 [p. 71]

CD 2, Track 42

Woman Let's try a personality test, just for fun. Listen carefully. I will describe a scene and ask you some questions. Don't worry – there are no right or wrong answers. Just write the first thing you think about. Relax. Take a deep breath. Are you ready?

Number one. You are walking in a forest. But you are not alone. Who are you with? Write the person's name.

Number two. You see an animal. What kind do you see? Write the kind of animal.

Number three. You continue to walk in the forest. Then you see a house. It is your dream house. How big is it?

Number four. You are looking at your dream house. You see the front door. Is it open or closed?

Number five. You enter the house. You go into the dining room. You see a dining room table. What do you see? What's on the table?

Number six. You now leave the house. You see a cup on the steps. Is it glass? plastic? metal? paper? Or something else? What's it made of?

Number seven. You pick up the cup. Do you keep it? throw it away? Something else? What do you do with it?

Unit 8

Lesson B, Exercise 2 [p. 77]

CD 2, Track 49

Woman Excuse me, sir. I'm conducting a short survey about shopping habits. Would you mind answering a few questions for me?
Man Um, how long will it take?
Woman Just a few minutes.
Man Um, all right, sure.
Woman Thank you so much. First, how often do you walk to the grocery store?
Man All the time. I live nearby.
Woman All . . . the . . . time. How often do you buy environmentally friendly products?
Man Very often.
Woman Great. . . . Do you usually ask for paper or plastic bags?
Man Neither.
Woman Excuse me?
Man I bring my own cloth bags.
Woman OK. Do you ever shop for groceries online?
Man No, never.
Woman OK. How much do you spend on groceries every month?
Man I'd say about three hundred dollars.
Woman About three . . . hundred . . . dollars. All right. How many people are there in your household?
Man Um . . .
Woman You don't have to answer any question you don't want to.
Man No, no, it's OK. Three – me, my wife, and my son.
Woman What do you do for a living?
Man Um, I'd rather not say.
Woman No problem. Have your buying habits changed in the last year?
Man Yes. I don't buy plastic bottles.
Woman Plastic bottles?
Man Yeah. I mean, I used to buy water in plastic bottles. Now I just drink regular water.
Woman Oh, I see. OK, last question. What is the highest level of education you've completed?
Man I'd prefer not to answer that.
Woman That's fine.
Man Is that all?
Woman Yes. I want to thank you for taking the time to answer these questions. I appreciate it very much.
Man You're very welcome.

Lesson C, Exercise 2, Part B [p. 78]

CD 2, Track 52

Ina Wow! There are a lot of people on this subway!
Kendra I know. I don't see any seats.
Ina It is rush hour, but this is terrible.
Kendra If we get here a little earlier tomorrow, we might get a seat. This is the busiest time.
Ina OK. Let's do that. This is still better than driving.
Man 1 Excuse me. Here, please take my seat.
Ina Oh!
Man 2 And mine.
Kendra Oh, thank you!

Lesson D, Exercise 2 [p. 81]

CD 2, Track 55

1. *Woman 1* What are you doing?
Man 1 I'm reading the paper. This is interesting. It's about a 12-year-old who won an award for recycling.
Woman 1 What? A 12-year-old?
Man 1 Yeah. His name is Tayler McGillis. He started recycling cans two years ago. He's raised more than $9,000 for local charities.
Woman 1 Wow! So he started this when he was 10?
Man 1 Yeah. He's collected more than 560,000 cans already. His new goal is to collect 175,000 cans every year. He sometimes speaks at schools about the importance of recycling.
Woman 1 Good for him!
2. *Woman 2* Did you hear about that student in Puerto Rico? It was on the news last night.
Man 2 No.

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Woman 2 Her name is Gabriela McCall, I think. She started a project to help birds in Puerto Rico.
Man 2 Birds? What do you mean?
Woman 2 Well, she became concerned about a decrease in their numbers in her neighborhood. Then she had an interesting idea. She took photos of the birds and identified the different species. And she used this to start a project to help protect their forests.
Man 2 That's amazing.
Woman 2 And she even teaches children about the birds. She thinks that if the children become interested now, they will grow up and respect the environment more.

Unit 9

Lesson B, Exercise 2 [p. 87]

CD 3, Track 9

1. *Man 1* Hello?
Woman 1 Hi, Joseph?
Man 1 Yeah.
Woman 1 It's Charlotte. Listen, I'm sorry I didn't make it yesterday afternoon.
Man 1 What happened? We waited for you for about a half an hour.
Woman 1 I'm so sorry. I was at the mall and completely forgot the time.
Man 1 Really?
Woman 1 Yeah. I looked at my watch, and it was 4:00. I'm so sorry. I didn't have my cell phone with me.
Man 1 Well, don't worry about it. Too bad you missed the game, though. It was a lot of fun.
Woman 1 I heard we won.
Man 1 Yeah, we did. Their final score was 4 to 2!

2. *Man 2* Hello?
Woman 2 Hi, Fred? It's Jan.
Man 2 Where are you? Did something happen?
Woman 2 I'm still at home. Are you already at the restaurant?
Man 2 Of course. We had a reservation for 7:30.
Woman 2 I'm so sorry. I washed my jeans last night, and the address was in my pocket. I can't read it!
Man 2 Oh, it's OK. The restaurant is at 32 Thomson Street. The name of the place is the Downtown Bistro.
Woman 2 OK. I'll see you as soon as I can.

3. *Man 3* Hello?
Woman 3 Hi. Is Larry there?
Man 3 Speaking.
Woman 3 Oh, Larry, hi. It's Anna.
Man 3 Anna. Where were you last weekend? We missed you.
Woman 3 I was out of town. My grandmother was in the hospital.
Man 3 Oh, no! Is she OK?
Woman 3 Yeah, she's fine. She's home now.
Man 3 That's good.
Woman 3 Sorry I didn't call.
Man 3 There's no need to apologize. You had other things on your mind. I understand.
Woman 3 Did a lot of people come?
Man 3 Yeah. People didn't go home until after midnight. We had a lot of fun.

4. *Woman 4* Hello. Dr. Martinez's office.
Man 4 Oh, hi. This is Brandon Smith. I had an appointment at 12:30.
Woman 4 Uh, yes, Mr. Smith. You were supposed to be here 15 minutes ago.
Man 4 Yeah, I'm really sorry. I'm in a meeting at work. I can't leave right now.
Woman 4 How long do you think you'll be?
Man 4 It's hard to say. Maybe 30 minutes or so.
Woman 4 Well, I think we should cancel the appointment. The doctor has another appointment after yours.
Man 4 OK. I'm really sorry.
Woman 4 That's OK. I appreciate your call. Can you come at the same time tomorrow?
Man 4 Sure. See you then.

Lesson C, Exercise 2, Part B [p. 88]

CD 3, Track 12

Evan Hello?
Ryan Hello, Evan? It's Ryan. I just wanted to see how you were. I know you must be really busy with your job and all . . .
Evan Yeah. But it's going OK. I'm sorry I haven't called you lately.
Ryan That's OK. There's no need to apologize.
Evan Listen, my job is OK, but I broke up with Cristina last week. So, I haven't wanted to go out lately.
Ryan Oh, I'm so sorry! I had no idea.

Lesson D, Exercise 2 [p. 91]

CD 3, Track 15

Addy Hello, and welcome to *Addy's Advice*. I'm your host, Addy Manson. Thanks for joining me. The topic this week is relationships, and I have four emails I want to start the show with. I'm not going to say the names – to keep their privacy. I hope you're listening.

The first one is from someone who might be losing his best friend over . . . a cat. His friend recently got a cat, and it's getting a lot of attention. I know you must be upset about this situation, but I think you should try to show some interest in your friend's cat. This can give you something in common. Your friend may begin to lose interest in the cat. After all, people often lose interest in things over time. Later, maybe your friend will have more time for you.

I have another email here from a woman with a problem with a co-worker. We've all had problems with co-workers, I'm sure. Anyway, this co-worker is always asking her to do things for her, and she's not her boss! Well, my advice is very simple. Just write your co-worker a short, polite note and explain how you feel. I'm sure she'll understand. Don't give in and continue to do things for her.

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Maybe this new co-worker doesn't realize she's annoying you with these requests.

Our third email is from a teenager. Her younger brother is causing a problem for her. She says her brother often picks on her in front of her friends. And he tells personal things. Well, I think you and your friends should go to someone else's house. Then your brother isn't there. You don't need to tell your parents or ask them to solve this problem for you. That will only make your brother more upset and more likely to bother you. He just seems to want attention. True, he may need to grow up and be more mature, but he is only 10 years old, after all!

Our fourth email is from someone who has a roommate problem. Let me read part of his email. It says his roommate "never does any chores around the house. He just sits around playing video games and watching TV. The apartment is always a mess, and I'm the one who has to clean it up." Well, he doesn't sound like a very good roommate. Don't throw him out. Give him a chance. You never mentioned speaking to your roommate. Talk to your roommate. Communicate with him. Discuss who will do which chores around the house.

Unit 10

Lesson B, Exercise 2 [p. 97]

CD 3, Track 23

1. *Tim* Hey, Jennifer. How are you doing?
Woman 1 Hi, Tim. All right, I guess.
Tim Are you sure?
Woman 1 Well, I'm taking a lot of classes, plus I have my part-time job.
Tim Hmm.
Woman 1 Yeah. Actually, I'm thinking about quitting my job.
Tim Really? Are you sure you want to do that?
Woman 1 I don't know.
Tim Well, I wouldn't recommend doing that.
Woman 1 I don't want to, but I'm not sure what to do.
Tim Work fewer hours. That will save you some time, but you'll still make money.
Woman 1 I'll give it some thought. Maybe I'll talk to my boss about it.
Tim Let me know what you decide.
Woman 1 I will. Thanks, Tim.

2. *Man* What do you think, Tim? Nice huh?
Tim Yeah. It's very nice. But do you need a leather jacket?
Man Well, no. But I think I'll get it.
Tim Wow! That's expensive! Do you have the money to buy this?
Man No, not at all. But that's what credit cards are for.
Tim Are you crazy? If you don't have the money, you shouldn't charge it. I don't think it's a good idea.
Man Oh, come on.
Tim Save your money. If you have enough money later, you can buy it then. Let's go somewhere else.
Man All right. I'll think about it. I can always come back if I want it.

3. *Woman 2* This is driving me crazy!
Tim What is?
Woman 2 This math problem. I keep getting it wrong. I don't understand how to do it.
Tim I'm not very good at math. Listen, do you want to get some coffee?
Woman 2 I really need to finish this assignment.
Tim Take a break. Sometimes it helps to step away from the problem for a little while.
Woman 2 Do you think it will help?
Tim It works for me.
Woman 2 I'll give it some thought. Let me just try it one more time. If I can't get it, I'll go get some coffee with you.
Tim OK. Sounds good. Good luck!

Lesson C, Exercise 2, Part B [p. 98]

CD 3, Track 26

Dana So, Neil, why do you want a camcorder, anyway? Doesn't your cell phone take video?
Neil It does, but I want something that takes better video. I want to take more videos of my children.
Dana That makes sense.
Neil I brought it up with my wife, and we've agreed to buy one. It's just a question of when.

Lesson D, Exercise 2 [p. 101]

CD 3, Track 29

1. *Woman 1* Excuse me, sir. Would you mind answering some questions for me?
Man 1 Not at all.
Woman 1 Great. What has been your biggest accomplishment of the past year?
Man 1 The past year? Let's see. . . . I've had a really busy year. I was a student – an engineering major – and I had a job in a supermarket. I had classes in the morning and afternoon, and then I went to work in the evening. I didn't work full-time, but sometimes it felt like it. Anyway, I'd say my biggest accomplishment was that I graduated. Sometimes I didn't think it would happen, but it did. I now have a degree and am looking for a job. I quit my job in the supermarket the day before my graduation.
Woman 1 What quality do you think led to your success?
Man 1 Dedication! It was really hard, and I wanted to quit both my studies and my job sometimes. But I never gave up.
Woman 1 Thanks for talking with me.
Man 1 No problem.

2. *Woman 1* How about you? Can you answer some questions for me?
Woman 2 Sure. What do you want to know?
Woman 1 I'm asking about accomplishments. What do you think was your biggest accomplishment of the past year?
Woman 2 Oh, that's easy. I got married.
Woman 1 Oh, congratulations!

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Woman 2 Thanks. You know, planning a wedding is a lot of work. And things were always changing. I found that flexibility is so important.
Woman 1 I can imagine.
Woman 2 I didn't want any stress on my wedding day.
Woman 1 Well, again, congratulations, and thank you.
Woman 2 You're welcome.

3. *Woman 1* How about you, sir. Would you mind telling me about your biggest accomplishment?
Man 2 Well, I traveled to Europe by myself. I did that four years ago. It was fantastic.
Woman 1 Actually, I'm curious about an accomplishment of the past year.
Man 2 Oh, sorry. Let me think . . . Oh, I know. I made more friends. That might sound strange, but I didn't have very many friends before.
Woman 1 How did you do that, exactly?
Man 2 Well, I took a class on building confidence. I was always really shy. I never talked to people.
Woman 1 And this class helped?
Man 2 Yeah. We practiced things like public speaking. And that helped me develop my confidence. I talk to people more, and now have a larger group of friends.
Woman 1 That's great. Thanks for talking to me.
Man 2 Sure thing.

4. *Woman 3* Excuse me.
Woman 1 Yes?
Woman 3 Do you want to hear about my accomplishment? I heard you and that man talking.
Woman 1 Yes, sure.
Woman 3 Well, I won an award at my school. It was an award for playing the piano.
Woman 1 I see.
Woman 3 I never really liked playing – and I never use to go to my lessons as a kid – but I kept up with it, and now I play all the time. I have a lot more enthusiasm now.
Woman 1 How did your enthusiasm help you?
Woman 3 I got more and more enthusiastic as I improved, so that motivated me to continue practicing.
Woman 1 I see. Did you win first place?
Woman 3 Second. But there's always next year.

Unit 11

Lesson B, Exercise 2 [p. 107]

CD 3, Track 35

1. *Man 1* What's that?
Woman 1 It's my new GPS.
Man 1 How does it work exactly?
Woman 1 Oh, it's so easy. Here, take it. I'll tell you how.
Man 1 Oh, OK.
Woman 1 First, start it up.
Man 1 Like this?
GPS Hello. Where do you want to go today?
Man 1 That's cool.
Woman 1 Next, say your destination. It knows where we are now. We can use it to go to Kathy's party.
Man 1 OK. 357 Lincoln Street.
Woman 1 After that, just turn it off.
Man 1 Turn it off? Why?
Woman 1 Oh, I'm sorry. I meant to say, "Turn it up," so we can hear the voice better. We still need to follow the directions. The voice will tell us exactly what to do.
GPS Turn left at the corner of . . .

2. *Woman 2* Patrick, can you show me how to use this microwave?
Man 2 Don't you know how?
Woman 2 I've used microwaves before, but this one is confusing. Where is the Start button?
Man 2 OK, well, first, push this button. That opens the door.
Woman 2 Of course, thanks. Let me put my food in.
Man 2 Next, click here and choose your settings: high, medium, or low. After that, type in the time.
Woman 2 OK.
Man 2 To finish, press the Stop button. It's here.
Woman 2 The Stop button? What?
Man 2 Oh, wait. That's wrong. I mean, press the Start button here.
Woman 2 OK. Start.
Man 2 Right. And be sure to watch your food while it cooks. This microwave cooks things really fast!
Woman 2 Good tip. Thanks!

3. *Man 3* Mom, does this still work?
Woman 3 My record player? Sure.
Man 3 Can we play something?
Woman 3 Sure. I haven't played this for so long.
Man 3 Um, how does this work, exactly? Where is the remote?
Woman 3 This doesn't have a remote. The first thing to do is turn it on, here.
Man 3 OK.
Woman 3 Next, lift the lid and put the record on the turntable. Now lift the needle.
Man 3 Like this?
Woman 3 Yes, good, and place it gently on the record.
Man 3 I can't hear anything.
Woman 3 Oh, turn the volume down.
Man 3 Turn the volume down?
Woman 3 Oops. I mean, turn the volume up.
Man 3 Did all music sound like this when you were young?

Lesson C, Exercise 2, Part B [p. 108]

CD 3, Track 39

Miranda So, Andy, why didn't you know about this concert?
Andy I haven't looked at his website for a couple of weeks.
Miranda Oh, well, I think it was announced last week.
Andy So, who are you going with?
Miranda My sister. Why don't we all go together? She won't mind.

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Andy Great idea. Let's see if we can get the tickets online.

Lesson D, Exercise 3 [p. 111]

CD 3, Track 44

DJ Hello. Welcome to the K-XYZ Dedication Hour. This is Cara.
Caller 1 Hi, Cara. My name is Mike.
DJ Hi, Mike. Who would you like to dedicate a song to tonight?
Caller 1 My friend, Jackie.
DJ All right, Mike. What song would you like me to play for Jackie?
Caller 1 Can you play "Fire and Rain"?
DJ "Fire and Rain." By James Taylor?
Caller 1 Yes, please.
DJ Sure thing. Here's "Fire and Rain," from Mike to his friend, Jackie.
DJ K-XYZ Dedication Hour. This is Cara.
Caller 2 Hello, Cara?
DJ Yes. What's your name?
Caller 2 Melissa. I'm calling to dedicate a song to my sister Vanessa. Can you play something for me?
DJ Sure, Melissa.
Caller 2 "Beautiful," by Cristina Aguilera.
DJ "Beautiful." Sure, Melissa. Any special reason?
Caller 2 Vanessa is getting married this weekend. I just want her to know I love her.
DJ You're on the air.
Caller 3 Hi. Could you please play "Imagine," by John Lennon.
DJ "Imagine," one of my favorites. Is it for anyone in particular?
Caller 3 Yeah, I'd like to dedicate it to my best friend, Jason.
DJ OK. Here you go, Jason.
DJ This is Cara. Do you have a song dedication?
Caller 4 I do. My name is Caroline. My husband, Jeff, is in the army. He's overseas, and I want him to know I will see him soon.
DJ OK. What song can I play for you?
Caller 4 "I'll Be There."
DJ "I'll be There," by the Jackson 5 or Mariah Carey?
Caller 4 Um, Mariah Carey.
DJ I can do that. If you're listening, Jeff, here's "I'll Be There," from your wife, Caroline.
DJ This is Cara. You –
Caller 5 Can you play "One Love"?
DJ Sorry?
Caller 5 You know, "One Love," by Bob Marley. I love that song!
DJ Sure. Who's calling please?
Caller 5 Oh, this is Ryan.
DJ And who would you like to dedicate the song to?
Caller 5 Dedicate? Oh. Yeah, um, can I dedicate it to my wife, Susan?
DJ You bet. Here's "One Love," from Ryan to Susan.

Unit 12

Lesson B, Exercise 2 [p. 117]

CD 3, Track 50

Man G'day. Welcome to Sydney Backpackers. Can I help you?
Woman Hi, yes, thanks. Do you have any rooms?
Man Sure. We have lots. What kind of room would you like?
Woman What kind of rooms do you have?
Man We have singles, doubles, triples, and dorm rooms.
Woman Hmm, how many people are there in a dorm room?
Man In a female dorm room? There are six beds per room. Dorm rooms are the cheapest, of course.
Woman How much are the single rooms?
Man They're $60 per night.
Woman Sixty dollars? Hmm, that's a little expensive.
Man Here's a list of our prices.
Woman Thanks. Let me see. OK, I'd like a double. I'm sharing with another woman, right?
Man Of course. And how many nights?
Woman Three.
Man OK. Would you prefer a room with or without a bathroom? A bathroom is more.
Woman Without a bathroom is fine. I can share.
Man We offer breakfast from 8:00 to 10:30. It's four dollars.
Woman Um, sure. Can I pay by credit card?
Man Yes. We accept all major credit cards, but there is a fee for international purchases.
Woman Oh. I'll pay by cash, then. I have enough.
Man Great. I can put you in room 16A.
Woman What floor is that on?
Man The 16th.
Woman Hmm. Can I have something on a lower floor? I'm afraid of heights.
Man No worries. I can put you in 4B, on the fourth floor.
Woman That would be great.
Man Here's your key. It's good for the front door, too. When you go out, please remember to leave your key at the desk.
Woman OK. Thanks very much.

Lesson C, Exercise 2, Part B [p. 118]

CD 3, Track 53

Kyle Oh, this is so hard!
Woman 2 Are you OK?
Kyle Yeah, I guess. What am I doing wrong?
Woman 2 Are your boots comfortable?
Kyle Actually, they feel really tight. But they should be tight, right?
Woman 2 Not really. Why don't you go and get a larger size. It should make things easier.
Kyle OK.

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Lesson D, Exercise 3 [p. 121]

CD 3, Track 57

Guide Good morning, everyone, and welcome to Grand Canyon Adventure Tours. Are you all ready for some white-water rafting?

Tourists Yes. / Definitely. / You bet.

Guide Great. Well, my name is Joseph, and I'll be your guide today.

Tourist 1 Is this everyone in our group? Only six?

Guide Yes, we like to keep the groups small. OK, before we get on the bus and head down to the canyon, we need to go over a few things about the trip. The most important thing to remember is safety. While on the raft, you must wear your safety vest at all times. And the sun can get very hot, too. So you should drink lots of water.

Tourist 1 Do we have to bring the water?

Guide No, we'll bring enough water. Just don't forget to drink it!

Tourist 2 Do you also supply food?

Guide Yes, we provide all food – lunch, dinner, snacks. You won't be hungry! OK, so back to safety. Like I said, the sun is very strong, so you've got to wear sunscreen. And you'd better wear a hat if you have one.

Tourist 1 Can we take our cameras?

Guide Of course. We stop on the river in a few places for photographs. There's some amazing scenery on our trip, so yes, bring cameras.

Tourist 2 Don't the cameras get wet? Should we bring plastic bags or anything to keep them dry?

Guide No, don't worry about that. *You* definitely get wet, but your cameras won't. We keep them in a dry area up front. They're safer up there, too.

Tourist 2 What about cell phones? Is it OK to bring them on the raft?

Guide No, you definitely should not bring your phones. Please leave them with the rest of your stuff on the bus.

Tourist 1 Are we dressed OK?

Guide Yes. You should wear a swimsuit, like you are. But you have to wear something on your feet in the raft. Wear tennis shoes. The ones that can get wet are best, if you have them. We stop and do some short hikes on the way. Any other questions?

Tourists No. / Not me.

Guide OK. Well, we want to be safe. So, everybody must listen to me at all times.

Tourists OK. / Right.

Guide Great. Now I'll show you some of the basics of rafting, and we can get started. First, . . .

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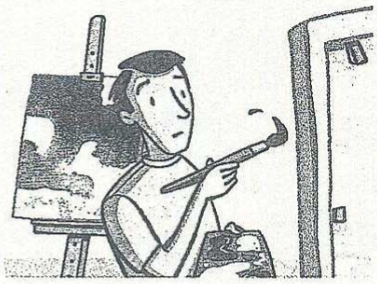
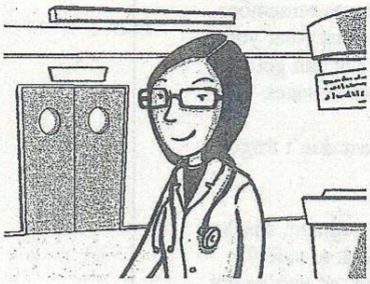
unit 1 A busy schedule

Before you watch

A Complete the sentences with the correct jobs. Then compare with a partner.



an artist



a doctor



a journalist

1. _____ studies chemistry.
2. _____ writes stories for newspapers.
3. _____ can draw and paint very well.
4. _____ makes creative things.
5. _____ interviews people a lot.
6. _____ takes a lot of science classes.

B Pair work Interview your partner. Take notes.

1. How many classes are you taking?
2. Why are you taking each class?
3. Do you like the subject(s) you are studying? Why or why not?
4. What job would you like to have someday?

C Class activity Share your information. Who is taking a lot of classes? Who is taking a fun class?

While you watch

A Circle the correct answers.

1. Danielle and Amy are _____.
   a. friends b. neighbors c. roommates
2. Danielle and April are studying _____.
   a. art b. chemistry c. journalism
3. Danielle and April are making a _____ for their class.
   a. picture b. poster c. video
4. Amy is taking _____ classes.
   a. five b. six c. seven
5. Danielle feels like she has a really _____ schedule.
   a. busy b. easy c. hard

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B Check (✓) the correct answers.



Amy



Danielle

	Amy	Danielle
1. Who thinks chemistry is difficult?	☐	☐
2. Who isn't hungry?	☐	☐
3. Who eats a lot before a big exam?	☐	☐
4. Who thinks art class looks stressful?	☐	☐
5. Who is learning to write stories for newspapers?	☐	☐
6. Who is preparing for medical school exams?	☐	☐

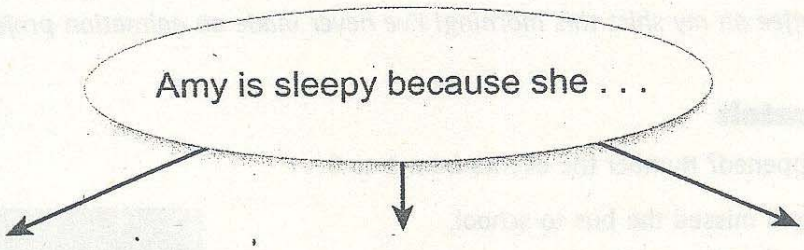
C Write T (true) or F (false). Correct the false sentences.

Amy

1. ~~Danielle~~ has a big exam this week. *F*
2. Amy drinks a lot of coffee. _____
3. When Danielle is nervous about something, she exercises. _____
4. Amy wants to be an artist. _____
5. Amy is late for class. _____

After you watch

A Why do you think Amy is so sleepy? Write your answers on the lines. Then compare with a partner.



is preparing for medical school exams. _____ _____

B Group work Discuss the questions. Do any of you do the same things as Danielle or Amy?

- When you have a big exam, what do you do?
- If you're nervous about something, what do you do?
- What do you do if you feel sleepy in class?

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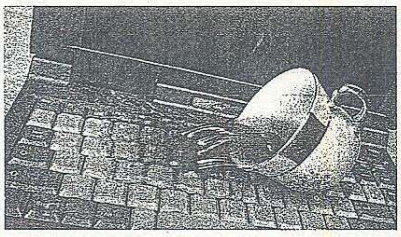
unit 2

An awful, terrible, embarrassing, really bad day!

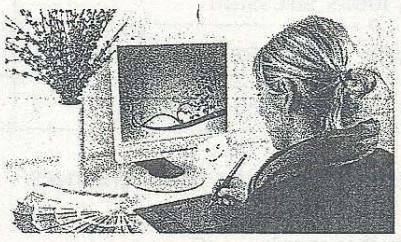
Before you watch

A Look at the pictures. Complete the phrases with the correct verbs. Then compare with a partner.

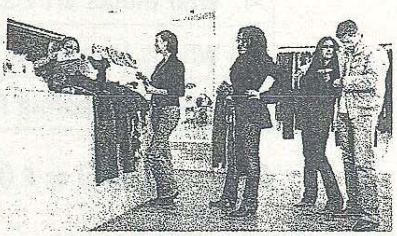
get	lose	make	miss	spill	wait



1. _____ a drink



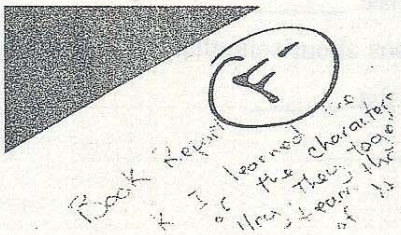
2. _____ an animation project



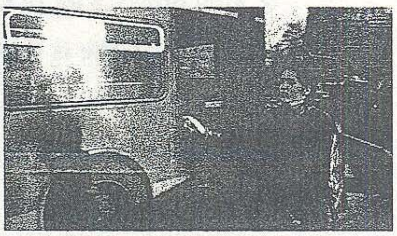
3. _____ in line



4. _____ a job



5. _____ a bad grade



6. _____ the bus

B Pair work When was the last time you did each thing in Part A? Are there some things you've never done? Tell your partner.

"I spilled coffee on my shirt this morning! I've never made an animation project."

While you watch

A What happened? Number the events from 1 to 9.

_____ April missed the bus to school.
__1__ April woke up late.
_____ April made an animation project.
_____ April's dog ate her homework.
_____ April went to the store for laundry detergent.
_____ April was late for her biology class.
_____ April sat next to Zach on the bus.
_____ April was late for work and lost her job.



April

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B Circle the correct answers.



1. April spilled _____ on her shirt.
   a. orange juice b. yogurt c. coffee
2. April spilled _____ on Zach's shirt.
   a. orange juice b. yogurt c. coffee
3. Zach was _____ when April said she was sorry.
   a. angry b. not amused c. disgusted
4. The biology teacher's suggestion for April is to _____.
   a. do her homework again b. come to class on time c. give her dog some food
5. April didn't get the laundry detergent because _____.
   a. she didn't have enough money b. there was a long line c. there was none in the store
6. The one good thing that happened was that _____.
   a. Zach became April's boyfriend
   b. April found a new job after she lost her old one
   c. April had time to make an animation project for her art class

C Match the phrases to complete the sentences.

1. April was late for school _____
2. She was excited _____.
3. April was embarrassed when she lost her job _____.
4. She was late for work _____.
5. April got an "F" _____

a. because no one was sitting next to Zach.
b. because her dog ate her homework.
c. because there was a long line at the market.
d. because Zach was in the restaurant.
e. because her alarm clock didn't go off.

After you watch

A Pair work What was embarrassing about April's day? Do you know anyone who has had similar experiences to April? Tell your partner.

B Think about one very bad day in your life or the life of someone you know. Write three things about that day – two things that *really* happened, and one that *didn't* really happen.

1. _____
2. _____
3. _____

C Pair work Tell your partner about the bad day. Your partner guesses what didn't really happen. Take turns.

A: I broke my elbow and lost my cell phone. Then someone stole my laptop.
B: I don't think you really broke your elbow.
A: That's not right. I *did* break my elbow, but no one really stole my laptop.

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unit 3

What's your personal style?

Before you watch

A Complete the sentences with the correct words. Then compare with a partner.

bright	comfortable	conservative	fashionable	flashy	tacky

1. Many people think it is _____ to wear socks with sandals.
2. _____ clothing attracts attention and makes people stand out in a crowd.
3. People with a _____ style usually wear simple, plain clothes.
4. Orange and yellow are examples of _____ colors.
5. Models wear _____ clothing in magazines to help sell new items.
6. Most people think jeans, sneakers, and sweatshirts are _____.

B Pair work Make a list of ten words to describe clothing styles and fashion. Then give examples of each one.

A: Glamorous *is another word to describe clothing styles and fashion.*
B: *Yes, it is. Who or what do you think is glamorous?*
A: *I think actors and actresses always look glamorous at award shows.*
B: *So do I.*

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)


Jim


Lola


Officer Palone

	Jim	Lola	Officer Palone
1. Who wears clothes that attract attention?	☐	☐	☐
2. Who thinks black is always fashionable?	☐	☐	☐
3. Who likes to wear comfortable clothes?	☐	☐	☐
4. Who usually wears many different colors?	☐	☐	☐
5. Who usually wears only two colors?	☐	☐	☐
6. Who usually wears only one color?	☐	☐	☐
7. Who used to wear flashy clothes?	☐	☐	☐
8. Who doesn't like flashy clothes?	☐	☐	☐

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B Who is wearing each item in the video? Write E (Emi), J (Jim), L (Lola), or O (Officer Palone). (More than one answer is possible.)

1. a black jacket _____
2. a blue sweater _____
3. a gray shirt _____
4. a hat _____
5. a ponytail _____
6. a big bag _____
7. a red dress _____
8. a uniform _____
9. a white shirt _____
10. bracelets _____
11. earrings _____
12. sunglasses _____

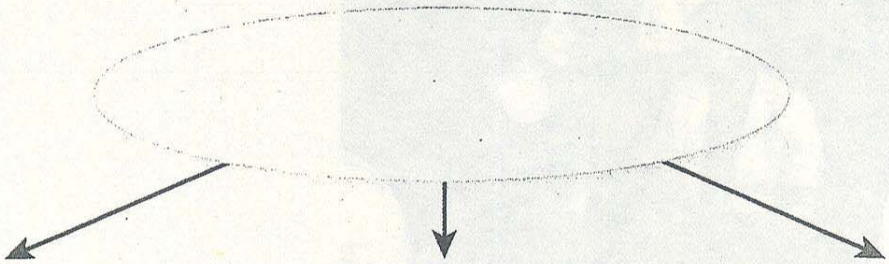
C Correct the false sentences.

1. Jim wears a lot of blue and white clothing.
2. Jim likes to wear flashy and tacky clothes.
3. Lola doesn't like to stand out in a crowd.
4. Lola doesn't wear bright colors to work.
5. Officer Palone thinks his sunglasses are trendy.
6. Officer Palone's favorite color is red.



After you watch

A What was your clothing style five years ago? Complete the diagram with your own ideas. In the circle, write the style (retro? trendy? etc.). On the lines, write examples of some favorite clothes you used to wear.



_____ _____ _____

B Pair work Ask and answer questions about your diagrams. Did you use to wear any of the same things that you saw in the video?

A: *What was your clothing style?*

B: *Well, I used to wear a lot of black and white, like Jim in the video. I used to have some really cool black jeans. I wore them with a white T-shirt and a black leather jacket. I thought it was really trendy.*

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unit 4

An interesting life

Before you watch

A Complete the description with the correct words. Then compare with a partner.

events	interview	newspapers	reporter	travel

A foreign correspondent is a type of _____. Many foreign correspondents write stories for _____, but they may also work for TV or radio news stations. They usually have to _____ to many different countries for their job. They _____ many different people for their stories. They tell us about important people and _____ from around the world that have an impact on our history.

B Pair work Read the description again. Can you name any foreign correspondents? How do you find out about people and events from around the world? Tell your partner.

While you watch

A Circle the correct answers.



1. Danielle is making this video for her _____ class.
   a. journalism b. world history c. filmmaking
2. Irma was a _____ reporter.
   a. newspaper b. TV c. radio
3. She interviewed _____ in England.
   a. Queen Elizabeth b. Princess Diana c. Tony Blair
4. James Brown was a famous _____.
   a. hip-hop artist b. actor c. soul singer
5. Irma reported on a historical event in _____.
   a. England b. Germany c. the United States

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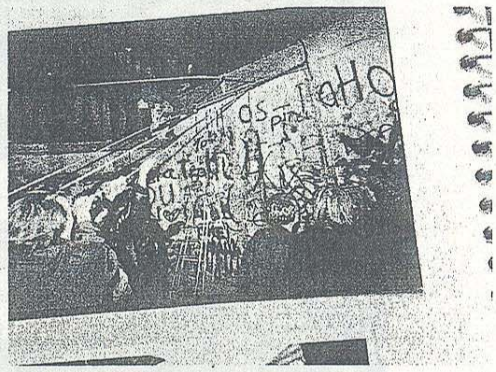
B What does Irma say about James Brown? Write T (true) or F (false). Correct the false sentences.

1. James Brown was very polite and funny. _____
2. James Brown wasn't very hardworking. _____
3. James Brown used to practice an hour each day. _____
4. A lot of hip-hop artists have used his music. _____
5. She saw James Brown at the Apollo Theater in New York City. _____



C What does Irma say about the Berlin Wall? Check (✓) the correct answers.

- ☐ The fall of the Berlin Wall was the end of the Cold War.
- ☐ She took a piece of the wall home as a souvenir.
- ☐ People were so happy when it fell.
- ☐ People in East Berlin crossed the wall and celebrated with people in West Berlin.
- ☐ She won an award for her story.
- ☐ She lived in Berlin for five years after the wall fell.



After you watch

A Group work Irma described some memorable experiences. Discuss the questions.

- Which of Irma's experiences was your favorite? Why?
- Who is a famous person you would like to interview? Why?

"The Berlin Wall experience was my favorite. It was a big, historical event."

B Pair work Tell your partner about an interesting person you've met and a memorable experience you've had. Ask and answer questions for more information.

- Who was the person?
- Where did you meet him or her?
- Why was he or she interesting?
- When did you have this experience?
- Where were you?
- Why was it memorable?

"I met a famous jazz musician at a club. He was a talented saxophone player."

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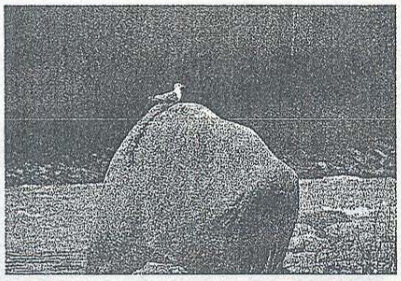
unit 5

Travels with Nick and Ben: Yosemite National Park

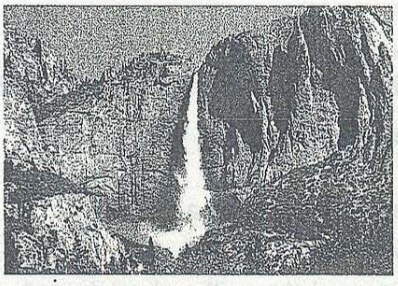
Before you watch

A Label the pictures with the correct words. Then compare with a partner.

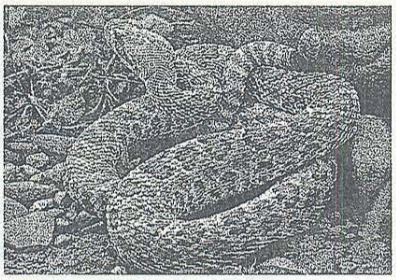
a bear	a meadow	a mountain lion	a rattlesnake	a rock	a waterfall



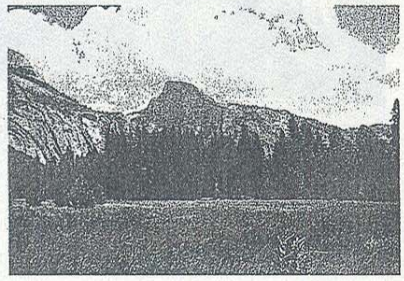
1. _____



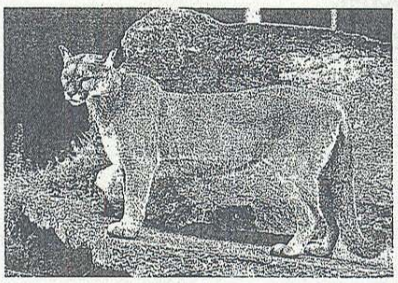
2. _____



3. _____



4. _____



5. _____



6. _____

B Pair work Have you ever seen the animals or geographical features in Part A? Where can you find them? Tell your partner.

While you watch

A Read the sentences about Nick and Ben's trip to Yosemite National Park. Write T (true) or F (false).

1. They ate in a fancy restaurant. _____
2. They drove to the park. _____
3. They enjoyed the sunset. _____
4. They saw a bear. _____
5. They saw a mountain lion. _____
6. They saw very old trees. _____
7. They walked through a tree. _____
8. They went camping. _____
9. They went hiking. _____
10. They went rock climbing. _____
11. They went swimming. _____
12. They went to a spa. _____

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5. Bridalveil Falls is _____.
4. Mariposa Grove is _____.
5. Grizzly Giant is _____.
6. The California Tunnel Tree is _____.
7. A Sequoia is _____.

c. a tree that people can walk through.
d. the oldest Sequoia tree in Mariposa Grove.
e. a forest of Sequoia trees.
f. a type of tree.
g. a huge rock.

C Who says it? Check (✓) the correct answers.


Ben


Nick

	Ben	Nick
1. "Yosemite National Park – the most beautiful place on earth."	☐	☐
2. "Yosemite National Park – the most dangerous place on earth."	☐	☐
3. "I saw a rattlesnake while I was walking on the road."	☐	☐
4. "Look at that! Don't you think that looks dangerous?"	☐	☐
5. "It was exciting and challenging!"	☐	☐
6. "It was stressful. It was frightening. And it was wet!"	☐	☐
7. "Water can't hurt you!"	☐	☐
8. "I left the food in the car."	☐	☐

After you watch

A Pair work How would you describe Nick and Ben's trip? Would you like to go to Yosemite National Park? Why or why not? Discuss your ideas.

B Group work Discuss these questions about trips you've taken.

- What was the most exciting trip you've ever taken? Where did you go?
- What was your favorite trip? What did you do?
- What was the worst trip you've ever taken? What was so bad about it?
- Have you ever been in a dangerous situation on vacation? What happened?

C Class activity Tell the class the most interesting information or stories from your group discussion.

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unit 6

The time of your life

Before you watch

A Check (✓) the problems you have managing your time. Then compare with a partner.

- ☐ committing to too much work
- ☐ doing other people's work
- ☐ doing too many favors for other people
- ☐ finding time for your personal life
- ☐ finding time to be with your family
- ☐ keeping your home clean
- ☐ planning your weekly schedule
- ☐ remembering important things
- ☐ saying no to other people
- ☐ studying for exams
- ☐ taking on too many school projects
- ☐ working and going to school

Other: _____

B Pair work Who do you talk to when you're stressed out? Does anyone help you manage your time? Tell your partner.

While you watch

A Check (✓) the correct answers.





	Wendy	Nick	Soon-mi
1. Who can't find a list of things to do this weekend?	☐	☐	☐
2. Who commits to too much work?	☐	☐	☐
3. Who does a lot of other people's work?	☐	☐	☐
4. Who doesn't have time to finish the show?	☐	☐	☐
5. Who has to pay bills this weekend?	☐	☐	☐
6. Who is busy all the time?	☐	☐	☐
7. Who is late for the show?	☐	☐	☐
8. Who is too busy this weekend?	☐	☐	☐
9. Who needs to study for an exam?	☐	☐	☐
10. Who takes on too many projects at school?	☐	☐	☐

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B Circle the correct answers.

1. Wendy's show is called _____.
   a. TV Time b. The Time Saver c. The Time of Your Life
2. Nick needs to shop for _____ this weekend.
   a. groceries b. clothes c. school supplies
3. Wendy tells Nick to _____.
   a. call his mother b. breathe slowly and deeply c. cancel the party
4. Wendy's advice to Nick is to _____.
   a. make a list b. go to the movies c. pay his bills first
5. Wendy tells Soon-mi to _____.
   a. do things one at a time b. help her classmates c. learn to say no
6. Wendy _____ Chris's question.
   a. answers b. likes c. never hears

C Write T (true) or F (false).

1. Wendy is very good at managing her own time. _____
2. Wendy doesn't have any children. _____
3. Nick is having a birthday party for someone this weekend. _____
4. If Nick follows Wendy's advice, he probably won't go to the movies this weekend. _____
5. If Soon-mi follows Wendy's advice, she'll probably do the grocery shopping for her roommate. _____
6. Soon-mi learns to say no. _____



After you watch

A Pair work Do you ever have the same problems as Wendy, Nick, or Soon-mi? Do you know other people who do? How do you (or they) manage them? Tell your partner.

B Pair work Make a list of five things you plan to do this weekend. Then share them with a partner.

1. _____
2. _____
3. _____
4. _____
5. _____

C Pair work Now imagine that you have time to do only three things on your list. Which two plans will you decide *not* to do? Why? Tell your partner.

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unit 7

Signs of the Zodiac

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

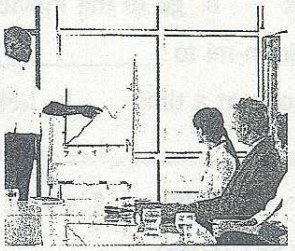
a consultant	a graphic designer	a salesman	a student



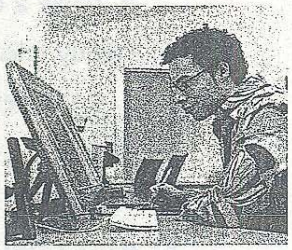
1. _____



2. _____



3. _____



4. _____

B Complete the sentences with the correct words. Then compare with a partner.

adventurous	ambitious	creative	unreliable

1. Often consultants are _____ people who work very hard to share their knowledge and advice with other people to help them succeed.
2. Graphic designers are usually _____ people. They use technology to make websites, magazines, and other things look very interesting and artistic.
3. Some people think that some salesmen can be _____ and that they don't always give you honest information about what you want to buy.
4. Students who study abroad in a different country are pretty _____. They're not afraid to go to new places, meet new people, and try new things.

While you watch

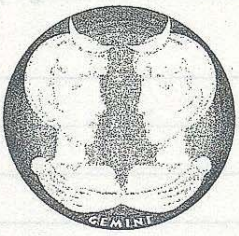
A Match the people and their zodiac signs.



Aries



Capricorn



Gemini



Virgo

1. Danielle's mother is a(n) _____.
2. Danielle's brother is a(n) _____.
3. Danielle's father is a(n) _____.
4. Danielle is a(n) _____.

a. Aries
b. Gemini
c. Capricorn
d. Virgo

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B What are some characteristics of each sign? Write V (Virgos), A (Aries), C (Capricorns), or G (Geminis). (More than one answer is possible.)

1. _____ have difficulty sharing their feelings.
2. _____ are adventurous.
3. _____ are ambitious.
4. _____ are creative.
5. _____ are good at business.
6. _____ are sometimes unreliable.
7. _____ aren't open to new ideas.
8. _____ know what they want.
9. _____ want things done with no mistakes.
10. _____ worry too much.

C Check (✓) the correct answers.






	Danielle	Wendy	Max	Peter
1. Who has been a graphic designer for two years?	☐	☐	☐	☐
2. Who is taking a psychology class?	☐	☐	☐	☐
3. Who doesn't want to talk about Andy's promotion?	☐	☐	☐	☐
4. Who wants to put new wallpaper in the kitchen?	☐	☐	☐	☐
5. Who has owned a car dealership since 2003?	☐	☐	☐	☐
6. Who loves to try new things?	☐	☐	☐	☐
7. Who has to get back work?	☐	☐	☐	☐
8. Who has worked as a time management consultant for ten years?	☐	☐	☐	☐

After you watch

A Pair work Why does Danielle think her family members' personalities match the typical characteristics of their zodiac signs? Discuss and explain your ideas.

B Group work Discuss the questions.

- What do you know about zodiac signs?
- Do you know the characteristics of your zodiac sign? Do you think it matches your personality?
- Do you know anyone who matches the characteristics of his or her zodiac sign? How long have you known him or her?
- How do your family members and friends describe your personality? Do you agree with them?

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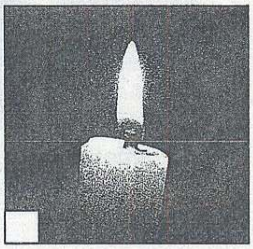
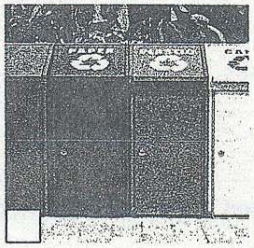
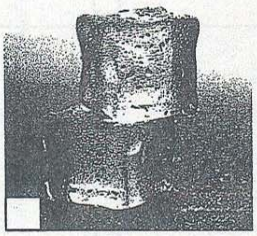
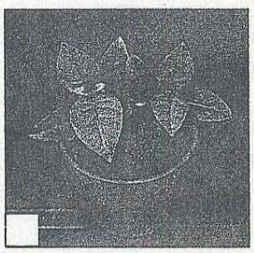
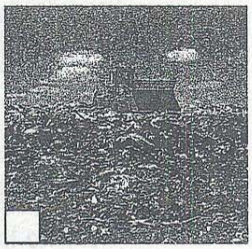
unit 8 Environmental superhero

Before you watch

A Match the words and the pictures. Then compare with a partner.

a. candle	c. landfill	e. plant	g. recycling bins
b. ice	d. lightbulb	f. plastic bottles	h. superhero

1. ☐ 
2. ☐ 
3. ☐ 
4. ☐ 
5. ☐ 
6. ☐ 
7. ☐ 
8. ☐ 

B Pair work Complete the sentences with the correct words from Part A. Then compare with a partner.

1. A _____ is a place where a town or group of people collects its garbage.
2. _____ is frozen water.
3. A _____ may go inside a lamp and provide light in a room.
4. Many people buy water and soda in _____.
5. The small fire on top of a _____ is called a flame; it gives off light.
6. A _____ is an imaginary person that saves and protects people or the earth.
7. A _____ could grow into an herb, a flower, or a vegetable.
8. In many public places, there are separate _____ for paper and plastic products.

While you watch

A What does Henry Green do to help the environment? Check (✓) the correct answers.

- ☐ He drives a hybrid car.
- ☐ He grows vegetables.
- ☐ He pays his bills online.
- ☐ He takes cloth bags to the supermarket.
- ☐ He uses an ice box to keep his food cold.
- ☐ He uses candles.
- ☐ He uses solar energy.
- ☐ He uses the recycling bins in his building.

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B Circle the correct answers.

1. April is doing this video for _____
   a. her journalism class b. her biology class c. the school TV station
2. Henry Green is April's _____.
   a. grandfather b. biology teacher c. neighbor
3. April's nickname for Henry Green is _____.
   a. Environmental Man b. Green Man c. Environmental Impact Man
4. April says that compact fluorescent bulbs use _____ regular lightbulbs.
   a. less energy than b. more energy than c. the same energy as
5. April says that plastic bags and water bottles often end up in _____.
   a. landfills b. schools c. the ocean
6. April thinks Mr. Green is like a _____ to her.
   a. grandfather b. friend c. superhero
7. To thank Mr. Green, April gives him a _____.
   a. T-shirt b. cloth shopping bag c. candle

C Why does Mr. Green do these things? Match the things he does and the reasons.

1. He uses an ice box because _____.	a. he doesn't want chemicals in his food.
2. He uses candles because _____.	b. he thinks people use too much plastic.
3. He grows vegetables because _____.	c. refrigerators use too much energy.
4. He uses a cloth shopping bag because _____.	d. they use less energy than lightbulbs.

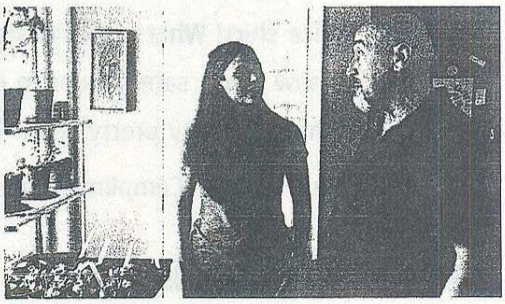
After you watch

Group work What's your opinion of what Mr. Green is doing? Discuss why you think each of his actions is a good idea or a bad idea.

- having an ice box instead of a refrigerator
- using candles instead of compact fluorescent bulbs
- growing vegetables at home
- taking a cloth shopping bag to the store

A: *I think using candles is a good idea. You can save energy if you use candles.*

B: *That's true. But candles could cause a fire if you aren't careful.*



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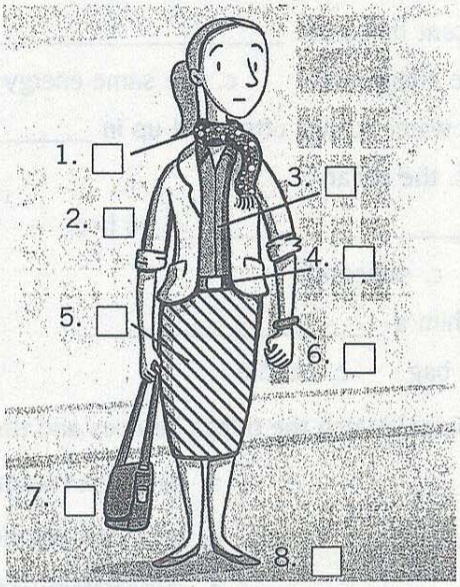
unit 9

She must be copying me!

Before you watch

A Match the words and the fashion items. Then compare with a partner.

a. bag
b. belt
c. bracelet
d. jacket
e. scarf
f. shirt
g. shoes
h. skirt



B People often *compliment* each other on fashion items, or say something nice to express that they like it. Are these compliments? Write Y (yes) or N (no).

1. "That jacket looks great on you!" _____
2. "Where did you buy that new bag?" _____
3. "I love your dress. It's really fashionable." _____
4. "Nice shirt! What a cool design!" _____
5. "I saw those same shoes in the store yesterday." _____
6. "That's a really pretty scarf. The color matches your eyes." _____

C Pair work Compliment your partner on two different fashion items.

While you watch

A What does Amanda have that's exactly like something Jessica or Beth has? Check (✓) the correct answers.

☐ bag	☐ a denim skirt	☐ a sweater
☐ bracelet	☐ a jacket	☐ a pair of red boots
☐ denim jeans	☐ a scarf	☐ a pair of red shoes

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B Circle the correct answers.

1. Jessica's bag was a birthday present from _____.
   a. Amanda b. her family c. her mom
2. Beth thinks that Jessica's bag is beautiful and _____.
   a. retro b. trendy c. unusual
3. Beth _____ Amanda a few minutes ago.
   a. ran into b. got together with c. called
4. Mark is _____.
   a. Beth's friend b. Amanda's boyfriend c. Jessica's brother
5. Amanda thinks Jessica and Beth are _____ her.
   a. copying b. lying to c. helping

C Who thinks what? Check (✓) the correct answers.


Jessica


Beth

	Jessica	Beth
1. Who thinks that Amanda must be copying her?	☐	☐
2. Who thinks that Amanda's behavior is a little strange these days?	☐	☐
3. Who thinks that they shouldn't judge Amanda too harshly?	☐	☐
4. Who thinks that Amanda broke up with Mark?	☐	☐
5. Who thinks that it's not good to criticize someone?	☐	☐
6. Who thinks that Amanda might be feeling upset or stressed out?	☐	☐
7. Who thinks that it's always good to forgive?	☐	☐

After you watch

Group work Discuss the questions. What do you think?

- Is Amanda copying Beth and Jessica?
- Are Beth and Jessica copying Amanda?
- Is it a coincidence? (No one is copying anyone; they all like the same things.)
- Has someone ever copied your clothes? How did you feel?
- Have you ever copied someone else's clothes, even a famous person's? What did you copy, exactly?
- What kinds of clothes (shirts, shoes, etc.) do you think people often copy? Why?



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unit 10 A cool accomplishment

Before you watch

A Complete the paragraph with the correct words. Then compare with a partner.

accomplished	busy	fashion designer
advice	college	studio

Martina has _____ something pretty cool! She graduated from Alicia's _____ seven years ago, and now she's a _____. Martina is working in her design _____. She is very _____ preparing for a fashion show, but she agreed to talk to Alicia. Alicia hopes Martina can give her some _____, because Alicia would like to become a fashion designer, too.



B Pair work Have you ever asked anyone for advice about how to be successful at school, your job, or your future career? What did they say you needed to do? Tell your partner.

While you watch

A Correct the false sentences.

1. Alicia is a high school student.
2. Martina had a lot of training when she started designing.
3. Martina's three words of advice to Alicia are: creativity, flexibility, and talent.
4. Alicia bought the dress she is wearing.
5. Martina thinks Alicia should plan a career in business.



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B Circle the correct answers.

1. Martina says making her own clothes was a way to _____.
   a. make money b. be creative c. stay busy
2. Other students wanted to _____ the dresses and skirts Martina made.
   a. make b. sell c. buy
3. Martina describes the samples of fabric as chic, _____, and tacky.
   a. old-fashioned b. trendy c. retro
4. Martina had to do her first sketch over _____ times.
   a. three or four b. five or six c. ten or twelve
5. Martina says, "You have to be _____ and not afraid to say what you like."
   a. brave b. patient c. flexible

C Who makes each comment? Write A (Alicia) or M (Martina).

1. "I like the color." _____
2. "I could give this one some thought." _____
3. "That's terrible." _____
4. "We'll talk it over." _____
5. "I don't think we should do that." _____
6. "Your dress is lovely." _____
7. "I think you should give those shoes away." _____
8. "I'm not sure it's the best idea." _____



Alicia

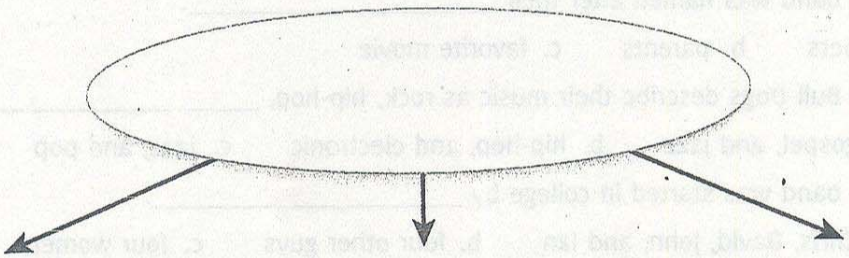


Martina

After you watch

A Pair work How do you think Alicia felt after the interview with Martina? Why? Do you think Alicia will become a fashion designer? Discuss your ideas.

B Write a job you have – or would like to have – in the circle. On the lines, write three qualities that are necessary for success in that job.



_____ _____ _____

C Pair work Compare and discuss your diagrams in Part B.

"I would like to become a teacher after I graduate. To be a successful teacher, I think you need creativity, enthusiasm, and dedication."

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unit 11

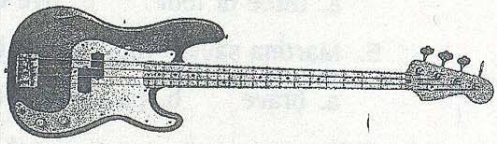
I haven't made it yet.

Before you watch

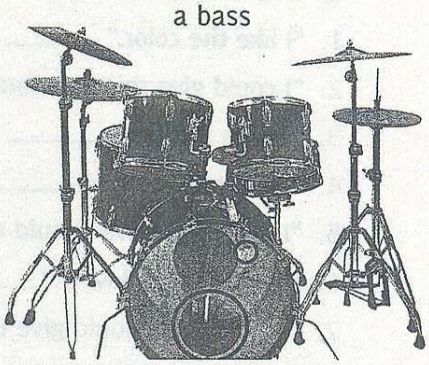
A Complete the sentences with the correct words. Then compare with a partner.

bass	costumes	drums	guitar	lyrics	pets

1. A _____ is a type of _____. It has four strings and plays very low musical notes.
2. The _____ are the words to a song.
3. Dogs and cats are common _____ in the U.S.A.
4. _____ are clothes people wear in theatrical plays and other performances to look like someone else.
5. _____ are musical instruments that often provide the beat, or rhythm, to a song.



a bass



drums

B Pair work Do you know anyone who is (or was) in a band? What is (or was) the band like? What kind of music do (or did) they play? Tell your partner.

While you watch

A Circle the correct answers.

1. The Bulldogs are in the studio recording their _____ album.
   a. first b. second c. third
2. The band was named after their _____.
   a. pets b. parents c. favorite movie
3. The Bull Dogs describe their music as rock, hip-hop, _____.
   a. gospel, and jazz b. hip-hop, and electronic c. jazz, and pop
4. The band was started in college by _____.
   a. Chris, David, John, and Ian b. four other guys c. four women
5. They've sold _____ copies of their album.
   a. five b. five hundred c. five thousand
6. In college, they were given an award for _____.
   a. their record-breaking hit b. best costume c. worst-sounding band
7. Chris's song is about someone who _____.
   a. is in love b. is a successful singer c. wants to be a star

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B Check (✓) the correct answers.



	Chris	David	Ian	John
1. Who hasn't finished his part on the last song yet?	☐	☐	☐	☐
2. Who has a cat named Bull?	☐	☐	☐	☐
3. Who says they're *not* a well-known band?	☐	☐	☐	☐
4. Who says they have a lot of fun?	☐	☐	☐	☐
5. Who is shopping?	☐	☐	☐	☐
6. Who has "a way with words" and writes the lyrics?	☐	☐	☐	☐

C Write T (true) or F (false).

1. John plays the drums. _____
2. Danielle doesn't really think "Dog" is a creative name for Chris's pet. _____
3. The band used to be called the Princesses. _____
4. The Bulldogs have sold many albums. _____
5. Chris finally sang his part of the song well, and the band recorded it. _____



After you watch

Group work Discuss the questions.

- What qualities does a band need to become successful?
- How would you describe the members of the Bulldogs?
- Do you think they have the qualities to become successful? Why or why not?
- Who is your favorite band? Why? Are they successful?

"I think you need talent to be a successful band. . . ."

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unit 12

Travels with Nick and Ben: Fish and chips

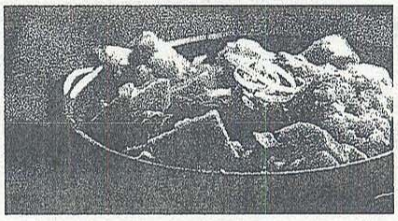
Before you watch

A Label the pictures with the correct words. Then compare with a partner.

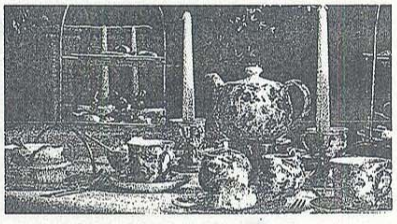
fish and chips	ketchup	high tea	lamb kebabs	vegetable curry	vinegar



1. _____



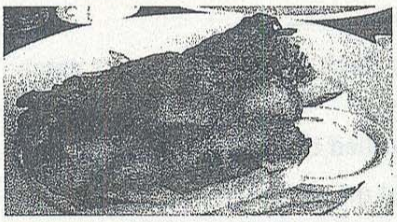
2. _____



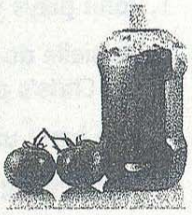
3. _____



4. _____



5. _____



6. _____

B Pair work Have you ever had the food items in Part A? If so, did you like them? If not, would you like to try them? Why or why not? Tell your partner.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)



Ben



Nick

	Ben	Nick
1. Who likes trying local foods on vacation?	☐	☐
2. Who likes to eat French fries with ketchup?	☐	☐
3. Who had Indian food at a restaurant on Brick Lane?	☐	☐
4. Who was only interested in eating fish and chips?	☐	☐
5. Who got a stomachache?	☐	☐
6. Who had high tea?	☐	☐
7. Who made fish and chips in the microwave?	☐	☐

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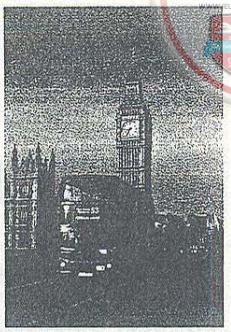
B Write T (true) or F (false). Correct the false sentences.



1. When Nick goes on vacation, he loves visiting landmarks. _____
2. Nick and Ben prefer trying local foods when they travel. _____
3. French fries are called mashed potatoes in England. _____
4. People in England eat chips with ketchup. _____
5. Many people in London think of kebabs as British food. _____

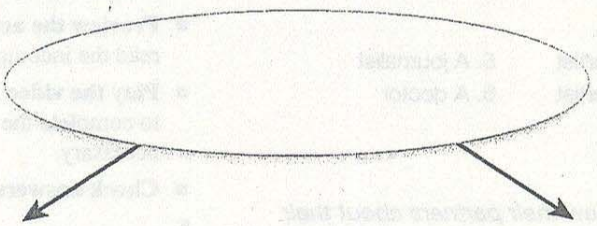
C Circle the correct answers.

1. Nick says he does not like _____ on vacation.
   a. buying handicrafts b. trying local food c. traveling alone
2. Ben does *not* say the trip to London was _____.
   a. awesome b. boring c. delicious
3. Nick's lamb kebabs did *not* have any _____.
   a. fruit b. lettuce c. spicy sauce
4. Ben did *not* like the fish and chips from the _____.
   a. restaurant on Brick Lane b. restaurant near Victoria Station c. fast-food place
5. Ben and Nick do *not* say anything about _____ in the video.
   a. Buckingham Palace b. Brick Lane c. Hyde Park

After you watch

A Pair work If you went to London, would you have a trip like Nick and Ben's? How would your trip be the same? How would be it be different? Tell your partner.

B Write a city you know or have visited in the circle. On the lines, write two foods that are very good in that city and a good place to eat each one.



Food: _____ Food: _____
Place: _____ Place: _____

C Pair work Compare and discuss your diagrams in Exercise B.

"You have to try the barbecue chicken in Ubon, Thailand. You can eat it at the night market."

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A busy schedule

Story summary

In *A busy schedule*, Danielle is making a video for her journalism class. She interviews her friend, Amy, about her life at school. Amy is very busy taking six classes. Danielle asks Amy about her classes, what she does when she's nervous about exams, and if she gets sleepy in class. Despite drinking a lot of coffee to get her through her busy schedule, Amy falls asleep during Danielle's interview.

Language summary

Grammar
- Simple present vs. present continuous
- Zero conditional

Vocabulary
- School subjects
- Feelings and emotions

Interactions
- Expressing prohibition

Before you watch (page T-179)

A

In this activity, Ss look at the pictures and fill in the blanks to describe three different jobs.

- **Preview the activity** Direct Ss' attention to the three pictures of occupations. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and complete the sentences with the correct jobs.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. A doctor	3. An artist	5. A journalist
2. A journalist	4. An artist	6. A doctor

B

In this activity, Ss interview their partners about their classes and job plans.

- **Preview the activity** Direct Ss' attention to the questions. Go over the instructions.
- **Do the activity** Have Ss interview their partners and take notes.

C

In this activity, Ss share information about their partners' classes and job plans with the class.

- **Preview the activity** Explain that Ss are going to use their notes from Part B to share information about their partners.
- **Do the activity** Have Ss talk about their partners' answers to Part B.
- **Follow-up** Ask the target questions in Part C. Call on Ss to answer the questions based on the information they heard about their classmates.

While you watch (pages T-179–180)

A

In this activity, Ss circle the correct answers about the characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

B

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check who does each thing. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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Answers

1. Amy	3. Amy	5. Danielle
2. Danielle	4. Danielle	6. Amy

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify sentences about Danielle and Amy as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Have them correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. F; ~~Danielle~~ Amy has a big exam this week.
2. T
3. F; When Danielle is nervous about something, she ~~exercises~~ tries not to think about it.
4. F; Amy wants to be ~~an artist~~ a doctor.
5. T

- *Option* Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-180)

A

In this activity, Ss write why they think Amy is so sleepy.

- **Preview the activity** Go over the instructions. Read the example. If helpful, offer another example for the class.
- **Do the activity** Have Ss complete the sentences with information from the video or their own ideas.
- **Check answers** Have Ss compare answers with a partner. Call on Ss to share their reasons with the class.
- *Option* Have pairs do the activity together.

B

In this activity, groups compare their own experiences with those of the characters in the video.

- **Preview the activity** Have Ss work in groups of three or four. Go over the instructions and read the questions. If helpful, practice the questions with a few volunteers and write any vocabulary on the board.
- **Do the activity** Have Ss discuss the questions. Go around the room and help Ss as needed.
- **Follow-up** Have a few volunteers tell the class their answers.
- *Option* Have Ss take turns interviewing each other. Call on Ss to report their groups' results to the class.

Action video note

Instruct Ss to make their own interview videos about their friends. For further instructions, visit www.cambridge.org/fourcorners/teacher

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An awful, terrible, embarrassing, really bad day!

Story summary

For her art project, April makes an animated video about her awful, terrible, embarrassing, really bad day. April's dog eats her homework, she misses the bus, she embarrasses herself in front of a boy from her French class, and she loses her job.

Language summary

Grammar

- Present of *be*
- Participial adjectives

Vocabulary

- Sentence adverbs
- Verbs to describe reactions

Before you watch (page T-181)

A

In this activity, Ss look at the pictures and fill in the blanks to complete verb phrases that appear in the video.

- **Preview the activity** Direct Ss' attention to the pictures. Ask: *Do most of these pictures look like good experiences or bad experiences?* Explain that Ss will watch an animated video about what happened during April's really bad day. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and complete the phrases with the correct verbs from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. spill	3. wait	5. get
2. make	4. lose	6. miss

B

In this activity, Ss discuss their experiences related to the verb phrases in Part A.

- **Preview the activity** Explain that Ss will discuss the phrases in Part A. Go over the instructions and read the example.
- **Do the activity** Have Ss ask and answer questions with the phrases in Part A.
- **Follow-up** Call on Ss to report their partners' responses to the class.

While you watch (pages T-181–182)

A

In this activity, Ss number the sentences in the order they happen in the video.

- **Preview the activity** Go over the instructions. Explain that Ss will number the sentences in the order that the events happen in the video. Have Ss read the sentences.
- **Play the video** Have Ss write the correct numbers on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

3, 1, 8, 2, 6, 5, 4, 7

B

In this activity, Ss circle the correct answers about April's day.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. b 2. a 3. b 4. c 5. a 6. c

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

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C

In this activity, Ss match the parts of the sentences to explain April's day.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss match the phrases to complete the sentences by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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

- *Option* Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-182)

A

In this activity, Ss talk with a partner about the embarrassing moments in April's day.

- **Preview the activity** Go over the questions. Model a conversation with a volunteer.
- **Do the activity** Have pairs talk about April's embarrassing experiences and give examples of people they know who have had similar experiences.
- **Follow-up** Call on Ss to report their partner's responses to the class.

B

In this activity, Ss prepare notes about their own bad day.

- **Preview the activity** Go over the instructions. Model the activity with your own examples.
- **Do the activity** Have Ss write their answers. Go around the room and help Ss as needed.

C

In this activity, partners talk about their bad day.

- **Preview the activity** Have Ss work in pairs. Go over the instructions. Model the example with a volunteer.
- **Do the activity** Have Ss tell each other about their bad days using the information they prepared in Part A. Have them guess which fact isn't true about their partner.
- **Follow-up** Have a few volunteers tell the class about their bad day. Have the class guess the incorrect fact.
- *Option* Have Ss work in small groups to guess what didn't really happen.

Action video note

Instruct Ss to make their own video about a really bad day. For further instructions, visit www.cambridge.org/fourcorners/teacher

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What's your personal style?

Story summary

In this episode of *Street Talk*, Emi K. interviews people about fashion and style. She speaks with an independent film director who likes to wear black and white, a librarian who likes bright colors, and a police officer who likes clothes that are comfortable and blue, like his uniform.

Language summary

Grammar

- *Used to*
- Fashion statements
- Defining relative clauses

Vocabulary

- Clothing styles

Before you watch (page T-183)

A

In this activity, Ss fill in the blanks to review their understanding of adjectives that describe fashion.

- **Preview the activity** Direct Ss' attention to the words. Explain that Ss will watch a video about fashion. Go over the instructions.
- **Do the activity** Have Ss complete the sentences with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. tacky
2. flashy (bright)
3. conservative
4. bright
5. fashionable
6. comfortable

B

In this activity, pairs brainstorm more adjectives related to fashion and give examples of them.

- **Preview the activity** Explain that Ss will work in pairs to make a list of words that describe fashion. Then they will discuss the words by giving examples of each one. Model a dialogue with a volunteer.
- **Do the activity** Have pairs make a list of ten words to describe clothing styles and fashion. Then have them use each one in a sentence.
- **Follow-up** Call on Ss to share examples with the class. Make a list of fashion adjectives on the board.

While you watch (pages T-183–184)

A

In this activity, Ss check the correct names to answer questions about the characters' fashion preferences.

- **Preview the activity** Explain that Ss will identify each character's fashion style. Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Lola, Officer Palone
2. Jim
3. Officer Palone
4. Lola
5. Jim
6. Officer Palone
7. Lola
8. Jim

B

In this activity, Ss identify the clothing items that each character is wearing in the video.

- **Preview the activity** Go over the instructions. Have Ss read the phrases. Explain that Ss will write E for Emi, J for Jim, L for Lola, or O for Officer Palone and that more than one answer is possible per item.
- **Play the video** Have Ss write the correct initial(s) next to each phrase. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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Answers

1. J	5. E	9. J
2. L	6. L	10. L
3. E	7. L	11. E, L
4. O	8. O	12. O, J

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss correct the false sentences about the characters and their ideas about fashion.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Jim wears a lot of ~~blue~~ black and white clothing.
2. Jim doesn't ~~likes~~ to wear flashy ~~and~~ or tacky clothes.
3. Lola ~~doesn't~~ likes to stand out in a crowd.
4. Lola ~~doesn't~~ wears bright colors to work.
5. Officer Palone thinks his sunglasses are ~~trendy~~ retro.
6. Officer Palone's favorite color is ~~red~~ blue.

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-184)

A

In this activity, Ss brainstorm information about their own past clothing styles.

- **Preview the activity** Go over the instructions. Explain that Ss will write down the name of the clothing style they used to wear, and describe some of their favorite clothes. Model how to complete the diagram using your own style as an example.
- **Do the activity** Have Ss complete the diagram with their own ideas. Go around the room and help Ss as needed.

B

In this activity, pairs discuss their diagrams from Part A.

- **Preview the activity** Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have pairs talk about their diagrams. Encourage Ss to ask their partners follow-up questions.
- **Follow-up** Have Ss report to the class about their partner's diagram and clothing styles.
- *Option* Put Ss in small groups of similar styles. Have Ss list the fashions they had in common.

Action video note

Instruct Ss to make their own video about fashion and style. For further instructions, visit www.cambridge.org/fourcorners/teacher

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An interesting life

Story summary

In this video for her history class, Danielle interviews her grandmother. Danielle's grandmother used to be a newspaper reporter and had an interesting life. She's been to many different countries, interviewed Princess Diana in the 1980s, met the soul singer James Brown at the Apollo Theater in New York City, and won an award for reporting on the fall of the Berlin Wall in Germany in 1989. However, this interview is her first time on TV!

Language summary

Grammar
- Present perfect
- Present perfect vs. simple past

Vocabulary
- Experiences

Interactions
- Checking meaning
- Clarifying meaning

Before you watch (page T-185)

A

In this activity, Ss fill in the blanks in a paragraph that describes foreign correspondents and what they do.

- **Preview the activity** Direct Ss' attention to the paragraph. Explain that Ss will watch a video interview about Danielle's grandmother who used to be a newspaper reporter. Go over the instructions.
- **Do the activity** Have Ss complete the paragraph with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers
reporter; newspapers; travel; interview; events

B

In this activity, pairs discuss how they find out about news and events.

- **Preview the activity** Go over the instructions. If helpful, ask a volunteer the questions.
- **Do the activity** Have pairs ask and answer the questions.
- **Follow-up** Have Ss report to the class about how their partner finds out about the news. Make a class list of foreign correspondents on the board.

While you watch (pages T-185–186)

A

In this activity, Ss circle the correct answers from Danielle's interview with her grandmother.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. b 2. a 3. b 4. c 5. b

B

In this activity, Ss answer specific questions about James Brown according to Irma.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Have them correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. T
2. F; James Brown ~~wasn't~~ very hardworking.
3. F; James Brown used to practice for ~~an~~ hours each day.
4. T
5. T

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- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify what Irma says about the Berlin Wall.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

The fall of the Berlin Wall was the end of the Cold War.
People were so happy when it fell.
People in East Berlin crossed the wall and celebrated with the people in West Berlin.
She won an award for her story.

After you watch (page T-186)

A

In this activity, Ss discuss Irma's experiences.

- **Preview the activity** Go over the instructions and the questions. Read the example.
- **Do the activity** Have Ss work in small groups to discuss the questions.
- **Follow-up** Have groups report to the class about their favorite experiences and people they would like to interview. Compare the groups' responses.

B

In this activity, pairs discuss interesting people they've met and memorable experiences they've had.

- **Preview the activity** Go over the instructions. Read the example.
- **Do the activity** Have pairs take turns asking and answering questions about interesting people they've met and memorable experiences they've had. Go around the room and help Ss as needed.
- **Follow-up** Have Ss report to the class about their partner's experiences.
- *Option* Have pairs tell another pair about their partner's experiences.

Action video note

Instruct Ss to make their own video interview of someone who's had an interesting life. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Travels with Nick and Ben: Yosemite National Park

Story summary

In this travel video, Nick and Ben recount their trip to Yosemite National Park. Nick describes the amazing sites, including: Bridalveil Falls, El Capitán, the giant sequoia trees, and Tuolumne Meadows. Ben, on the other hand, thought their trip was stressful and frightening. He was afraid of falling trees and the bear that broke into their car. So, he asks viewers to decide if the park is "the most beautiful place on earth" or "the most dangerous."

Language summary

Grammar

- Comparisons with adjectives and nouns
- Superlatives with adjectives and nouns

Vocabulary

- Human-made wonders
- Geographical features

Before you watch (page T-187)

A

In this activity, Ss label the pictures with vocabulary words from the video.

- **Preview the activity** Direct Ss' attention to the pictures. Explain that Ss will watch a video about Nick and Ben's trip to Yosemite National Park. Go over the instructions.
- **Do the activity** Have Ss write the correct words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. a rock	3. a rattlesnake	5. a mountain lion
2. a waterfall	4. a meadow	6. a bear

B

In this activity, pairs discuss the animals and geographical features in Part A.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have pairs discuss the target questions about the animals and geographical features in Part A. Encourage Ss to ask and answer follow-up questions.
- **Follow-up** Have Ss report to the class about their partner's responses.
- ***Option*** Have pairs compare their answers with another pair.

While you watch (pages T-187–188)

A

In this activity, Ss identify activities about Nick and Ben's trip as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. F	4. F	7. T	10. F
2. T	5. F	8. T	11. F
3. T	6. T	9. T	12. F

B

In this activity, Ss match the parts of the sentences to describe the main attractions of the national park.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences.
- **Play the video** Have Ss match the phrases to complete the sentences by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

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- *Option* Have Ss match the phrases by reading and from memory. Then play the video for Ss to check their answers.
- *Option* Pause the video when a place is mentioned and have Ss match the sentence.

C

In this activity, Ss check the correct names to identify whether Nick or Ben made each comment about the trip.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check who said each statement. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Nick	3. Ben	5. Nick	7. Nick
2. Ben	4. Ben	6. Ben	8. Nick

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-188)

A

In this activity, pairs discuss their opinions of Nick and Ben's trip.

- **Preview the activity** Go over the instructions and read the questions. Model a conversation with a volunteer.
- **Do the activity** Have pairs ask and answer the questions.
- **Follow-up** Have Ss report to the class about their conversations.

B

In this activity, groups discuss trips they've taken.

- **Preview the activity** Go over the instructions. Read the questions.
- **Do the activity** Have Ss ask and answer the questions in their groups. Go around the room and help Ss as needed. Encourage Ss to expand upon their answers.

C

In this activity, groups share the most interesting information from their discussion.

- **Preview the activity** Go over the instructions. Give an example that you heard from one of the group discussions.
- **Do the activity** Have groups tell the class the most interesting stories or pieces of information from their discussions.
- **Follow-up** Have the class respond to each other's stories and information or ask each group follow-up questions.

Action video note

Instruct Ss to make their own travel video.
For further instructions, visit
www.cambridge.org/fourcorners/teacher

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The time of your life

Story summary

In *The time of your life* people call in to ask Wendy for help solving their time management problems. First, Nick calls in to ask Wendy to help him with his weekend schedule. She tells him he is trying to do too much, to take a deep breath, and make a list with the most important things at the top. Nick is thankful. Next, Soon-mi calls in because she doesn't have any time for her personal life. Wendy tells her she needs to learn to say no to people. Finally, Wendy has to cut off the last caller, because now she has run out of time!

Language summary

Grammar

- Present tenses used for future
- Requests
- Promises and offers with *will*

Vocabulary

- Commitments
- Favors

Before you watch (page T-189)

A

In this activity, Ss check the problems they have with their own time management.

- **Preview the activity** Direct Ss' attention to the chart. Go over the instructions. Have Ss read the phrases. If helpful, explain the concept of "managing time" and any vocabulary in the chart.
- **Do the activity** Have Ss check their own answers.
- **Follow-up** Have Ss share their selections with a partner.

B

In this activity, pairs discuss how they find help for their time management issues.

- **Preview the activity** Go over the instructions. Model a conversation with a volunteer.
- **Do the activity** Have pairs discuss the questions. Go around the room and help Ss as needed.
- **Follow-up** Have pairs compare their responses with another pair. Call on Ss to share their examples with the class.

While you watch (pages T-189–190)

A

In this activity, Ss check the correct names to answer questions about the characters' time management problems.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Wendy
2. Soon-mi
3. Soon-mi
4. Wendy
5. Nick
6. Soon-mi
7. Wendy
8. Nick
9. Nick
10. Soon-mi

B

In this activity, Ss circle the correct answers about Wendy's show, her callers, and the advice she gives them.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.

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- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. c 2. a 3. b 4. a 5. c 6. c

C

In this activity, Ss interpret information about the characters and identify the sentences as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. F 2. F 3. T 4. T 5. F 6. T

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-190)

A

In this activity, pairs compare their time management problems with those of the characters in the video.

- **Preview the activity** Go over the instructions and read the questions. Model example statements about your own time management problems.
- **Do the activity** Have pairs ask and answer the questions. Go around the room and help Ss as needed.
- **Follow-up** Have Ss report to the class about their partners' responses.

B

In this activity, pairs share lists of their weekend plans.

- **Preview the activity** Go over the instructions. Model an example from your own list on the board.
- **Do the activity** Have Ss make their lists. Then have them share lists with a partner.
- **Follow-up** Have Ss report to the class about their partner's weekend plans.

C

In this activity, pairs discuss their lists from Part B.

- **Preview the activity** Go over the instructions. Read the questions. If helpful, answer the questions about your own list.
- **Do the activity** Have pairs discuss which items on their list they won't do and why.
- **Follow-up** Have Ss report to the class about their partner's choices and their reasons for them.
- *Option* Have Ss give advice on how to manage the items on their partner's lists.

Action video note

Instruct Ss to make their own advice video. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Signs of the Zodiac

Story summary

In this video for her psychology class, Danielle interviews her family members to see if their personalities match the descriptions of their astrological signs. As they speak on camera, they reveal their true character traits. Danielle's mom, Wendy, is a Virgo: She is ambitious, wants things done with no mistakes, and is not always open to new ideas. Her brother, Max, is an Aries: He is creative, knows what he wants, and is not good at sharing feelings. Her father, Peter, is a Capricorn: He is ambitious, good at business, and worries too much. Finally, Danielle confesses her traits: She is adventurous and loves to try new things. She is also creative, but unreliable, which is why her video report is late, just like a Gemini.

Language summary

Grammar

- Adverbs modifying adjectives and verbs
- Present perfect with *for* and *since*

Vocabulary

- Personality traits
- More personality traits

Interactions

- Asking for agreement

Before you watch (page T-191)

A

In this activity, Ss label the pictures of the people with the correct jobs.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and write the correct words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. a student
2. a salesman
3. a consultant
4. a graphic designer

B

In this activity, Ss fill in the blanks with adjectives to describe the different jobs from Part A.

- **Preview the activity** Go over the instructions. If helpful, explain the definitions of the words.
- **Do the activity** Have Ss complete the sentences with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. ambitious
2. creative
3. unreliable
4. adventurous

While you watch (pages T-191–192)

A

In this activity, Ss match the characters with their zodiac signs.

- **Preview the activity** Explain that Ss will watch a video about Danielle's family and their zodiac signs. If helpful, remind Ss that there are traditionally 12 signs in the Western zodiac; they can be used to explain someone's characteristics and personality. Go over the instructions. Have Ss read the list of signs.
- **Play the video** Have Ss match the people and their zodiac signs by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

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B

In this activity, Ss fill in the blanks with the first letters of the correct zodiac signs.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write the first letter of the corresponding zodiac signs to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. A	6. G
2. G	7. V
3. V, C	8. A
4. A, G	9. V
5. C	10. C

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Max	5. Peter
2. Danielle	6. Danielle
3. Max	7. Peter
4. Wendy	8. Wendy

- *Option* Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-192)

A

In this activity, groups discuss the characters' personalities and their zodiac signs.

- **Preview the activity** Put Ss into pairs. Go over the instructions and read the question. Model a discussion with a volunteer.
- **Do the activity** Have pairs discuss why Danielle thinks her family members' personalities match their zodiac signs. Go around the room and help Ss as needed.
- **Follow-up** Call on Ss to share their explanations with the class.

B

In this activity, groups discuss people's personalities and their zodiac signs.

- **Preview the activity** Put Ss into groups. Go over the instructions and read the questions. Model a discussion with one or two volunteers.
- **Do the activity** Have groups discuss the questions.
- **Follow-up** Have Ss summarize their discussions for the class or report any interesting information.
- *Option* If your class enjoys this topic, put them in groups based on their signs to continue the discussion. Have them compare their personalities to find out ways in which they are similar to or different from one another.

Action video note

Instruct Ss to make their own videos about personality characteristics as they relate to zodiac signs. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Environmental superhero

Story summary

April makes a video for her biology class. She interviews a man who lives in her apartment complex, Mr. Green, but April calls him "Environmental Impact Man." She takes a tour of his apartment and shows us his habits that positively impact the environment. Mr. Green uses ice instead of electricity in his refrigerator, and candles instead of electric lights. He grows his own food, and always takes a cloth shopping bag to the store. For helping with her video, April brings Mr. Green a gift of a green T-shirt.

Language summary

Grammar
- Quantifiers
- First conditional

Vocabulary
- Environmental impacts
- Tips to help the environment

Before you watch (page T-193)

A

In this activity, Ss match words and pictures of vocabulary items in the video.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and write the correct letters from the word box next to the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. h	3. g	5. b	7. d
2. a	4. f	6. e	8. c

B

In this activity, Ss fill in the blanks to check their understanding of the vocabulary items in Part A.

- **Preview the activity** Direct Ss' attention to the sentences. Go over the instructions. Explain that Ss will complete the sentences using the words from Part A.
- **Do the activity** Have Ss complete the sentences with the words from Part A.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. landfill	5. candle
2. Ice	6. superhero
3. lightbulb	7. plant
4. plastic bottles	8. recycling bins

While you watch (pages T-193–194)

A

In this activity, Ss identify the things Henry Green does to help the environment.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

He grows vegetables.
He takes cloth bags to the supermarket.
He uses an ice box to keep his food cold.
He uses candles.
He uses the recycling bins in his building.

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B

In this activity, Ss circle the correct answers about April and Henry Green.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. b 2. c 3. c 4. a 5. a 6. c 7. a

- *Option* Have Ss answer the questions from memory. Then play the video for them to check their answers.

C

In this activity, Ss match the parts of the sentences to explain the reasons for Mr. Green's actions.

- **Preview the activity** Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss match the phrases to complete the sentences by writing the correct letters on the corresponding blanks. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. c 2. d 3. a 4. b

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-194)

In this activity, groups discuss their opinions of Mr. Green's actions.

- **Preview the activity** Put Ss into small groups. Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have Ss discuss each point. Go around the room and help Ss as needed.
- **Follow-up** Have groups share their opinions with the class.
- *Option* If your class enjoys lively discussions, assign half of the group to argue for Mr. Green's actions and half to argue against.
- *Option* Have groups poll their members: Do they engage in the same environmental actions that Mr. Green does? Do they do other things to help the environment? Have groups report their findings to the class.

Action video note

Instruct Ss to make their own video about environmental impacts. For further instructions, visit www.cambridge.org/fourcorners/teacher

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She must be copying me!

Story summary

In this video, Beth and Jessica meet at a coffee shop. Beth comments on Jessica's new bag and mentions that when she ran into Amanda a few minutes earlier, Amanda had a bag exactly like it. Jessica seems annoyed and says that Amanda must be copying her. Beth tells her not to worry about it and explains that Amanda might be upset because she broke up with Mark. Jessica is surprised to hear this. Then, Amanda shows up. Beth is surprised that Amanda seems fine since she broke up with Mark, which Amanda dismisses as gossip. Then Amanda notices that Jessica's bag and Beth's jacket are exactly like hers and accuses them of copying her.

Language summary

Grammar
- Expressions with infinitives
- Modals for speculating

Vocabulary
- Relationship behaviors
- Inseparable phrasal verbs

Before you watch (page T-195)

A

In this activity, Ss identify different fashion items by matching the vocabulary words with the items in the picture.

- **Preview the activity** Direct Ss' attention to the pictures of fashion items. Go over the instructions.
- **Do the activity** Have Ss match the words with the fashion items in the picture by writing the correct letters on the corresponding blanks.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. e	3. f	5. h	7. a
2. d	4. b	6. c	8. g

B

In this activity, Ss identify statements as compliments or not.

- **Preview the activity** Go over the instructions. If helpful, give examples of compliments to your Ss. Have Ss read the list of statements.
- **Do the activity** Have Ss write Y for yes if the statement is a compliment, or N for no if it's not.
- **Check answers** Go over the answers with the class.

Answers

1. Y 2. N 3. Y 4. Y 5. N 6. Y

C

In this activity, pairs compliment each other.

- **Preview the activity** Go over the instructions. Model the activity by giving compliments with a volunteer.
- **Do the activity** Have pairs compliment each other on two of their fashion items.
- **Follow-up** Have Ss share their compliments with the class.

While you watch (pages T-195–196)

A

In this activity, Ss identify the items Amanda has that are the same as items that Jessica or Beth has.

- **Preview the activity** Explain that Ss will select the fashion items that Jessica and Beth think Amanda bought to copy them. Go over the instructions. Have Ss read the list of fashion items.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

a bag; a denim skirt; a jacket; a pair of red shoes

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- *Option* Pause the video after each item is mentioned for Ss to check, or not.

B

In this activity, Ss circle the correct answers about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss check the correct names to answer questions about the characters' thoughts.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the name to identify which girl thinks each statement. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Jessica
2. Jessica
3. Beth
4. Beth
5. Jessica
6. Beth
7. Beth

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-196)

In this activity, groups discuss the issues presented in the video.

- **Preview the activity** Go over the instructions. Read the questions. Explain the concept of *copying someone* again, if necessary. Model a conversation with a volunteer.
- **Do the activity** Put Ss in small groups. Have groups ask and answer the questions with their own ideas, opinions, and experiences.
- **Follow-up** Call on Ss to share interesting information from their group discussions with the class.

Action video note

Instruct Ss to make their own video about relationship issues. For further instructions, visit www.cambridge.org/fourcorners/teacher

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A cool accomplishment

Story summary

In this video for her business class, Alicia interviews fashion designer Martina Diaz in order to get some advice on becoming a fashion designer herself. Martina explains that as a student, she didn't have much money, so she began sewing her own clothes. Other students liked them, so she began selling them. Martina tells Alicia that she has to know what she likes and not be afraid to say it. She finds out that Alicia made her own dress and tells her that she should plan a career in fashion.

Language summary

Grammar
- Reflexive pronouns
- Second conditional

Vocabulary
- Qualities for success
- Separable phrasal verbs

Interactions
- Advising against something
- Considering advice

Before you watch (page T-197)

A

In this activity, Ss fill in the blanks in a summary paragraph about the video.

- **Preview the activity** Go over the instructions. Explain any words Ss are unfamiliar with.
- **Do the activity** Have Ss complete the paragraph with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

accomplished; college; fashion designer; studio; busy; advice

B

In this activity, Ss discuss career advice they've received.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss work in pairs to discuss the questions. Go around the room and help Ss as needed.
- **Follow-up** Call on Ss to report their partner's experiences to the class.

While you watch (pages T-197–198)

A

In this activity, Ss correct the false sentences about the characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss change the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Alicia is a ~~high school~~ college student.
2. Martina ~~had~~ didn't have a lot of training when she started designing.
3. Martina's three words of advice to Alicia are ~~creativity, flexibility, and talent~~ enthusiasm, dedication, and confidence.
4. Alicia ~~bought~~ made the dress she is wearing.
5. Martina thinks Alicia should plan a career in ~~business~~ fashion.

B

In this activity, Ss circle the correct answers from Alicia's interview with Martina.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.

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- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify which character makes each comment.

- **Preview the activity** Go over the instructions. Have Ss read the statements.
- **Play the video** Have Ss write the initial of the character who makes each comment: A (Alicia) or M (Martina). Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. A 3. M 5. A 7. M
2. A 4. M 6. M 8. A

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-198)

A

In this activity, pairs discuss how they think Alicia felt after the interview with Martina.

- **Preview the activity** Read the questions. Go over the instructions. Model the activity by asking and answering the questions with a volunteer.
- **Do the activity** Have pairs ask and answer the questions and share their ideas.
- **Follow-up** Have pairs compare answers with another pair. Call on Ss to share their ideas with the class.

B

In this activity, Ss brainstorm qualities they would need to succeed at a job they would like to have.

- **Preview the activity** Go over the instructions. Model the activity by completing the diagram on the board. For example: *Veterinarian: likes animals, scientific, confident*
- **Do the activity** Have Ss fill in the diagram.

C

In this activity, pairs compare and discuss their diagrams from Part B.

- **Preview the activity** Put Ss in pairs. Go over the instructions and read the example.
- **Do the activity** Have pairs discuss their diagrams. Go around the room and help Ss as needed. Encourage them to explain their ideas and ask questions for more information.
- **Follow-up** Call on Ss to describe their partner's diagram to the class.
- *Option* Put Ss in groups of similar jobs to compare their diagrams.

Action video note

Instruct Ss to make their own video interview of someone who does a job they would like to have. For further instructions, visit www.cambridge.org/fourcorners/teacher

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I haven't made it yet.

Story summary

In this video, Danielle interviews a band – the Bull Dogs: Chris, David, John, and Ian – as they record their second album. Throughout the interview, Chris tries to get one of their songs right for the album. Danielle asks how the band was formed, how it was named, and if they've had success yet. Chris tries to say that they're a well-known and award-winning band, but his band mates contradict him. Danielle asks how their songs were written and who writes the lyrics. The band demonstrates its song-writing technique. Finally, Chris sings the song well, but no one recorded it.

Language summary

Grammar
- Past passive
- Present perfect with *yet* and *already*

Vocabulary
- Compound adjectives
- Verb and noun formation

Interactions
- Giving instructions

Before you watch (page T-199)

A

In this activity, Ss fill in the blanks to check their understanding of vocabulary in the video.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions. Have Ss read the sentences.
- **Do the activity** Have Ss complete the sentences with the correct words from the box.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. bass; guitar	3. pets	5. Drums
2. lyrics	4. Costumes	

B

In this activity, pairs discuss if they know anyone who is, or was, in a band.

- **Preview the activity** Go over the instructions. Model an example with a volunteer.
- **Do the activity** Have Ss tell their partner their own examples. Go around the room and help Ss as needed. Encourage Ss to ask and answer follow-up questions for more information.
- **Follow-up** Call on Ss to share their information with the class.

While you watch (pages T-199–200)

A

In this activity, Ss identify basic facts about the band.

- **Preview the activity** Explain that Ss will watch a video interview of a band. Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. b	3. c	5. a	7. c
2. a	4. c	6. b	

B

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the list of statements.
- **Play the video** Have Ss check the name of the person to answer each question. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Chris	3. John	5. Ian
2. David	4. David	6. Ian

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C

In this activity, Ss identify sentences about the characters as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. F 2. T 3. T 4. F 5. F

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-200)

In this activity, groups discuss qualities a band needs to be successful.

- **Preview the activity** Go over the instructions and read the questions. Model a discussion with a volunteer.
- **Do the activity** Have pairs ask and answer the questions. Go around the room and help Ss as needed.
- **Follow-up** Call on Ss to share their ideas with the class.
- *Option* If your class enjoys this topic, you can put Ss into groups based on bands they like or don't like.

Action video note

Instruct Ss to make their own video about a band.
For further instructions, visit
www.cambridge.org/fourcorners/teacher

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Travels with Nick and Ben: Fish and chips

Story summary

In this travel video, Nick and Ben tell all about the delicious food they ate on their trip to London, England. Nick prefers to try local food. Ben says he does, too. On the first day, they tried fish and chips. On the second day, Nick had a vegetable curry, and Ben had fish and chips. On the third day, Nick had Middle Eastern kebabs. Ben had fish and chips from a fast-food place and got a stomachache. On the last day, Nick had high tea at a fancy hotel, and Ben found the best fish and chips in London.

Language summary

Grammar
- Gerunds
- Modals for necessity and recommendations

Vocabulary
- Vacation activities
- Extreme sports

Interactions
- Reminding someone of something

Before you watch (page T-201)

A

In this activity, Ss label the pictures with vocabulary words from the video.

- **Preview the activity** Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss write the correct words under the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. vinegar
2. vegetable curry
3. high tea
4. lamb kebabs
5. fish and chips
6. ketchup

B

In this activity, Ss discuss their opinions about the food items shown in Part A.

- **Preview the activity** Go over the instructions. Read the questions.
- **Do the activity** Put Ss in pairs. Have pairs discuss their experiences with and opinions about the food items in Part A.
- **Check answers** Call on Ss to report their partner's experiences and opinions to the class.

While you watch (pages T-201–202)

A

In this activity, Ss check the correct names to answer questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check if Ben or Nick does each thing. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Ben, Nick
2. Ben
3. Nick
4. Ben
5. Ben
6. Nick
7. Nick

B

In this activity, Ss identify sentences about the characters and the information they share in the video as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences or F for the false ones. Have them correct the false sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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Answers

1. F; When Nick goes on vacation, he ~~loves~~ can't stand visiting landmarks.
2. T
3. F; French fries are ~~called~~ ~~mashed potatoes~~ chips in England.
4. F; People in England eat chips with ~~ketchup~~ vinegar.
5. T

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss circle the correct answers about Ben and Nick's trip.

- **Preview the activity** Go over the instructions.
- **Play the video** Have Ss circle the correct answer to complete the sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-202)

A

In this activity, pairs discuss what they would do if they went to London.

- **Preview the activity** Go over the instructions. Read the questions. Model a discussion with a volunteer.
- **Do the activity** Have pairs ask and answer the questions.
- **Follow-up** Call on Ss to report their partner's responses to the class.

B

In this activity, Ss complete a diagram about a city they know or have visited and good places to eat there.

- **Preview the activity** Go over the instructions. Model how to complete the diagram with your own example on the board.
- **Do the activity** Have Ss complete their diagrams. Go around the room and help Ss as needed.

C

In this activity, pairs share their diagrams from Part B.

- **Preview the activity** Go over the instructions. Read the example.
- **Do the activity** Have pairs discuss their diagrams.
- **Follow-up** Call on Ss to summarize their discussions for the class.
- *Option* If your class enjoys this topic, have them complete the diagram for their favorite foods and restaurants in your town or city. Hold a class discussion to compare.

Action video note

Instruct Ss to make their own video about favorite foods and restaurants. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Video scripts

Unit 1

A busy schedule

In A busy schedule, *Danielle is making a video for her journalism class. She interviews her friend, Amy, about her life at school. Amy is very busy taking six classes. Danielle asks Amy about her classes, what she does when she's nervous about exams, and if she gets sleepy in class. Despite drinking a lot of coffee to get her through her busy schedule, Amy falls asleep during Danielle's interview.*

Danielle Hi. I'm Danielle. This is my friend, Amy. We're seniors this year. My classmate April and I are studying journalism. This video is for my class. Say "Hi!" April.

April Hi!

Danielle I'm interviewing Amy about her life at school these days. So, Amy, are you taking a lot of classes?

Amy Yeah, I am. I'm taking six classes.

Danielle Six classes? Wow, that's a lot. I'm taking five classes, and I feel like I have a really busy schedule. So, which subjects are difficult for you?

Amy Oh, chemistry is very difficult. I have a big exam this week, and I'm kind of nervous about it.

Danielle When I'm nervous about something, I try not to think about it. What do you do?

Amy Well, if I'm nervous before a big exam, I eat a lot. And I drink a lot of coffee. Would you like some popcorn?

Danielle No, thanks. I'm not hungry.

Amy April?

Danielle If I have a big exam, I study. What about you?

Amy Yeah, sure. I mean, I really study a lot. I study every morning before class, and every night, and on weekends. I also eat a lot . . .

Danielle . . . and drink a lot of coffee.

Amy Yeah. Are you sure you don't want any popcorn?

Danielle No, thanks. I'm good. So, are you taking any fun classes?

Amy Yeah, I am. I'm taking art. That's a fun class. Hey, can I draw you?

Danielle Sure. Go ahead.

Amy Great! I really love art class. It's easy . . . and it's very relaxing.

Danielle Actually, it looks kind of stressful. Are you getting enough sleep?

Amy Yeah. No. Maybe. Well, I sleep about four hours a night, sometimes five.

Danielle That's not good. Don't you feel sleepy?

Amy Sleepy? No, not me. I'm fine.

Danielle What do you do if you feel sleepy in class? You can't drink coffee in class.

Amy Yeah, I know. And we're not allowed to eat in class. When I feel sleepy in class, I put my head on my hand like this. If I start to go to sleep, my head falls down . . . and I wake up!

Danielle I see. Well, uh . . . journalism is a fun class for me. I'm learning to write stories for newspapers and magazines. And I'm learning to interview people and make video stories . . . like this one! Amy? Are you sleeping?

Amy I'm awake! Where's my coffee?

Danielle OK, can I ask you one more question, Amy?

Amy Sure. I'm ready. I'm totally awake.

Danielle What job do you want someday?

Amy Well, I hope to be a doctor someday. Actually, I'm preparing for my medical school exams this year.

Danielle Wow, you're a very determined person, and very sleepy. Well, thanks for talking with us, Amy.

Amy No problem. Don't you want to see my drawing? I'm a pretty talented artist.

Danielle Sure.

Amy Pretty good, right?

Danielle Yeah. It's . . . really . . . interesting.

Amy It's yours, Danielle! Oh, I'm late for class. I'll see you later!

Danielle Uh, thanks. Bye!

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Unit 2

An awful, terrible, embarrassing, really bad day!

For her art project, April makes an animated video about her awful, terrible, embarrassing, really bad day. April's dog eats her homework, she misses the bus, she embarrasses herself in front of a boy from her French class, and she loses her job.

April Well, last Tuesday, I had an awful, terrible, embarrassing, really bad day! I woke up late because my alarm clock didn't go off. Oh, no! I'm late! I was eating breakfast, when I saw my dog, Longfellow, eating my biology homework. He had little bits of paper all over his face. Bad boy! I ran for the bus – and, of course, I missed it. When I got on the next bus, Zach Smith was sitting there. He's a really cute and interesting guy from my French class. I was excited because no one was sitting next to him! So, I sat down next to Zach. We were talking about school when he said, "There's a big stain on your shirt." And of course, he was right! I spilled yogurt on my shirt when I was eating breakfast. The stain was disgusting, and I was embarrassed! Suddenly the bus stopped, and I spilled my orange juice on Zach. Now there was a big, disgusting stain on *Zach's* shirt. I was *really* embarrassed! "I'm sorry!" I said. Zach was not amused, and he moved to another seat. Unfortunately, I was late for biology class. I was telling my teacher about my dog and my biology homework, but he wasn't interested. He said, "If your dog is hungry, give him some *food*." When he said this, everyone in the class laughed. I felt really, *really* embarrassed! After school, I went to the store to buy some laundry detergent. I needed to wash my shirt. Surprisingly, the line was *very* long. I waited in line for 25 minutes! When I got to the counter, I didn't have enough money for the detergent. Now I was late for my job at the restaurant, so I had to run. Unfortunately, I missed the bus . . . *again!* I was very late for work. My boss was extremely angry, so I lost my job. Coincidentally, Zach Smith was in the restaurant. I was really, really, *really* embarrassed. And now he thinks I'm really weird! So last Tuesday, I got a bad grade on my biology assignment because Longfellow ate it. Sadly, Zach Smith won't talk to me, and I don't have a job. But fortunately, I had a lot of time to make this animation project for my art class. It *is* pretty cool, don't you agree?

Unit 3

What's your personal style?

In this episode of Street Talk, *Emi K. interviews people about fashion and style. She speaks with an independent film director who likes to wear black and white, a librarian who likes bright colors, and a police officer who likes clothes that are comfortable and blue, like his uniform.*

Female announcer Street Talk! With Emi K.

Emi Hi! Today, I'm asking some people on the street about their personal clothing style. Excuse me, sir. Hi, I'm Emi K. from *Street Talk*. Can I ask you a few questions about your personal clothing style?

Jim OK.

Emi Great! What's your name?

Jim Jim.

Emi OK, Jim. So, tell me about your clothes. What's your personal clothing style?

Jim Well, I usually wear clothes like these for work – nothing flashy or tacky.

Emi Uh-huh. And what do you do, Jim?

Jim I'm a director. I make independent films in black and white.

Emi I see. You really like black and white.

Jim I do, yes. I think black is always fashionable. And black goes with everything.

Emi What about on the weekends?

Jim Well, on the weekends I usually wear jeans and a T-shirt.

Emi Black jeans and a white T-shirt?

Jim Yes, that's right. How did you know?

Emi Oh, I don't know . . . just a lucky guess! Well, thanks for talking with us, Jim!

Jim My pleasure. Good-bye!

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Emi Hi, I'm Emi K. from *Street Talk*. Can I ask you some questions about clothing and fashion?
Lola Yeah, sure! Hi, I'm Lola!
Emi Thanks, Lola! So what's your personal clothing style?
Lola Oh, sure! Well, I guess I like clothes that attract attention.
Emi Yes, I see. And you like bright colors?
Lola Yeah! I'm someone who likes to stand out in a crowd.
Emi Right. So, what's your job, Lola?
Lola I'm a librarian.
Emi A librarian?! Do you wear these kinds of clothes to work?
Lola Yeah, sure! I mean, I *used* to wear *really* flashy clothes – you know, when I was younger. But now I'm more conservative.
Emi Huh. OK. Well, thanks for talking with us, Lola!
Lola You're welcome! See you!
Emi Bye.

Emi Excuse me? I'm Emi K. Can I ask you a question about fashion? Oh! I'm sorry! I didn't know you were . . .
Officer Palone You want to ask me a question about fashion? Sure. I like fashion.
Emi O . . . K. Well, what's your name?
Officer Palone Officer Palone.
Emi Well, Officer Palone, are you the kind of person who follows fashion?
Officer Palone Sure. Just look at me. I'm very fashionable. For example, see my sunglasses? They're very retro.
Emi OK. . . . So what's your clothing style?
Officer Palone Blue.
Emi Excuse me?
Officer Palone I like clothes that are comfortable and blue.
Emi Blue? Like your uniform?
Officer Palone That's right, ma'am.
Emi What about on the weekend, when you're not working. What do you wear then?
Officer Palone Blue shirt. Blue pants. I used to wear other clothes like jeans and T-shirts. But, I'm the kind of person who's into fashion. So now, it's blue all the time.
Emi I guess blue, uh, your uniform, does attract a lot of attention.
Officer Palone Yes.
Emi And I guess you are someone who really *stands out in a crowd*!
Officer Palone That's correct.
Emi Well, Officer Palone, thank you very much for talking with us.
Officer Palone You're welcome.
Emi That's it for today. I'm Emi K. and this is *Street Talk*. See you next time!

Unit 4

An interesting life

In this video for her history class, Danielle interviews her grandmother. Danielle's grandmother used to be a newspaper reporter and had an interesting life. She's been to many different countries, interviewed Princess Diana in the 1980s, met the soul singer James Brown at the Apollo Theater in New York City, and won an award for reporting on the fall of the Berlin Wall in Germany in 1989. However, this interview is her first time on TV!

Danielle Hello to everyone in my world history class! It's me, Danielle, of course. And this is my grandmother, Irma. Today, I'm going to interview her. She used to be a reporter, and I want to ask her about it. I think she's had a very interesting life.
Irma Uh, hello, class!
Danielle So, Grandma Irma, first question. You were a newspaper reporter, right?
Irma That's right. I worked for a few newspapers. I was a foreign correspondent.
Danielle A foreign correspondent. Does that mean you've worked in a lot of foreign countries?
Irma That's right. I've been to, oh . . . 30 or 40 different countries.
Danielle Wow, that's a lot! I really want to go to England. Have you ever been there?
Irma Yes, sure. I've been there many times. I interviewed Princess Diana there in the 1980s.
Danielle You interviewed Princess Di?!

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Irma Yes. Here, let me show you – that's me, in the corner. I'm a little small.
Danielle That doesn't look like you!
Irma Well, Danielle, that was 30 years ago! I've gotten older – and I've gotten a few gray hairs, too!
Danielle So, have you met any other famous people?
Irma Oh, yes. Well, uh, I met James Brown.
Danielle James Brown? Really?! He was a famous soul singer about 50 years ago.
Irma He was famous 40 years ago, too. I'm not that old. But he is one of my favorites. A lot of hip-hop artists have used his music in their songs. And you know how I love hip-hop!
Danielle Yeah, I know. So, what was James Brown like?
Irma Well, he was very polite, and funny too. He was very hardworking and an amazing dancer. He practiced for hours every day.
Danielle Did you ever see him perform?
Irma Yes, I did. I saw James Brown at the Apollo Theater.
Danielle Do you mean the famous theater in New York City?
Irma That's right. The Apollo Theater, on 125th Street in Harlem.
Danielle Cool! What was the show like?
Irma Oh, James Brown was great! His band was great! The audience was great! We were all dancing and singing with him. Wow!
Danielle Uh, Grandma? Our interview?
Irma Sorry.
Danielle That's OK. Um, right. So, here's another question. Have you ever reported on a big historical event?
Irma Yes, I have. I was in Germany in 1989. That's when the Berlin Wall fell.
Danielle Really?! Grandma – wow! That was a really big change in history, right? We've studied that in class.
Irma Right. I mean, that was the end of the Cold War. People were so happy. The people in East Berlin crossed the wall and celebrated with the people in West Berlin.
Danielle How exciting – and you were there to see it! Have you ever won an award for your stories?
Irma Yes, I have. Actually, I won a Foreign Correspondent Award in 1989 for my story about the Berlin Wall.
Danielle What?! A Foreign Correspondent award – this is really cool! That's a big deal! How did I not know this?
Irma There's a lot you don't know about me.
Danielle I guess so! OK, one last question, grandma. Have you ever been on TV?
Irma No, I haven't. I only worked for newspapers.
Danielle Well, you're on TV now! Thanks so much for talking with us, Grandma. I never knew you had such an interesting life!
Irma It was my pleasure. Maybe next time I'll tell you about the time I played basketball with Michael Jordan.
Danielle No way! Bye, guys! No way!

Unit 5

Travels with Nick and Ben: Yosemite National Park

In this travel video, Nick and Ben recount their trip to Yosemite National Park. Nick describes the amazing sites: El Capitán, Yellowstone Falls, Bridalveil Falls, Mariposa Grove, the giant sequoia trees, and Tuolumne Meadows. Ben, on the other hand, thought their trip was stressful and frightening. He was afraid of falling trees and the bear that broke into their car. So, he asks viewers to decide if the park is "the most beautiful place on earth" or "the most dangerous."

Nick Hey, everyone. Welcome to travels with Nick and Ben. I'm Nick . . .
Ben And I'm Ben.
Nick And today we have a special treat for you: Yosemite National Park – the most beautiful place on earth.
Ben Or as I like to call it, Yosemite National Park, the most dangerous place on earth.
Nick You're really going to do this?
Ben The world must know.
Nick Yosemite National Park is in California, and it's an amazing natural wonder! It has many beautiful geographic features: forests, waterfalls, mountains, valleys, rivers. I think it's one of the most beautiful places in the United States. It takes about four hours to drive there from San Francisco.
Ben Well, it takes about four hours if you have enough gas. But we didn't. Someone . . . didn't fill up the car in the morning. So we ran out of gas, and I had to walk one hour to a gas station.
Nick That was unfortunate, but not dangerous.
Ben Oh yeah? Because I saw a rattlesnake while I was walking on the road! Luckily, it did not see me!

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Nick OK, so it took us about six hours to get there. But we finally made it to: El Capitan! This huge rock is called El Capitan. It's one of the most popular places in the world for rock climbing.

Ben Look at that! Don't you think that looks dangerous?!

Nick But you didn't go climbing. You stayed at the bottom.

Ben Where all those climbers could fall on me!

Nick Yosemite has some amazing waterfalls! This is Yosemite Falls. It's the highest waterfall in North America!

Ben Sure. It's high. It's 2,425 feet high. And we had to hike to the top!

Nick It was exciting and challenging. And it was a great view.

Ben It was stressful, it was frightening, and it was wet! And it was a long way down. Fortunately, we didn't fall.

Nick This is Bridalveil Falls. It's not as big as Yosemite Falls, but I think it's more beautiful.

Ben It is more beautiful, I agree.

Nick Thank you.

Ben And wetter.

Nick It was just a little bit of water. Water can't hurt you. Mariposa Grove has the largest number of giant sequoia trees in Yosemite National Park. There are hundreds of sequoias there.

Ben Hundreds of sequoias that can FALL ON YOU! You took me to a place not just where trees can fall on you, but where THE LARGEST TREES ON EARTH CAN FALL ON YOU!

Nick This tree is called "Grizzly Giant." It's the oldest sequoia tree in Mariposa Grove. It's probably more than 2,000 years old!

Ben And it looks like it might fall at any minute.

Nick This tree isn't as old as Grizzly Giant, but it's more unusual! It is called the "California Tunnel Tree." People can walk right through it! Was that dangerous?

Ben No. That was cool. I liked that.

Nick I really like El Capitan and the giant sequoia trees, but I think that Tuolumne Meadows is more beautiful. And nothing dangerous here.

Ben No, nothing dangerous at all . . . EXCEPT THIS GUY!

Nick We didn't see a mountain lion.

Ben No, but somebody told me that there are mountain lions there.

Nick We didn't see a mountain lion.

Ben No, we didn't.

Nick Finally, I think that the best time of the day in Yosemite is in the evening, when the sun goes down. Then it's more beautiful than any place I've ever visited!

Ben Yeah. But don't forget about Yosemite at night. Are you going to tell them about . . . the bear?

Nick Oh, yeah. The bear. Well, Ben and I were camping at Yosemite. We were sleeping in our tents one night. And, yeah, we left our food in the car.

Ben Hey, it wasn't me! You left the food in the car!

Nick I left the food in the car. And that night, a bear broke into our car and took our food. That happens a lot in Yosemite.

Ben Did you know that bears damage about 100 cars each year in Yosemite? Nick tells me this after we get home.

Nick But fortunately, the bear wanted our food . . . and not us.

Ben So that was our trip.

Nick And all of you out there watching can decide: Yosemite National Park – the most beautiful place on earth . . .

Ben Or the most dangerous?!

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Unit 6

The time of your life

In The time of your life *people call in to ask Wendy for help solving their time management problems. First, Nick calls in to ask Wendy to help him with his weekend schedule. She tells him he is trying to do too much, to take a deep breath, and make a list with the most important things at the top. Nick is thankful. Next, Soon-mi calls in because she doesn't have any time for her personal life. Wendy tells her she needs to learn to say no to people. Finally Wendy has to cut off the last caller because now she has run out of time!*

Wendy I'm sorry I'm late. Are we rolling? Hi, everyone. I'm Wendy Jones, and this is *The Time of Your Life*, my web show about time management. Call me with your questions, and I'll answer them on the show. OK, our first question is from Nick, a college student. Hi, Nick.

Nick Hi, Wendy. I need your help!

Wendy Well, that's why I'm here! What's your question, Nick?

Nick I need help with my schedule. Uh, for example, this weekend – I work in the morning, and I'm having a birthday party for my nephew in the afternoon. I'm meeting my friends for dinner at six o'clock, then they want to see a film in the evening. It starts at seven-thirty. But I also have to study for an exam, uh . . . do my laundry, shop for groceries, clean my apartment, uh . . . pay my bills, call my mom . . .

Wendy Nick, Nick, NICK! Stop a second, OK? You're feeling stressed. Take it easy. Now, breathe slowly and deeply like this. There. Are you feeling better?

Nick Yeah, I am. Thanks, Wendy!

Wendy No problem. OK, good. Now, Nick, you're trying to do too much. Make a list of things to do, like me. Here's my list for the weekend: clean my room, do my homework, feed my pet snake . . . that's not my list! That's my son's list. I can't find my list. OK, here's what you do: make a list of everything you have to do, and put the important things at the top of your list.

Nick Um, but Wendy, all these things are important to me!

Wendy OK, Nick. Relax. Breathe. OK. Take your list of things you have to do and do them one at a time. For example, you have to study. You have to work. You don't have to go to the movies, right?

Nick Right. That's not too important . . .

Wendy That's right. Call your friends and say, "Would you mind going to the movies next week?" I'm sure they'll understand.

Nick Yeah, I see. OK. Thanks, Wendy. That helps. I love your show!

Wendy Thanks, Nick! You're so nice. OK . . . here's another question.

Soon-mi Hi, Wendy. My name is Soon-mi.

Wendy Hi, Soon-mi! How can I help you?

Soon-mi Well, Wendy, I'm always so busy all the time! I can't seem to find any time for my personal life. I mean, I commit to too much work, and I have a habit of doing a lot of other people's work, too. And I take on too many projects at school, and . . .

Wendy NO!

Soon-mi What?!

Wendy You have to learn to say no.

Soon-mi No?

Wendy That was terrible – I couldn't hear you. Let's practice. Listen. Soon-mi, a classmate at school wants you to check her homework on Friday night. You have a date. What do you say?

Soon-mi No!

Wendy Good! That was much better! Now Soon-mi: A friend wants you to pick her up at the airport at eleven o'clock Sunday night. You have to be at work early on Monday. What do you say?

Soon-mi NO!

Wendy Very good! Your roommate wants you to do the grocery shopping for her.

Soon-mi NO!!

Wendy Excellent! Now, Soon-mi, have you learned to say no?

Soon-mi NO!!! Sorry, I mean, YES!

Wendy OK, great! Now you'll have more time for your life.

Soon-mi Thanks very much, Wendy!

Wendy Bye, Soon-mi. OK, here's another question.

Chris Hi, Wendy. I'm Chris. I have this band and . . .

Wendy Oh, Chris – I'm so sorry! I can't answer your question about time management right now because, unfortunately, I'm out of time! Sorry, everyone! But I'll answer all of your questions next time. Thanks for watching! This is Wendy . . .

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Unit 7

Signs of the Zodiac

In this video for her psychology class, Danielle interviews her family members to see if their personalities match the descriptions of their astrological signs. As they speak on camera, they reveal their true character traits. Danielle's mom, Wendy, is a Virgo: She is ambitious, wants things done with no mistakes, and is not always open to new ideas. Her brother, Max, is an Aries: He is creative, knows what he wants, and is not good at sharing feelings. Her father, Peter, is a Capricorn: He is ambitious, good at business, and worries too much. Finally, Danielle confesses her traits: She is adventurous and loves to try new things. She is also creative, but unreliable, which is why her video report is late, just like a Gemini.

Danielle Hi! I'm Danielle. This video is a project for my psychology class. The question I want to ask is: Do my family members' personalities match the typical characteristics of their zodiac signs? I'm going to interview them to find out! First, I'm going to interview my mom. Her name is Wendy. She's worked as a time management expert for ten years. Her zodiac sign is Virgo. Virgos are ambitious. They want things done with no mistakes, and they are not always open to new ideas.

Danielle OK, mom! I'm recording. Here's my first question: Do you like everything to be perfect, with no mistakes?
Wendy Wait! I'm not ready! Is my hair OK?
Danielle Mom, you look totally fine!
Wendy Oh, no! Wait! This room a mess! Let me put these dishes away.
Danielle Mom! OK, here's another question. Are you ambitious and hardworking?
Wendy Look at these walls! The paint is old! I really should decorate this kitchen. I'll get some wallpaper and do it tonight!
Danielle Why don't you paint the walls? That's easier.
Wendy No, honey. You know me. I like to do things my way.
Danielle OK, Mom. Those are all my questions.
Wendy That's all? Were my answers OK? Are you sure my hair is OK . . . ?

Danielle OK. Next is my brother, Max. Max is an Aries. Aries are creative. They know what they want, but they have difficulty sharing their feelings.
Danielle So, Max, what do you do?
Max I'm a graphic designer. I work for a magazine.
Danielle How long have you been there?
Max I've worked there for two years.
Danielle And do you like the job?
Max Yeah, but I want to be an art director in two years.
Danielle Didn't your friend Andy get a promotion this month?
Max Yeah. He's our new art director.
Danielle I see. How do you feel about that?
Max I don't want to talk about it.

Danielle OK. Now it's my dad, Peter's, turn. He's a Capricorn. They're ambitious and good at business. But sometimes they worry too much. My dad owns a car dealership. He's owned it since 2003.
Peter Danielle, I'm late for work. Have you turned the camera on?
Danielle Yes, the camera's been on since I started the interview!
Peter Well let's go. I've got to get back to work! I've really set high goals for myself this year – I'm going to sell a hundred more cars. But I can't do that sitting here talking to you! It's late. You know I always worry about being late for work!

Danielle OK. So now you've seen my family, and I think I've answered my question. I mean, their personalities *really do* match their zodiac signs! Don't you think so? What about me? Well, I'm very adventurous; I love to try new things. I'm also pretty creative. But sometimes I can be unreliable. I mean, this video project was actually due *yesterday* . . . so, it's a *little* late. Better late than never, don't you agree? I hope my *teacher* agrees! So, what sign am I? You guessed it: I'm a Gemini.

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Unit 8

Environmental superhero

April makes a video for her biology class. She interviews a man who lives in her apartment complex, Mr. Green, but April calls him "Environmental Impact Man." She takes a tour of his apartment and shows us his habits that positively impact the environment. Mr. Green uses ice instead of electricity in his refrigerator and candles instead of electric lights. He grows his own food and always takes a cloth shopping bag to the store. For helping with her video, April brings Mr. Green a gift of a green T-shirt.

April Hey, everyone in biology class. It's me, April. Now here's a question for you. Do you know someone who has had a positive impact on the environment? Well, I do. And he lives right here in my apartment complex! His real name is Henry Green. But I sometimes call him "Environmental Impact Man!" You see, he has changed many of his habits to become greener and to protect the environment. I'd like you to meet him. Don't worry. He knows we're coming. Hi, Mr. Green! Is this a good time to talk?

Mr. Green Well, hello, April. Yes, of course, come right in. Come in! Come in!

April I'm so happy you can talk with us. You know, this is a special video project for school.

Mr. Green I'm very happy to do it. So, where do we begin?

April OK. Well, tell us some habits you have changed to have a positive impact on the environment.

Mr. Green Sure. Now you know what this is.

April Of course. It's a refrigerator.

Mr. Green Well, not exactly. Look inside.

April Oh, there's ice in here!

Mr. Green That's right. I don't use much electricity. I use ice to keep my food cold. You know what people used to call a refrigerator before there was electricity?

April Hmm. I don't know.

Mr. Green An ice box!

April Oh, yeah. I remember my grandmother used to say that.

Mr. Green That's right. Now I have an ice box. Refrigerators use too much energy. I save more money with ice.

April That's interesting. What else do you do to help the environment?

Mr. Green Well, I don't use electric lights.

April Really? You don't use compact fluorescent light bulbs? I mean, they use less energy, and you save more money.

Mr. Green Yes, CFLs do use less energy. But I use something that uses even less energy.

April Candles!

Mr. Green That's right. If you look around my apartment, you'll see there are lots of candles.

April Wow, look at this. Are you growing your own food?

Mr. Green Yes, I grow some of my own vegetables. I prefer organic food without any chemicals. Of course, I can't grow enough food in this apartment, so I have to buy some things at the supermarket.

April Wait, don't tell me. When you go to the supermarket, you bring your own cloth shopping bag!

Mr. Green That's right! Here it is. I always bring my own bag.

April Unfortunately, people use too much plastic – especially plastic bags and water bottles –they end up in landfills and cause pollution.

Mr. Green People often throw plastic bottles in the garbage. They should use recycling bins.

April Well, there aren't always enough recycling bins. But fortunately, we have enough in our building.

Mr. Green Yes, we do. That's why I enjoy living here. And because nice young people like you live here, April.

April Oh, that's nice of you to say! And thank you so much, Mr. Green, for talking with us. I brought you a little gift, for helping me with my biology project.

Mr. Green Really? What is it?

April Well, you're kind of a superhero to me, so I brought you this . . .

Mr. Green "Environmental Impact Man"! Well, I hope I have a positive impact on the environment. We have one world, you know. So we must protect it.

April Well, thanks again, Mr. Green.

Mr. Green It was my pleasure, April.

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Unit 9

She must be copying me!

In this video, Beth and Jessica meet at a coffee shop. Beth comments on Jessica's new bag and mentions that when she ran into Amanda a few minutes earlier, Amanda had a bag exactly like it. Jessica seems annoyed and says that Amanda must be copying her. Beth tells her not to worry about it and explains that Amanda might be upset because she broke up with Mark. Jessica is surprised to hear this. Then, Amanda shows up. Beth is surprised that Amanda seems fine since she broke up with Mark, which Amanda dismisses as gossip. Then Amanda notices that Jessica's bag and Beth's jacket are exactly like hers and accuses them of copying her.

Jessica Hi!
Beth Hi, Jessica. How are you?
Jessica Hey, Beth. I'm good. Is that a new jacket?
Beth Yeah, I've had it for a week. Do you like it?
Jessica Yeah, it's great. That color looks good on you.
Beth Oh, thank you! And is that a new bag?
Jessica Yes. Actually, it was a birthday present from my mom.
Beth Oh. It's beautiful! It's really unusual. But, you know, Amanda has one exactly like it.
Jessica What?! No! You're kidding me.
Beth No. I ran into Amanda a few minutes ago – she's shopping down the street – and she has a bag exactly like this.
Jessica That is so wrong. I know it's not good to criticize someone, but I find Amanda's behavior a little strange these days.
Beth Oh? In what way?
Jessica Well, the bag, for example.
Beth What do you mean?
Jessica Well, I think Amanda saw my bag, and then she bought one exactly like it!
Beth Really?
Jessica Yeah! And it's not the first time. A month ago, I bought some red shoes, and then Amanda got the same red shoes. And last week, I got a new denim skirt. And Amanda got exactly the same denim skirt! Why does she do that? She must be copying me!
Beth Hmm. Well, maybe . . . but don't judge Amanda too harshly. You know that she just broke up with Mark?
Jessica Wow! No, I hadn't heard about that.
Beth Yeah. It's awful when people break up. So, I mean, Amanda might be feeling upset or stressed out right now.
Jessica Yeah, OK. But I don't see why she has to copy my clothes.
Beth That's true, but the best thing is not to worry about it.
Jessica I guess you're right.
Beth And it's always good to forgive!

Jessica I want to buy some shoes to go with my bag.
Beth You should go to that little shop downtown.
Jessica Come with me.
Amanda Hi, guys!
Jessica Hi, Amanda! How are you?
Amanda I'm good, thanks!
Beth Really? I heard you broke up with Mark.
Amanda No. We're still together.
Jessica What? You and Mark didn't break up?
Amanda No. Who said that? It must be gossip! Jessica! You have a bag exactly like mine! And Beth – you bought a jacket exactly like mine! Why did you do that? You must be copying me! What?

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Unit 10

A cool accomplishment

In this video for her business class, Alicia interviews fashion designer Martina Diaz in order to get some advice on becoming a fashion designer herself. Martina explains that as a student, she didn't have much money, so she began sewing her own clothes. Other students liked them, so she began selling them. Martina tells Alicia that she has to know what she likes and not be afraid to say it. She finds out that Alicia made her own dress and tells her that she should plan a career in fashion.

Alicia Hi, business students. I'm here with Martina Diaz! Martina has accomplished something pretty cool – she graduated from *our* college seven years ago, and now she's a fashion designer!

Martina This is so-so. Do this one over. I love this.

Alicia She's very busy preparing for a fashion show, but she agreed to talk to me today. I'd like to get some advice about how to become a fashion designer myself.

Martina Hello, Alicia, welcome to my studio. Hello, students!

Alicia So, Martina, when did you first start designing clothes?

Martina I started designing when I was in college. I didn't have much money, so I made my own clothes. It was a way to be creative and to express myself. But other students loved my dresses and skirts. So I started selling them. This is chic! This is old-fashioned! This is tacky!

Alicia Do you remember the first dress you made?

Martina Yes! I have it right here, in fact. I started with this sketch. It was hard at first. I had a lot of ideas and not as much talent or training. I made a lot of mistakes, and I had to do it over about five or six times. Yes. No. No.

Alicia What advice would you give if someone wanted to be a designer?

Martina Someone like you?

Alicia Yes, like me.

Martina Three words: enthusiasm, dedication, confidence. You have to know what you like, and you have to be brave and not afraid to say what you like. For example, . . . which one do you like? Point it out.

Alicia Um . . .

Martina Be honest – say what you think.

Alicia I like . . . that one.

Martina Why?

Alicia I . . . like the color?

Martina Ladies, let's try those out on her. So, what do you think, Alicia?

Alicia Well, I'm not sure it's the best idea.

Martina Next!

Alicia I could give this one some thought.

Martina That's a maybe, we'll talk it over. Next!

Alicia I don't think we should do that.

Martina Right. That's terrible.

Alicia Sorry I didn't like any of the outfits . . .

Martina Don't be sorry! I didn't like them myself. If I liked every idea, I wouldn't be a very good designer! Now, I *do* like *your* dress a lot. I think you should give those *shoes* away. But, your dress is lovely.

Alicia Really?!

Martina Did you make it?

Alicia Yes, I did, actually.

Martina Not bad. You have talent. If I were you, I would plan a career in fashion. But start today. Don't put it off, OK?

Alicia OK! Gosh! Thanks!

Martina You're welcome. Goodbye. Goodbye.

Alicia Goodbye.

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Unit 11

I haven't made it yet.

In this video, Danielle interviews a band – the Bull Dogs: Chris, David, John, and Ian – as they record their second album. Throughout the interview, Chris tries to get one of their songs right for the album. Danielle asks how the band was formed, how it was named, and if they've had success yet. Chris tries to say that they're a well-known and award-winning band, but his band mates contradict him. Danielle asks how their songs were written and who writes the lyrics. The band demonstrates its songwriting technique. Finally, Chris sings the song well, but no one recorded it.

Danielle Let's start with the name of the band.
Chris Hi, we're The Bull Dogs. I'm Chris, the singer. That's David, he plays guitar. John plays bass, and Ian is the drummer. We're here in the studio recording our second album. Actually, we're recording our last song on the second album.
David Chris has to finish his part, and we're done.
John He's having a bit of trouble.
Danielle How was the band named?
David It was named after our pets, actually – my cat, "Bull". . .
Chris And my dog, "Dog."
Danielle You have a dog named "Dog"? That's . . . creative.
John That's why we don't let him write the lyrics.
Danielle How would you describe your music?
Chris I'd say we fall into the Rock/Hip-Hop/Jazz/Pop category. That's our music.
Chris [singing] I was told I could be a star in New York City. I was told I might have a hit song every . . . I might have a hit song ever . . . every

.....

Danielle And tell me, how was the band formed?
Chris Great story there. The band was started in college.
David By some other people. Four women. But then all the women left, and we stayed.
Chris And the name was changed to "Bull Dog."
Danielle What was it before?
David The Princesses.
Danielle Good change.
David Yeah.
Danielle Have you had much success yet?
Chris We've had some success already. We're a well-known band.
John We're not a well-known band.
Chris We're well known here in the city.
John No we're not. We're not.
Chris We're well known here in the neighborhood. And we've recorded one album already.
John We've recorded one, but none have sold yet.
Chris We've sold a few . . .
John Five.
Chris And we're an award-winning band.
John We're not an award-winning band.
Chris We were given an award!
John For best costume in a contest at college.
Chris It's an award.
John We were dressed in dog costumes. It was horrible.
Danielle What's it like to play in a band?
David We have a lot of fun.
Chris *[singing]* I was told I might have a hit song every day. But it's been more than five years since I've been in the city. And I haven't found success yet, and I have nothing left to say. I'm going home! I'm going home! Yeah! I'm going home!

.....

Danielle How were your songs written?
Chris It's easy, really. To start, we choose a style of music. Say, the blues. The first thing to do is come up with a hook. Show her, guys. Then we come up with some lyrics.
Chris *[singing]* "I don't know but I've been told, my little finger is ten years old. I've already seen a bear. Nothing's happened yet, I don't care."
Chris It's a start.
John That's why we don't let him write the lyrics.
Danielle So, who writes your lyrics?
John Ian writes the lyrics. He has a way with words.

.....

Chris *[singing]* I was told I could be a star in New York City. I was told I might have a hit song every day. But it's been more than five years since I've been in the city. And I haven't found success yet, and I have nothing left to say. I'm going home! I'm going home! Yeah! I'm going home!
Chris Hey, guys!

.....

Chris Yes! That was it! It was perfect! Perfect! It was recorded, right? You recorded it?
John We were recording?
Ian Now *that's* funny.

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Unit 12

Travels with Ben and Nick: Fish and chips

In this travel video, Nick and Ben tell all about the delicious food they ate on their trip to London, England. Nick prefers to try local food. Ben says he does, too. On the first day, they tried fish and chips. On the second day, Nick had a vegetable curry, and Ben had fish and chips. On the third day, Nick had Middle Eastern kebabs. Ben had fish and chips from a fast-food place and got a stomachache. On the last day, Nick had high tea at a fancy hotel, and Ben found the best fish and chips in London.

Nick Hi everyone! I'm Nick.

Ben And I'm Ben. We're going to tell you all about our awesome trip to London – our delicious trip to London.

Nick When I go on vacation, I can't stand visiting landmarks and museums, and buying handicrafts, and boring stuff like that. I prefer trying local food.

Ben Yeah, me, too. Trying local food is a great way to learn about a culture. So, on the first day, we had a great local dish – fish and chips. Mmm, doesn't that look delicious? When you go to London, you have to have fish and chips. It's like, the national dish. See, here's the fish . . . and here's the chips.

Nick Yeah. People call them "chips" in England, not "French fries."

Ben And people have them with vinegar there. The first time, I was a little worried about having my fries with vinegar – I like to eat French fries with ketchup. But it was really delicious. You ought to try it!

Nick Yeah, fish and chips were good, but there are many other foods to try in London. The thing is, Ben enjoyed eating fish and chips so much, he wasn't interested in eating other foods!

Ben Yeah, well, I really liked fish and chips, so I was interested in finding the best fish and chips in London! It was a challenge!

Nick OK, so on day two, we went to Brick Lane. That's a street in the East End of London where you can find great Indian food. So I had this delicious vegetable curry from a great Indian restaurant.

Ben And I had fish and chips! They were a little spicy . . . but good.

Nick So the next day, day three, we went to a great little restaurant near Hyde Park. I had kebabs! There's lamb, lettuce, some other vegetables, and a really great spicy sauce. Kebabs are from the Middle East, but they've been popular in London for a long time. Many people in London think of them as British food. Eating kebabs and curry there is like eating hot dogs and hamburgers here in the U.S. So Ben, what did you have on day three?

Ben Well, that restaurant didn't have fish and chips . . .

Nick I told him, "You'd better eat something! Don't forget to eat!"

Ben And I only wanted fish and chips. So I went to a fast-food place and got fish and chips to go. But they weren't so good, and I got a stomachache!

Nick Well, on day four, I went to a fancy hotel and had high tea. It was a pretty expensive place. Look at all of those little sandwiches and cakes. And there were fancy dishes. I was worried about breaking something! Well, I really enjoyed that high tea.

Ben I, uh . . . wasn't there. I was looking for fish and chips.

Nick Looking for fish and chips was the only thing you did.

Ben I know, I know. But on that day, I found the best fish and chips in London! They were in a little restaurant near Victoria Station, one of the big train stations in London. Mmm! The fish was so tender and moist, and the chips were hot and delicious. If you ever go to London, you've got to find this place. Looking at it now is making me hungry.

Nick You really like your fish and chips, don't you?

Ben Yeah, I do. I miss them a lot.

Nick Well, my friend, I have a surprise for you today. A little memory of our trip . . .

Ben Wow! You got me fish and chips! Did you get these at a restaurant?

Nick Actually, I made them in the microwave. They were frozen.

Ben Thanks for the thought, but . . . go to London for your fish and chips!

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unit 1 Language summary

Grammar

Simple present vs. present continuous

- Use the simple present to describe routines and permanent situations:
  She goes to the library every weekend.
  She lives in New York.
- Use the present continuous to describe actions in progress at the moment of speaking and temporary situations:
  She's going to the library now.
  She's living in New York this summer.
  John works every night, but he's not working tonight.
  (routine) (temporary situation)
- Note that certain verbs like *believe*, *have*, *hope*, *know*, *like*, *love*, etc., cannot be used in the continuous tense. These verbs usually express a state, not an action.
  I know the answer. NOT *I ~~am knowing~~ the answer.*

Zero conditional

If + simple present	Simple present
If I **have** a problem,	I **talk** to my friends.
If my team **loses**,	I'm very sad.

- Use a comma after the *if* clause (the condition).

Simple present	*If* + Simple present
I **talk** to my friends	**if** I **have** a problem.
I'm very sad	**if** my team **loses**.

- You can usually substitute *when* for *if* in zero conditional sentences.
  If I have a problem, I talk to my friends.
  When I have a problem, I talk to my friends.

Yes / no questions	Short answers Affirmative	Short answers Negative
Do you **talk** to your friends **if** you **have** a problem?	Yes, I **do.**	No, I **don't.**
Do you **talk** to your friends **when** you **have** a problem?	Yes, I **do.**	No, I **don't.**

Wh- questions	
What	**do** you **do if** you **have** a problem?
Where	**does** he **go if** he **has** a problem?

- Use zero conditional sentences to describe things that are generally true.

Vocabulary

School subjects	Feelings and emotions
algebra	angry
art	busy
biology	hungry
chemistry	jealous
geometry	lonely
history	nervous
music	scared
physics	sleepy
world geography	thirsty
	upset

Functions

Expressing prohibition

You can't . . .
You're not allowed to . . .
You're not permitted to . . .

Expressing obligation

You have to . . .
You need to . . .
You must . . .

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unit 2

Language summary

Grammar

Past continuous

Affirmative statements			Negative statements		
I	**was**		I	**was not**	
You	**were**		You	**were not**	
He	**was**		He	**was not**	
She	**was**		She	**was not**	
It	**was**	**eating** at 9:00 p.m.	It	**was not**	**eating** at 9:00 p.m.
We	**were**		We	**were not**	
You	**were**		You	**were not**	
They	**were**		They	**were not**	

- You can use the contractions *wasn't* instead of *was not* and *weren't* instead of *were not* in negative statements.

Yes / no questions			Short answers Affirmative			Short answers Negative		
Was	I			you	**were.**		you	**weren't.**
Were	you			I	**was.**		I	**wasn't.**
Was	he			he	**was.**		he	**wasn't.**
Was	she			she	**was.**		she	**wasn't.**
Was	it	**leaving** at 9:00 p.m.?	Yes,	it	**was.**	No,	it	**wasn't.**
Were	we			you	**were.**		you	**weren't.**
Were	you			we	**were.**		we	**weren't.**
Were	they			they	**were.**		they	**weren't.**

Wh- questions				
Where	**were**	you	**staying**	last month?
Who	**was**	she	**talking**	to?
What	**were**	they	**listening**	to?

Simple past and past continuous

Simple past	Past continuous
When the phone **rang**,	I **was making** dinner.
The phone **rang**	while I **was making** dinner.

- Use the past continuous to describe an action in progress in the past.
- Use the simple past for an event that interrupts that action in progress.
- We usually use *while* to introduce the action in progress, and *when* to introduce the action that interrupts. When the clause beginning with *when* or *while* is first, use a comma.

Participial adjectives

Past participles	Present participles
amusing	amused
challenging	challenged
confusing	confused
disgusting	disgusted

- Use present participles (*-ing*) to describe someone or something that causes a reaction
  The game was really exciting. NOT *The game was really ~~excited~~.*
- Use past participles (*-ed*) to describe a person's reaction to someone or something. A past participle often expresses a feeling and so it usually describes a person.
  We were excited because our team won the game. NOT *We were ~~exciting~~ because our team won the game.*

Vocabulary

Sentence adverbs	Verbs to describe reactions
amazingly	amuse
fortunately	challenge
luckily	confuse
sadly	disgust
strangely	embarrass
suddenly	excite
surprisingly	frighten
unfortunately	interest

Functions

Announcing news

Guess what!
Did you hear what happened?
You'll never guess what happened!

Closing a conversation

Hey, I need to get going.
Listen, I've got to run.
Sorry, I have to go.

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unit 3

Language summary

Grammar

Used to

Affirmative statements		Negative statements	
I You He She It We You They	**used to be** healthy.	I You He She It We You They	**didn't use to be** healthy.

Yes / no questions		Short answers Affirmative		Short answers Negative	
	I you he		you I he		you I he
Did	she **use to be** healthy?	Yes,	she **did.**	No,	she **didn't.**
	it we you they		it you we they		it you we they

Wh- questions	Answers
What clothing **did** you **use to wear**?	I **used to wear** a uniform. I **didn't use to wear** jeans.

- Use *used to* to talk about something that was true in the past but isn't anymore, or that happened regularly in the past but doesn't anymore.
- Use *did* as the auxiliary verb in questions and negatives. When you use *did,* do not add the *-d* ending to the verb *use*.
  I didn't use to wear glasses. NOT *I didn't ~~used to~~ wear glasses.*

Defining relative clauses

Main clause	Relative clause
He's a person	**that** wears trendy clothes.
You're someone	**who** looks good in everything.
Do you buy clothes	**that** are on sale?
I really like these shoes	**which** are in the shop window.

- Use defining relative clauses to clarify which or what kind of things you are describing.
- *Who*, *which*, and *that* are relative pronouns. Use *that* or *who* for people, and *that* or *which* for things. *That* is more common than *which* in a defining relative clause.
- The defining relative clause directly follows the person or thing it is describing.
- Note that the verb in subject relative clauses agrees with the noun that the relative pronoun refers to. In this type of clauses, do not use a personal pronoun after *who*, *which*, or *that*.
  He's a person that wears trendy clothes. NOT *He's a person ~~that he~~ wears trendy clothes.*

Vocabulary

Fashion trends	Clothing styles
a bracelet	fashionable
contact lenses	flashy
dyed hair	glamorous
earrings	old-fashioned
glasses	retro
high heels	tacky
a leather jacket	trendy
a ponytail	weird
sandals	
a uniform	

Functions

Asking where things are
Where are the . . . ?
Where can I find the . . . ?
Could you tell me where the . . . are?

Asking for an alternative
Does this come in . . . ?
Do you have this in . . . ?
Can I get this in . . . ?

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unit 4

Language summary

Grammar

Present perfect

Affirmative Statements			Negative statements		
I	**have**		I	**have**	
You	**have**		You	**have**	
He	**has**		He	**has**	
She	**has**	**won** an award.	She	**has**	**not won** an award.
It	**has**		It	**has**	
We	**have**		We	**have**	
You	**have**		You	**have**	
They	**have**		They	**have**	

- You can use the contractions *'ve* instead of *have* and *'s* instead of *has* in affirmative statements.
- You can use the contractions *haven't* instead of *have not* and *hasn't* instead of *has not* in negative statements.

Yes / no questions			Short answers Affirmative			Short answers Negative		
Have	I			you	**have.**		you	**haven't.**
Have	you			I	**have.**		I	**haven't.**
Has	he			he	**has.**		he	**hasn't.**
Has	she	**won** an award?	Yes,	she	**has.**	No,	she	**hasn't.**
Has	it			it	**has.**		it	**hasn't.**
Have	we			you	**have.**		you	**haven't.**
Have	you			we	**have.**		we	**haven't.**
Have	they			they	**have.**		they	**haven't.**

Wh- questions			
What award	**have**	I / you / we / they	**won**?
How often	**has**	he / she / it	**won** an award?

- Use the present perfect to describe events or experiences that happened at an unspecified time in the past.
- *Never* is a stronger negative word than *not*. Use *not* or *never* in negative answers.
- *Ever* can be used in questions.
  Have you ever *been on TV?*
- Use frequency expressions to give more information.

Present perfect vs. simple past

- Use the present perfect to describe events or experiences at an unspecified time in the past. Either we don't know or don't care exactly when something happened. We can also use the present perfect for events or experiences that happened more than once.
  I've been on TV many times.
- Use the simple past to describe events or experiences that happened at a specific time in the past. We use the simple past with expressions such as *yesterday*, *last night*, *last year*, *three days ago*, *five years ago*.

Vocabulary

Experiences
act in a play
be on TV
break a bone
get seasick
lose your phone
meet a famous person
move to a new city
win an award

Fun things to do
climb a mountain
eat in a fancy restaurant
go camping
go to a spa
go whale-watching
ride a roller coaster
try an exotic food
try an extreme sport

Functions

Checking meaning
Are you saying . . . ?
Do you mean . . . ?
Does that mean . . . ?

Clarifying meaning
I mean, . . .
What I mean is, . . .
What I'm saying is, . . .

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unit 5

Language summary

Grammar

Comparisons with adjectives

Comparisons with *-er* or *more*	Comparisons with *(not) as*
Tiananmen Square is **bigger than** Red Square.	Red Square is **not as big as** Tiananmen Square.
Rome is **sunnier than** Seattle.	Seattle is **not as sunny as** Rome.
The Empire State Building is **more famous** than the Sears Tower.	The Sears Tower is **not as famous as** the Empire State Building.

- Use the comparison form adjective + *-er* + *than* with one-syllable adjectives (*short – shorter than*), and with most two-syllable adjectives ending in *-y* (*sunny – sunnier*).
- Use *more* + adjective + *than* with other two-syllable adjectives (*famous – more famous than*) and adjectives with three or more syllables.
- Some adjectives are irregular (*good – better*).
- Use *not* + *as* + adjective + *as* for another way to express comparisons. *"Seattle is not as sunny as Rome,"* means the same thing as *"Rome is sunnier than Seattle."*

Comparisons with nouns

Comparisons with *more*
The subway in Paris has **more stops than** the subway in Washington D.C.
Some bridges can carry **more traffic than** others.

- Use this comparison form to compare plural count nouns or noncount nouns. *The New York City subway has more riders today than it did 30 years ago.* NOT *The New York City subway has ~~more rider~~ today than it did 30 years ago.*

Superlatives with adjectives

Superlative with *-est* or *most*
The wettest city in the world is Cherrapunji, India.
Yuma, Arizona, in the United States is **the sunniest** city.
Macchu Picchu is one of **the most interesting** places I know.

- Use the superlative form *the* + adjective + *-est* with one-syllable adjectives (*big – the biggest*), and with most two-syllable adjectives ending in *-y* (*sunny – sunniest*).
- Use *the* + *most* + adjective with other two-syllable adjectives (*famous – the most famous*) and adjectives with three or more syllables.

Superlatives with nouns

Superlatives with *the most*
Norway may have **the most waterfalls** in the world.
Yuma, Arizona, gets **the most sunshine** in the world.

- Use this superlative form to compare plural count nouns or noncount nouns.

Vocabulary

Human-made wonders	Geographical features
bridge	desert
canal	island
plaza	lake
skyscraper	ocean
stadium	rain forest
subway system	river
tower	valley
tunnel	waterfall

Functions

Expressing disbelief

No way!
Seriously?
I don't believe it!

Saying you don't know

I really don't know.
I have no idea.
I don't have a clue.

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unit 6

Language summary

Grammar

Present tenses used for future

- Use the present continuous to describe plans or intentions, or for things you have already arranged to do.
  I'm meeting my friend on Sunday.
- Use the simple present to describe events that are on a schedule or a timetable.
  The train leaves at 7:00 p.m.
- Use simple present for verbs that are not usually continuous (*have, own, think, know,* etc.).
  He has a date this weekend.

Request

Requests

Can	you	**water** my plants, please?
Could	you	**check** my homework?
Would	you	**feed** my fish?
Would	you	**mind lending** me your book?

- Use *can*, *could*, or *would* + *you* + base verb. *Would* and *could* are a little more polite than *can*.
- Use *would* + *you* + *mind* + verb + *-ing*. This is the most polite form of request.

Promises and offers with *will*

Promises	Offers
Don't worry. **I'll** pick you up on time.	**I'll** get your mail (if you want).
We'll definitely water the plants.	**We'll** water your grass, too, (if you'd like).

- Use *I* or *We* + *will* + base verb to make promises or offers.
- When you promise something you say you are definitely going to do it. When you make an offer, you are saying that you will do something if the other person wants you to.

Vocabulary

Commitments	Favors
a birthday party	check my homework
a blind date	feed my cat
a business meeting	get my mail
a conference call	give me a ride
a doctor's appointment	help me with my résumé
a job interview	lend me some money
soccer practice	pick me up
a violin lesson	water my plants

Functions

Offering to take a message

Can I take a message?
Do you want to leave a message?
Would you like to leave a message?

Leaving a message

Please tell . . .
Can you tell . . . that . . . ?
Could you let . . . know that . . . ?

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unit 7 Language summary

Grammar

Adverbs modifying adjectives and verbs

Adverbs modifying adjectives	Adverbs modifying verbs
I'm **very** optimistic. He's **really** stubborn.	She works **slowly**. You make friends **easily**.

- Use adverbs such as *really*, *very*, *extremely*, and *fairly* to modify adjectives. The adverbs come before the adjective.
  They're fairly sure. NOT *They're ~~sure fairly~~.*
- Adverbs modifying verbs go after the verb or the verb and its object.
  I work quickly. NOT *I ~~quickly work~~.*
- Adverbs usually end in *-ly*. Some irregular adverbs are *well*, *fast*, and *hard*.

Present perfect with *for* and *since*

- Use the present perfect to describe an action that began in the past and continues to now.
  I've lived here for six years. (And I still live here.)
  I've studied English since January. (And I'm still studying English.)
- Use *for* to specify the amount of time.
  She hasn't seen him for a long time.
  He's had his new car for one week.
- Use *since* to specify the starting point.
  We've known each other since high school.
  He's had his new car since Monday.

Vocabulary

Personality traits	More personality traits
adventurous	agreeable
ambitious	considerate
careful	decisive
curious	fair
easygoing	honest
optimistic	mature
outgoing	patient
stubborn	reliable

Functions

Giving an opinion

In my opinion, . . .
If you ask me, . . .
Maybe it's just me, but I think . . .

Asking for agreement

Don't you agree?
Don't you think so?
Don't you think that's true?

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unit 8

Language summary

Grammar

Quantifiers

Quantifiers with count nouns	Quantifiers with noncount nouns
There are **too many** plastic bottles in the ocean.	Big cars use **too much** gas.
There aren**'t enough** hybrid cars.	We don**'t** recycle **enough** trash.
We should use **fewer** plastic bags.	People should use **less** electricity.
People should use **more** steel water bottles.	We should try to conserve **more** energy.

- *Too* means that we have more than we need or want.
- *Not enough* is the opposite of *too*, and it means that we need or want more of something.
- Use *more* and *not enough* with both plural count nouns and noncount nouns.
- Use *fewer* and *too many* with plural count nouns.
- Use *less* and *too much* with noncount nouns.

First conditional

If clause + simple present	Main clause + *will / may / might / could*
If I **use** less gas,	I**'ll save** money.
If people recycle more,	there **will be** less trash in landfills.
If we **don't stop** global warming,	we **may have** severe weather.
If they **grow** their own food,	they **could save** a lot of money.

- Use a comma after the *if* clause (the condition).

Main clause + *will / may / might / could*	*If* + simple present
I**'ll save** money	**if** I **use** less gas.
There **will be** less trash in landfills	**if** people **recycle** more.
We **may have** severe weather	**if** we **don't stop** global warming.
They **could save** a lot of money	**if** they **grow** their own food.

- Don't use a comma after the main clause.
- Use *may, might,* or *could* in the main clause when you're less certain about the results.

Yes / no questions	Short answers Affirmative	Short answers Negative
Will there be enough landfill space **if** we don't reduce trash?	Yes, there **will**.	No, there **won't**.
Will we need less oil **if** we develop more electric cars?	Yes, we **will**.	No, we **won't**.

Wh- questions

What will happen if we **don't stop** global warming?
What will we **do if** the pollution **gets** worse?

- Use first conditional sentences to describe real future possibilities.

Vocabulary

Environmental impacts	Tips to help the environment
e-waste	Buy local food.
global warming	Fix leaky faucets.
hybrid car	Grow your own food.
nuclear energy	Pay bills online.
organic food	Take public transportation.
plastic bags	Use a clothesline.
pollution	Use cloth shopping bags.
recycling bin	Use rechargeable batteries.
solar energy	
wind farm	

Functions

Giving an approximate answer
I'd say about . . .
I'd say maybe . . .
Probably . . .

Avoiding answering
I'd rather not say.
I'd prefer not to say.
I'd rather not answer that.

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unit 9

Language summary

Grammar

Expressions with infinitives

It's + adjective + infinitive	*It's* + noun phrase + infinitive
It's important **to apologize.**	It's a good idea **to compromise** sometimes.
It's not helpful **to gossip.**	It's not a bad idea **to apologize.**

- Use infinitives after *It's* + an adjective.
- You can also use infinitives after *It's* + a noun phrase.
- An infinitive is *to* + base form of a verb. The base form never changes.

Modals for speculating

Speculating with more certainty	Speculating with less certainty
She **must be** sick. She never misses class.	She **might have** a doctor's appointment or something.
They **must not get along.** They don't want to sit next to each other.	They **may not know** each other very well. I think they just met.
He **can't be** angry. He's smiling.	He **could be** angry, but maybe he doesn't want to show it.

- We use *must* to show that we're almost 100 percent certain that something is true.
- We use *must not* and *can't* to show that we're almost certain that something is not true.
- We use *might, may*, and *could* to say that there's a chance that something is true, but we're not 100 percent sure.
- We use *might not / may not* to say that it is possible that something isn't true.
- Note the difference in meaning between *can't* and *may not / might not*:
  He may not / might not go to Brazil. (It is possible that he won't go and stay home.)
  He can't be in Brazil! I saw him yesterday. (It is not possible that he is Brazil.)
- You can also use a continuous form after the modal: modal + *be* + base form + *-ing*.
  He might be feeling upset.
  NOT *He ~~might feeling~~ upset. OR He ~~might is feeling~~ upset.*

Vocabulary

Relationship behaviors	Inseparable phrasal verbs
apologize	break up
argue	count on
communicate	drop by
compromise	get along
criticize	get together
forgive	grow up
gossip	pick on
judge	run into
lie	take after

Functions

Apologizing

I'm sorry.
I'm really sorry.
My apologies.

Accepting an apology

That's OK.
Don't worry about it.
There's no need to apologize.

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unit 10

Language summary

Grammar

Reflexive pronouns

Reflexive pronouns

I taught **myself** to play the guitar.
Did **you** hurt **yourself** in the soccer game?
He considers **himself** very creative.
She thought of **herself** as talented.
The dog hurt **itself** in the yard.
We asked **ourselves** why we were there.
How did **you** make **yourselves** finish the race?
They didn't plan the trip by **themselves**. They had help.

- Use reflexive pronouns when the subject and object of a sentence refer to the same thing or person.
- *By* with a reflexive pronoun means "alone."

Second conditional

If clause + simple past	Main clause + *would*
If I **were** rich,	I **would**
If she **weren't** sad,	she **wouldn't buy** a house.
If you **ate** healthy food,	you **wouldn't be** sick so often.
If we **didn't need** the money,	we'd **quit** our jobs and travel.

- Use a comma after the *if* clause (the condition).

Main clause + *would*	*If* + simple past
I **would** buy a house	**if** I **were** rich.
She **wouldn't cry**	**if** she **weren't** sad.
You **wouldn't be** sick so often	**if** you **ate** healthy food.
We'd **quit** our jobs and travel	**if** we **didn't need** the money.

- Don't use a comma after the main clause.

Yes / no questions	Short answers Affirmative	Short answers Negative
Would you **be** happier **if** you **were** famous?	Yes, I **would.**	No, I **wouldn't.**
Would she **get** better grades **if** she **studied** harder?	Yes, she **would.**	No, she **wouldn't.**

***Wh-* questions**

What **would** you **do** if you **were** rich?
Where **would** he **live** if he **had** a lot of money?

- Use second conditional sentences to describe "unreal" or imaginary situations.
  If I were *president, I'd lower taxes.* (I'm not the president, so I won't lower taxes.)
- Use a past tense verb in the *if* clause (the condition). Use *would* in the main clause.
- Use *were* for the past tense of *be* in the condition.
  If I were *you, I'd take more classes.*

Vocabulary

Qualities for success	Separable phrasal verbs
bravery	bring up
confidence	do over
creativity	give away
dedication	give back
enthusiasm	pay back
flexibility	point out
talent	put off
wisdom	talk over
	try out
	turn down

Functions

Advising against something
I wouldn't recommend that.
I don't think you should do that.
I'm not sure that's the best idea.

Considering advice
I'll see.
I'll think about it.
I'll give it some thought.

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unit 11

Language summary

Grammar

Past passive

Wh- questions		
When		**was** the song first **released**?
How many	albums	**were downloaded** in 2008?

Active (simple past)			Passive (past of *be* + past participle)		
	me		I	**was**	
	you		You	**were**	
	him		He	**was**	
They gave	**her**	an award.	She	**was**	**given** an award.
	it		It	**was**	
	us		We	**were**	
	them		They	**were**	

- The passive voice places the focus of a sentence on the receiver of an action instead of the doer of an action.
- Use the passive voice when the doer of an action is not known or is not important.
- When the doer of the action is important, you may use the passive voice with *by*.
  I was *given an award by the president of the college.*

Yes / no questions			Short answers Affirmative			Short answers Negative		
Was	I			you	**were.**		you	**weren't.**
Were	you			I	**was.**		I	**wasn't.**
Was	he			he	**was.**		he	**wasn't.**
Was	she	**given** an	Yes,	she	**was.**	No,	she	**wasn't.**
		award?		it	**was.**		it	**wasn't.**
Was	it			you	**were**		you	**weren't.**
Were	we			we	**were.**		we	**weren't.**
Were	you			they	**were**		they	**weren't.**
Were	they							

Present perfect with *yet* and *already*

- In questions, use *yet* when you expect the action to have happened.
  Have you seen the movie yet*?*
- In affirmative statements, already means the action has happened earlier.
  Yes, I've already seen the movie. NOT *Yes, I've seen the movie ~~yet~~.*
- In negative statements, *yet* means the action hasn't happened, but you expect it to.
  No, I haven't seen the movie yet. OR *No, not yet.* NOT *No, I haven't seen the movie ~~already~~.*
- *Yet* goes at the end of the sentence. *Already* can go between *have / has* and the verb, or at the end of the sentence.

Vocabulary

Compound adjectives	Verb and noun formation
award-winning	announce a tour
best-selling	appreciate music
high-priced	compose music
nice-sounding	entertain an audience
oddly named	perform a song
often-downloaded	produce a song
record-breaking	record a song
well-known	release a new album

Functions

Beginning instructions

First, . . .
To start, . . .
The first thing you do is . . .

Continuing instructions

Next, . . .
Then, . . .
After that, . . .

Ending instructions

Finally, . . .
To finish, . . .
The last thing you do is . . .

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unit 12

Language summary

Grammar

Gerunds

Gerunds as subjects

Going to clubs isn't fun for me.
Visiting museums can teach you a lot about a culture.

Gerunds after some verbs

Martha **enjoys going** to local restaurants.
We **don't like using** a travel agency.
Do you **prefer traveling** with friends, or with family?

Gerunds after prepositions

He's interested **in traveling** to Africa this summer.
We're concerned **about leaving** our passports at the hotel.
Are you worried **about getting** to the airport on time?

- A gerund is an *-ing* word that acts like a noun. Gerunds may be the subject of a sentence, or they may appear after some verbs or prepositions.
- Verbs that are usually followed by gerunds: *enjoy*, *dislike*, *hate*, *like*, *love*, *prefer*, *recommend*.

Modals for necessity and recommendation

Modals for necessity

You **must** sign this form first.
We'**ve got to** make a reservation.
He **has to** wear a life jacket.

Modals for lack of necessity

I **don't have to** participate.

Modals for recommendation

I'd better drink more water.
You **ought to** ask about their safety rules.
We **should** bring swimsuits.
She **shouldn't** wear jewelry for this activity.

- Use *must*, *have / has got to* and *have to* to express something that is necessary or required to do.
- Use the expression *don't / doesn't have to* to talk about something that is not necessary or not required.
- Use the expressions *had better*, *ought to*, *should*, and *shouldn't* to give advice and recommendations. *Had better* is stronger than the other expressions.

Vocabulary

Vacation activities
buy handicrafts
go to clubs
listen to live music
see wildlife
speak a foreign language
try local food
visit landmarks
volunteer

Extreme sports
bungee jumping
kite surfing
paragliding
rock climbing
skydiving
snowboarding
waterskiing
white-water rafting

Functions

Asking about preferences
Would you like . . . or . . . ?
Would you prefer . . . ?
Would you rather have . . . or . . . ?

Reminding someone of something
Remember to . . .
Don't forget to . . .
Let me remind you to . . .

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Four Corners Student's Book 3

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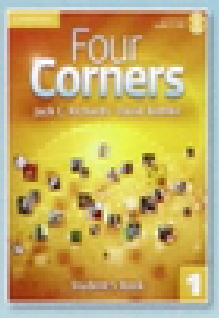

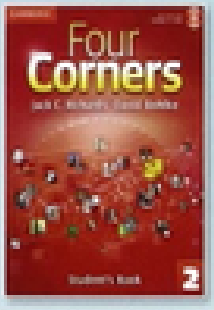

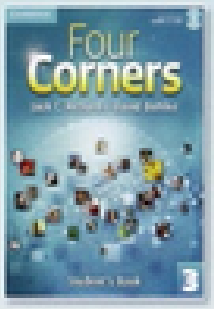

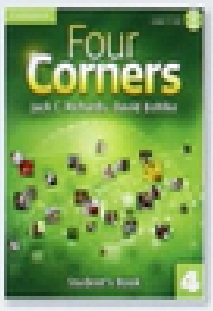

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